

## Before you get started

- Consider the timing of this lesson given the possible triggering content. It may be best delivered before a lunch break or at the end of the day so that students have time to process information before another lesson and have time to seek help if required. Be aware that discussing topics such as sexual consent and sexual assault can be upsetting for people as they reflect on their own experiences or that of people close to them.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform them of the content you will be covering in class.
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Exploring my own values - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of your own self-care and support networks.
- Read background teacher notes:
  - Consent
  - Respectful relationships
  - Protective behaviour education
  - Gender stereotypes, roles and expectations

## Learning activities

### Group Agreement

5 min

**Teaching tip:** A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: Establishing a group agreement for tips on how to create one and what to include.

1. Create or revise the class group agreement

### Consent for kids

10 min

2. Watch the video: Consent for Kids (2 min 42 sec) in its entirety.
3. Ask students:

**Who can decide who is allowed to touch you?**

(Myself.)

**How can we check if someone is okay with touching or hugging them?**

(Ask, look at their body.)

**What can you say if you want to ask a friend to hold their hand?**

(Can I please hold your hand? Is it okay if I hold your hand?)

**We talked about touching in real life but what about online? Do you need permission to post photos of other people online?**

(Yes - you always need to ask people if it is okay to post photos of them online.)

**Teaching tip:** You may want to consider writing up the answers on the board to further highlight the key messages.

## **CUPS - Rules of consent**

**5 min**

**Teaching tip:** This activity is a brief revision of the concept of consent and the CUPS framework covered in lower primary GDHR lessons. More time and detailed explanation may be needed if this is new content. If you know students went through the CUPS acronym in previous lessons you may want to ask the students what they remember and adding the correct answers to the board before explaining the acronym in full.

4. Ask:

**Think back to the video we just watched, what do you think the word consent means?**

- (Agreeing to do something, giving permission, letting someone do something, saying 'yes', when everybody involved agrees to what is happening.)
5. Explain:
    - There are some important rules about consent. The word 'CUPS' can help us remember these rules. Let's use hugging as an example to explain the rules about consent.
    - Change mind - you are allowed to change your mind at any time. E.g. If you say, 'yes' to a hug and then you don't want to, that is OK. The person is no longer allowed to hug you. And, if you have said, 'yes' to a hug before, it does not mean it is OK for that person to hug you every time they see you. They have to ask each time.
    - Understand - you have to understand what you are agreeing to. E.g. If a person asks you for a hug and then they try to give you a kiss, this is not OK and is not consent.
    - Pressure is not OK - if someone is pressuring you, this is not OK and not consent. E.g. If you don't give me a hug, I won't be your friend any more.
    - Sure - if you are not sure if you want to be touched, the person is not allowed to touch you. E.g. If someone asks you for a hug and you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it. You say for a hug and

you shrug your shoulders and say, 'maybe', this is not consent and the person is not allowed to give you a hug until they are sure you are OK with it.

## **Practicing saying no**

**20 min**

6. Explain:

**Everyone has a right to say no to touch or to someone posting a photo of them online. But for some people it can be pretty hard to say no to people, especially when it is someone older than you or a family member.**

7. Ask:

**What are some ways you can tell other people you do not want to be touch?**

8. Write the responses on the board so all students can see.

9. Using a grouping strategy, place students into groups of 3,

10. Explain

**We are going to practice saying no. In your groups, each take turns, with one person asking another person "Is it okay if I hug you?" and the other person is to say no, the third person will just watch. Once someone has answered, change roles so everyone has a go at asking and saying no two or three times. Each time you say no, try a different way of saying it. You can use the words on the board or use your own words.**

## **3-2-1 Reflection**

### **Practice saying no reflection**

**10 min**

11. Ask students to discuss the following questions in their groups:

**Was it easy saying no for the first time?**

**Was it easier coming up with your own words or using words from the board?**

**Do you feel more confident to say no?**

**Teaching tip:** You may want to write these questions on the board while they are doing the activity, have them on a Powerpoint Slide or printed on a paper (one per group).

12. Once students have finished, explain:

**It is important we all feel confident to stand up for ourselves and say no when we don't want someone to touch us or post photos of us on the internet.**

**Sometimes even though we say no to people, they do not listen to us and touch us or post a photo of us without our permission. That is not okay.**

**What can you do if someone does touch you or posts a photo without your permission?**

- (Keep saying no, run away, push them away, speak to a teacher or trusted adult, ask them to take down the photo).

**It is really important to tell an adult if someone touches you in a private area, like your genitals. Even if someone threatens you or is someone you know - telling a trusted adult can help protect you and look after you.**

13. Revise the trusted adult 'helping hand' by asking students to think of 5 adults (one for each finger) that they can go to for help if they need it.

**Teaching tip:** It is important not to tell the students who their 5 adults are as they will be different for each student.

14. Display the Kids Helpline number (1800 55 1800) in your classroom and remind students that this can be one of the 5 trusted adults they can seek help from.

15. Reiterate the take home messages of the lesson:

**Only you can decide who can touch your body or what gets shared online - no one else. You should ask other people if it is okay to touch them or share picture of them online. You can say no to other people, including adults, to touching your body or posting pictures of you online. Remember what you can do to keep yourself safe and who to go to for support.**

## **Health promoting schools**

### **Take home activity:**

- Ask students to talk to the adults on their 'helping hand' and tell them that they are one of their trusted adults they would talk to if they needed help.