

Episode 23: Teaching Comprehensive Consent with Sarah Casper

Christy Keating 00:08

Hi friends and welcome to The Heartful Parent podcast. I'm your host, Christy Keating. In this podcast, we talk about it all, our parenting, our partnering, and our professional lives, because they are all a part of us. And we were never meant to do this alone

Christy Keating 00:40

Hello friends and welcome back to The Heartful Parent Podcast. I am really thrilled to have you here and to be introducing you to Sarah Casper. I want to tell you a little story of how I met Sarah, so many of you, I think, knew about or attended the Safe Parenting Summit back in February of this year. And during that Summit, Sarah reached out to me, because she was an attendee, and said, Hey, you and I should talk. And so we connected. We've had some great conversations.

And it is my true pleasure to now host her on The Heartful Parent Podcast because, like me, Sarah talks about consent, we, you know, do that in sort of different ways. She often works with kids, I don't, but she's got really awesome stuff to talk about. And the story that she's going to tell today about how she got into this line of work is fabulous and caught me totally by surprise. It's totally unexpected. In addition to the fabulous story she's about to tell you though, Sarah is, as I said, a consent educator and the name of her company that she founded is called Comprehensive Consent. She uses social emotional learning theory and practices, and equips young people and their grownups with the knowledge and skills that they need to navigate body boundaries and create healthy relationships. After earning her BA in Psychology at NYU, Sarah began her doctoral studies at Rutgers University on the path to becoming a clinical psychologist.

Along the way, she discovered her true passion, and you're going to hear how she discovered that. But it really led her to helping people overcome the barriers to practicing consent and effective communication. And that's when she created comprehensive consent. Through her social media platforms, workshops and curricula. Sarah has helped thousands of kids, adolescents and adults deeply understand consent, improve their relationships and become more prepared for the complexities of safe and ethical, physical intimacy.

This is a really fun conversation. And I know you're gonna get so much out of it. So without further ado, Sarah. Alright, Zara, welcome. Welcome to the heartful parent podcast, I'm really excited to have you here.

Sarah Casper 03:07

I'm very excited to be here.

Christy Keating 03:10

So as I said, in the introduction, you talk about consent, like your whole professional life is about consent, which as a former prosecutor of sex crimes, this is a topic near and dear to my heart, I should also say, as a parent, right, as a prosecutor, and as a parent, this is a topic I care deeply about. And frankly, don't think that enough parents are having this conversation. Because we all get lured into that idea of well, not my kid, my kid would never do that. So I want to kind of start there, and talk a little bit about how you got into this line of work? And then how do we get over ourselves and then *'not my kid man'* mentality?

Sarah Casper 04:01

Yeah. So how I got into this work is a very fun story, because it has to do with partner acrobatics, which is usually not what someone is expecting to hear.

Christy Keating 04:13

Not what I expected you to say.

Sarah Casper 04:15

No. Ah, yeah. I mean, there's the educational piece. You know, my backgrounds in psychology, I was in school to get my doctorate in clinical psych before I realized that wasn't for me. So that's definitely that's the deeper foundation. But the heart of it comes from when I learned about partnered acrobatics, which is essentially, rather than using a apparatus like trapeze or silks, or a tight rope to perform your acrobatics, you're just using yourself and other people's bodies. Okay, I got into this. Back in 2017. I took a class because my brother's friend was teaching it and it was so fun for me.

Christy Keating 05:00

This is the kind of stuff we see in Cirque du Soleil, right? Like

Sarah Casper 05:04

I sometimes say, it's a it's like, it's like Cirque du Soleil—light.

Christy Keating

Okay. Okay.

Sarah Casper

Very light.

Christy Keating

Okay.

Sarah Casper

Yeah. It's the building blocks of that. Absolutely.

Christy Keating

Okay, super cool.

Sarah Casper

Yeah. And I took this class, I fell in love with it, and I continued to practice it. And one day, I'm sitting in the park with some friends. And we're doing some Acro, partner acrobatics, Acro-Yoga, all the same thing. We're doing some Acro. And all of a sudden, like, you guys, the rules of Acro are the same as the Rules of Sex. And they're like, Sarah, what are you saying? And I was like, well, there's like excitement. But there's also risk. And you're navigating your body with another person's body. And how you feel about practicing one day is not the same as how you feel practicing the other the next day. And what you do with one person is going to be different than what you do with the other person. And there's power dynamics, if a teacher asks you to do something, if a someone who's more skilled asks you to do something, there's assumptions about bodies, whose bodies work with whose body, navigating that.

And I just started making all these connections. And seeing also at the same time, how the reason I was able to make all these connections is because I learned how to navigate my body. Through Acro-Yoga, I learned how to say, 'ouch, that hurts. I need something different.' And 'hey, can we try this?' And 'no, I don't want to do that,' in this lower stakes environment that had nothing to do with sex, but had everything to do with navigating my body in a way that felt comfortable, safe, and also fun, as yeah. And I was like, what if we can do this with kids? What if we can make it so you're not learning about sex? That's where the, you know, educational background psychology comes in learning generalizable skills that aren't about sex, but are just about navigating your body in a way that feels good and is respectful. Okay,

Christy Keating 07:06

I have to say, like, my mind, just kind of went, like mind blown, because you're totally right. And I never would look at two people doing, you know, on, I mean, I'm going to, maybe this isn't what it really is. But like I, you know, you see people on America's Got Talent or whatever, doing these kinds of acrobatic things. Right. And, and you're totally right, like, now that I think about that, having seen people do that it is everything you described, there's the risk, there's the excitement, there's the, you know, touch me here, don't touch me there, right? Because that's going to hurt or that's not going to hurt. I mean, what an incredible parallel to draw in that moment. And then to say, what if we could talk about this in a non sexual way? Mm hmm. Because people freak out when we get talking about sex, right? Yep. Especially it feels like in an increased way, in our country these days.

Sarah Casper 08:02

Yeah. But if you look at it, through this lens, it's not about sex. It's about navigating your body and your body boundaries, and the things that your body wants to do and doesn't want to do. And we do that. Sure we do that, you know, we do that in texts. We do that in acro yoga, if you're partnered acrobatics, and you're someone who does that. But we also do that when two kids are play wrestling, or when you're having a tickle fight with your kid or when you're like jumping on your friend's back to like scare them in the middle of the hallway in school because you're just being playful. It's the same. It's again, like generalizable skills, navigating body boundaries, just in these different contexts. And so we can practice them when the stakes are low. So we're prepared when the stakes are high.

Christy Keating 08:46

I mean, that is such an incredible concept, because especially as I heard you describe it, and it sounds like I mean, you're an adult when you started doing this, right. And you said that's how you learned to navigate your body and say, I like this, I don't like this, this hurts, this doesn't hurt. And I have to say there's a part of me that makes me really sad about that. Right? Because especially and I don't want to exclude you know, boys, man, you know, people who identify as male from this, but I think societally girls and women, identifying folks are, we are not taught to understand our bodies to say this is okay. And this isn't okay. We're simply taught not to make waves. Right. And so the fact that you were an adult, and I think many of us were adults, when we learned that, maybe not through partner acrobatics, but you know, and there are many adults who still don't know how to do that.

Sarah Casper 09:59

And they think the community element was such a big part of that, because as someone, I'm five, three, and I weigh about 170 pounds. So I am not the ideal base, the bottom person holding people up. And I'm also not the again, quote unquote, ideal Flyer—the person up there. And so I had, I didn't know where I belonged in this space, I didn't know what my role was supposed to be. And I had community saying, Well, what do you want to do? And I was like, What do you mean? What do I want to do? It's like, what am I supposed to do? What am I allowed to do? And then well, first start with what do you want to do? And I had friends who were like, encouraging me to Yeah, if I wanted to fly on someone who was my size, that we could give it a try and do it if both of us were into it. And so I had support in asking for what I want. If I was like, Oh, I'm not sure if I want to do this or not. I had community that was saying, Do you want to scaffold this? So we'll try it at a lower level, and then move up to this? Do you want to not do it at all? Do you want to watch me do it with someone else? And then you can see what it looks like. So I had community there, which is something that you can have in schools, that environment and in homes with parents, encouraging kids to figure it out, rather than when you're an adult, and you're in a bedroom with one person and you're not having most likely someone to help you navigate that?

Christy Keating 11:20

Yeah. Okay. I'm gonna go back to that my mind is kind of blown right now, because this is totally not the story that I expected you to tell about how you got into teaching in cent and I love this story. So and I love that idea, teaching this in lower stakes environments, right, as you said, like the kids walking down the hall in school, you know, playing on the playground, play wrestling, I mean, I can see this coming in, in sports, to some degree right, in cheerleading, and you know, whatever. So how can we as parents, or, you know, I think there are educators who listen to this podcast as well. Or people like me, who are both parents and educators? How can we start looking for finding those kinds of situations? And then how do we turn that into a teaching moment? Where our kids aren't just like, 'Oh, my God, Mom Shut up.'

Sarah Casper 12:22

Right and the reason that I think that 'Oh, my God, Mom' eye roll thing happens is often because it does feel very didactic. And like it is a parent. bestowing knowledge on to child, the close to parent kind of modeling and empowering a child in what to do. So there is, there doesn't need to be some you know, didactic stuff, like you need to ask first, here's why. Here's what to do. If you want to say no, right? We need some of that. But we also need a parent who when someone's invited for a sleepover, and the kid doesn't want to go, that they're saying, Okay, are you open to talking about why that is? You know, if you don't want to go, that's okay. And you know, it might be if you don't want to go, that's okay.

And then eventually it might lead to a place where they feel comfortable opening up to why, but setting that that groundwork of I want you to feel what it feels like not to have to do something. Yeah. And if they want to invite someone, firstly over and the person says no to them. It's not I'm sure, they'll say yes, another time, they probably had a good reason. You know, it's it can be that but in addition to and it's okay, if they just weren't in the mood. That's totally okay. In fact, if they never want to sleep over, right, that's okay. Just like there are some things you never want to do. And it's not a reflection on you. Yeah, they actually verbalizing that people making their own choices, it's okay, we might have expectations, and we might be let down. And that's okay. Yeah. But I think that support of a child and making their own decisions is so important. And then also making sure that you as a parent are also modeling that same thing. Yeah. Right.

Christy Keating 14:16

Yeah. You know, as you're telling that story, or telling, like talking about that, it reminded me of a story with my older daughter. So my older daughter is will turn 14 this summer. And she was invited to a birthday party sleepover. I don't know when earlier in this school year, and she was really excited to go and, you know, really excited to be there. I had never been to this family's home before. And I did all the you know, asking questions about, you know, who's going to be there? What are they going to be doing, et cetera, et cetera, sort of satisfied my own, you know, safety things. And I got a call from my daughter at Aurora. Actually, she texted me and said Um, I've changed my mind, I don't want to say over here. She's still, you know, adored her friend, but there was just the family dynamics or what was that

whatever was going on didn't feel good to her. And in that moment, you know, I was in bed, I was in my pajamas, I was ready to go to sleep. And I could have easily said, tough it out, kid, man, you're there, you said you wanted to go, you told your friend, you're gonna go, like you got to stick with the decision that you made. Right? I didn't say there's a lot of parents that could say that. And I didn't. And I said, I will be there. I contacted the parent. I said, Hey, I'm coming to get my kiddo. And I went and got her at 11 o'clock at night. And then I had to navigate that with this parent, you know, not to toot my own horn. But like, as you describe that scenario, I'm like, Okay, that is a great example of when I was able to send a message to my daughter, you do not have to stay. You do get to change your mind in the middle of a decision. If it doesn't feel good to you.

Sarah Casper 15:59

Absolutely. I'll toot your horn. Okay. Yeah, that it's okay. So this is it wasn't what you expected to be, or something happened. And that and also for for situations where, let's say, she was going to be away, so you're away, and you really can't pick her up, you can still be there and support and say, you know, I'm I'm not here, what can we do? You know, I can either have amped blah, blah, blah, pick you up and say through the night, we, you know, we can figure out something together. And if you are a parent who in the past has said, toughing it out. You can actually go to your child and say, hey, when you were at that sleepover last month, and you called me, I said this thing, and I wish I had responded differently. Because the truth is you can change your mind whenever you want. So even if you are in a situation, so parents, especially like teens and tweens, who have encountered things like this in the past, where now they're listening, and they're thinking, Oh, hmm, I might have sent some messages I didn't want to send Yeah, that's where repair comes in.

Christy Keating 17:05

Yes, I'm so glad that you said that. Because I'm a big believer that there's a lot of power in not just getting it right the first time but making the repairs when we do something we didn't intend to do that that model is something really important for our kids as well.

Sarah Casper 17:20

Absolutely, we, in fact, it is so important to not be quote unquote, perfect, because we need to model we need to have opportunities to model what to do when you mess up.

Christy Keating 17:36

Yeah, yeah, for sure. And as a self confessed, I don't like making mistakes very much. Because I you know, there was messaging when I was growing up that that wasn't okay. This has been a learning process for me to make those repairs. And it is also been such a great way to connect with my kids, which I know we can have a whole separate conversation about, you know, the importance of, of those genuine sincere apologies when we when we do screw something up. But I want to kind of circle back to this idea of using these low stakes places, right. You know, sleepover in the situation that I described was a low stakes scenario, I recognize that there are sleepovers that may not be as low stakes, want to

acknowledge that. In this particular situation, it was low stakes. What are other ways that parents can kind of use you know, whatever is going on in our daily lives with our kids, to help reinforce that idea of getting to decide what you do with your body, and making sure that what's being done with your body feels good to you.

Sarah Casper 18:50

Anytime you have a chance to encourage your child to slow down, before making a decision, that is key, because that will give them not just practicing either saying yes, saying no checking in whatever but also practice and paying attention to how their body feels. Again, thanks, environment, you know, it's time to decide what you want from the menu, you have to make a decision, you know, we're at the restaurant, the waiter is here, right? You can say, we can call the waiter back, take your time think, you know, close your eyes. Think about what sounds good to your body right now. And make that decision that way. Right? Not making the decision, because you're coloring and you're delaying making the decision, right? Kind of thing. But the actual like, oh, you can pause and how do you really feel whatever answer you come up with is okay. Do you want to go to that sleepover? Yeah, you have the the parent on the phone now, but that doesn't mean the kid has to decide now. Right? They can take the time to say Oh, right. When I have a decision in front of me, I'm allowed to pause. I will get in the habit of pausing is definitely one thing that that parents can do in that is true for kids of all ages.

Christy Keating 20:02

That is such a powerful recommendation. And I don't, unlike thinking through my own, like I sometimes feel probably rushed to make decisions faster than I would like to. So that's something I could probably model, you know, a little better for my daughters than I might be doing. And encouraging them to do that as well. We don't take a pause often enough in our lives in general, right?

Sarah Casper 20:34

It's so counterintuitive. Yeah.

Christy Keating 20:37

It really is. So as we look at these situations, and we are encouraging our kids to take pauses, and, you know, kind of looking for opportunities in in their just regular life, to ask, maybe, like, what feels good to you right now? At what point should we, if ever, draw the really hard and fast link between decision making on a menu at a restaurant and decision making about what you want to do? Sexually? Because, you know, you're talking about that sort of, we don't want to be too didactic. We don't want to be just teaching our kids and let's be honest, we love to do that. Because we've we're so wise.

Sarah Casper 21:21

I do have all the answers I don't have.

Christy Keating 21:26

So weird because I do too, at what point is it appropriate to start drawing those really concrete links for them?

Sarah Casper 21:37

I think that part partially depends on what your child is learning in school. So if they're having those conversations in school, then you know, that might be a time to do that. But if your child is already understanding, slowing down, checking with the other person, knowing it's okay to say no knowing it's okay to hear and now, the Lionel's doesn't have to be drawn. It's just an extension. It's, of course I wouldn't, this isn't something separate, I'm not learning something new. When I learned consent for sex, I'm just learning how the same thing I've always done applies to this situation, it applies to tickling when I was three, it applies to play wrestling, when I was eight, it applies to being on the couch with my girlfriend when I'm 13. And there should still be conversation about the stakes. But in terms of like, how to how to interact in those situations, they are the same, don't you don't if you're already asking about how something feels. And if someone wants to do something, you don't need to do anything differently. Yeah, need to remember that the stakes are higher. Right? The stakes are higher when you're driving, let's say I'm I live in New York City, their city bike, there's e bikes, and there's regular bikes, right? The stakes are higher when I'm riding an E bike because it goes faster. But I do the same thing where I'm slowing down when I get to an intersection, I'm looking both ways. I might want to be extra careful, I might take different precautions. In terms of how sure I am that I've looked both ways, maybe? Uh huh. It's the same thing. So yeah, you might you might double check on and ask, is this still okay? But the fundamentals are already there. And that's exactly what I'm hoping to teach and get out in my work for parents and kids to understand that if you teach this in low stakes, everyday environments, it will come naturally in those higher stakes environments.

Christy Keating 23:45

It's not love that well, and it just feels so much more manageable, I think, for many parents to teach that in a wrestling situation rather than you know. I mean, I'm a big believer that at some point, yes, we do need to be talking to kids about sex and all of that stuff, right? Of course, and I know you agree with that. But as an intro into this are kind of like the stepping stones to be just talking about this in really, every day ways. Feels not as scary. For many parents.

Sarah Casper 24:17

I will often say I actually don't like using the word consent with kids. Because that word has so many connotations and doesn't actually provide I find helpful information. Right? You need to get consent for a hug saying that to a five year old, would you need permission to borrow a toy you need permission for a hug you need you know, it's it's everyday language that they can make sense of and incorporate easily. That Oh, now we've gotten to where we now are calling it consent because of again, the stakes and the what the activity is, but it's all the same things we've already been learning. Yeah. And then doing.

Christy Keating 25:00

Well, and I often think, you know, consent is such a low bar. Right. So there's a, an educator, consent educator out there, Mike Dominus, you might be familiar with his work. But he talks about when I was speaking with him for the safe parenting summit this last year. He's like, if you asked any married person, like, is the bar for your marriage, that it's consensual, right, that my husband had consent to marry me? I mean, no, like, I wanted to ask both showing up enthusiastic and excited about getting married. Right. And so when we think about consent as the the standard that we should all be meeting, I mean, what a crappy world that would be in, right? If we were just consenting to be in our marriages, or our friendships or our sexual relationships. Like, I think we all deserve better than that.

Sarah Casper 25:58

100%? Yeah. Yeah. Louder for the people in the back. Yeah. All right. So why do we need to incorporate this word consent? Instead, we can use things like, is this something you want to do? Say that to a child, do you want to hug grandma and not do give Grandma consent? For a hug? Right, we can use the language. So the the values are internalized in a way that just, it's how they interact with all people all the time, ideally, or that they understand that that is, you know, how they should be acting with people.

Christy Keating 26:30

Yeah, I love that idea. I know you've said, I've heard you say, like, legally consent to something that we like, that's a legal concept, right. And as a lawyer like we have, we do have legal definitions for consent in every state. And again, going back to what we were just saying like that, that really, for something to be legal, what should be the bare minimum here that we're setting for ourselves? So when we, as our kids get older, because it's I love the idea of, you know, do you want to hug grandma? Is that something that you want? Do you want to sit on, you know, daddy's lap, or, you know, whatever it is? Of course, my daughter would be like, Yes, I do want to eat a cookie instead of my chicken. Okay, well, let's talk about that. But, you know, just thinking about that, from what your body wants what you want. As our kids get older, and we hit those, tween and teen years, we start to have less influence, right? Because they're in this process of individuation, we start to have less control over all of the external messaging that they're getting. You know, I can no longer just say, well, you're only allowed to watch bluee On TV, which is like what my kindergartener watches. You know, but that's obviously quite different than what my almost 14 year old is seeing and being exposed to. How do we start? How do we as parents, elevate this conversation or maybe escalates even the word to start addressing or counter acting, I guess, these really intense cultural messages that get more and more intense, they get older, anything from a billboard, to a rom com to online hardcore pornography.

Sarah Casper 28:22

At that age, teens and tweens want to be right, they want to prove their parents wrong. It's part of the individuation. So I like to offer parents a game where the parent of the child take turns setting up

scenarios. Where the, if I'm the parent, I'm setting up a scenario, where I'm like, okay, so you're at this friend's house, they're a grade older than you, you've never kissed before you're in their bed, whatever, you set up this scenario, and this happens, like what would you do? Or like, what, what should you do? And this kid answers it, but then the kid gets to challenge parent back and say, Okay, well, here's, here's the scenario. And like, you don't have to say you can, you know, make up names Julia, Max, whatever. Because even saying, I can be very, can make it a lot heavier. Yeah, Julie is doing this. And Mark is doing that. But they're both they both been drinking, like, what should they do? And then you can even build to it and to say, okay, so they shouldn't do anything. It's like, well, what if they already did? Right? So you're challenging each other in a way that engages the child because you're not saying I have all the answers. You're saying these are tricky scenarios to navigate. And consent often is context dependent. I talked about how my parent my dad gets home from work, because my mom doesn't ask, right? That's totally okay with me. That's totally okay with them. Right?

No, is no different, then you're at a party and you're drinking, and you've never met this person before. So you can kind of start to develop their critical thinking skills, think of like, okay, what actually what factors impact this scenario? And, and there's no, you know, some of the time there is a right answer. But some of the time, it's okay. So that's what I would do, what would you do? Or what do you think about my answer? And what are you missing? Or what? And also often, like assumptions are made, you'll find out that there's Oh, well, I assumed that they were dating, like, oh, I assume they weren't dating. That's why we had different answers. How might that Why does dating impact it? And so especially if you start, it allows the child to critically think it allows you as the parent to critically think about this. And in a way, where, again, it's not, I'm telling you what to do. It's, I want to think what you would do in this scenario, because I'm not sure. And to start it off, you can often use like movies as like a jumping off point. Like, I don't like that that character did that. I would have done this, what would you have done?

Christy Keating 31:05

I love that. So I have often said, like, you can use movies or whatever, but you're taking it one step further, which is not just saying, Hey, I don't like what happened there. And here's why. Which is that kind of luxury didactic approach. But taking it further and saying, What do you think they should have done? Or what would you have done in that situation? First of all, I just, I know that's going to be more engaging, or a teenager who they're real good at tuning us out real quick, if they're not somehow actively engaged in that conversation. Right? What that's I mean, that's just so, so lovely. And I, you know, when I talked about what's from a safety standpoint, playing what if games with little kids, you know, what, if a man drove up, or was in the park and said, I have a, you know, a trunk load of puppies, do you want to come see the puppies? Like, what would you do? Right? And that's not really one where we're challenging each other back and forth. There is a right answer to that question. But when you get into these complicated relational things, as you just described, there aren't always super clear answers. And, but so this would be like a nice extension of that earlier practice with young kids. Okay, now you're older, you know, I'm perhaps less worried about you looking at the puppies in the trunk, that aren't really

there. And more concerned about what's happening when you are in, you know, by yourself with your boyfriend or girlfriend, and their parents aren't at home. And they, you know, want to do something like, I mean, I could just see any infinite number of scenarios that you could paint and say, What would you do?

Sarah Casper 32:52

Right? Or, or, again, what would Julie do, what you should do? Again, it helps. There can be a mix, but it can often get, especially when kids are like resistant to engage. It sounds like oh, this is again, this is a teaching moment. As opposed to this is like it almost makes it like a philosophical, ethical conversation, which they want to engage in, because I'm right, you're wrong. And yeah, so it's another way to just like tickle their brain in a way that is interesting to where they are developmentally.

Christy Keating 33:19

You know, what I also like about this is it circles us back to one of the very first questions that I asked, which is how do we get over ourselves and this idea of not my kid. And this just enables us to have these conversations in a way that empower empowers our kids, and might also allow them to keep an eye out for their friends, right? What's going on around them? Especially when we do it, like you just said, like, what would what should Julie do? That gets us out of our own brains that thinking my child would or wouldn't do, right? And it just enables us to kind of engage and have conversation about it.

Sarah Casper 33:59

At the end of the day, that's my goal with my work is to not get people to ask for consent, because as you said, the bar is so low, and that doesn't actually getting consent, getting a yes doesn't mean that harm won't be caused. So that's not my ultimate mission. My ultimate mission is to get to build empathy, compassion, and critical thinking. What do I do in this situation? Given these factors? You know, how often do I need to check in? What do I need to ask what conversations do I need to have before do I need to have a conversation about STI testing? Do I need to I want to engage engage the part in the brain so that they're ready for any scenario? Not just so that they know to get a yes.

Christy Keating 34:42

Sarah, that is like the most perfect place to end our conversation. I mean, we could talk for hours about this, but that just really sums everything up so so beautifully. And I hope that's a takeaway for people that are listening to this. Where can be People find you and the work that you are doing.

Sarah Casper 35:03

I am quite active on my Instagram account, which is @comprehensiveconsent, you can also find me at comprehensiveconsent.com. Reach out to me via email direct message. Great. In 2024, fingers crossed, I will have a curriculum for seven to 13 year olds on consent skills coming out that that's super exciting that that's being published.

Christy Keating 35:28

You know, when that is coming out, we will get you back on the podcast to talk about that, that would be incredible. And in the meantime, we'll put your all your contact info your Instagram in the show notes that people can access because I know you've got a lot of great stuff out there already. And I mean, as I said, like you just wrapped up that sort of the idea of what we're trying to do here. And what we should all be trying to do here with our kids and the other kids that we are in relationship with, you know, our children's friends, our nieces, nephews, whoever it might be Sarah, thank you so much for being here and sharing your wisdom I love that this partner acrobatics led you here and that you discovered a fun hobby and, and also this way to help change the world. Thank you.

Sarah Casper 36:19

Thank you so much. I'm so grateful for the work you're doing and for having me on. Thank you.

Christy Keating 36:24

Thank you. Okay, listeners, I hope you loved that conversation as much as I do. You know, Sarah and I both worked in similar spaces, but I love talking to other practitioners because we all approach it ever so slightly differently. And when I hear you know, someone like Sarah shares the way she thinks about it or teaches it. There's little light bulbs that go off in my own head even though I also work in the same space. So that was really fun for me. I hope you enjoyed it.

In our show notes, you can find all the different ways to reach out to Sarah. She's got great content out there and we will definitely have her back on the podcast when her curriculum is up for those seven to 13 year olds that's coming in 2024.

Until next week, have a fabulous week. Happy parenting