

# Consent: Assertive and respectful communication

## Learning objective

Students learn how consent is communicated across various relationships and the underpinning elements that make consent assertive and respectful.

## Take Home Messages

- Consent exists in all healthy relationships
- How we give consent changes across relationship type and scenarios
- There are assertive and respectful ways to give or deny consent.
- There are assertive and respectful ways to receive a "no".

## Materials

- Butchers paper
- Coloured pens
- Whiteboard and whiteboard pens
- Ball of wool - for reflection activity

## Before You Get Started

- Revise or create a class [group agreement](#)
- Read background teaching note: [Consent](#)

## Learning Activities

Consent in different relationship types 30 minutes

1. Ask class to name 6 different types of relationships (e.g. coach/player, teacher/student, parent/child, romantic partners, friends etc.)
2. Split class into 6 groups and assign one relationship type per group
3. Each group is given a piece of butcher's paper. Ask group to create 3 columns on the page.
  1. For each column, write a consent scenarios that may occur in that relationship type (e.g. asking to borrow a t-shirt (sibling), asking if they can play a different position (coach) etc.)
  2. For each scenario, list a way to respectfully respond and a way to disrespectfully respond.
4. Ask groups to switch paper with another group.
5. As a group, choose one respectful and one disrespectful scenario response to expand on.
6. Break down what makes the response respectful or disrespectful - wording, body language, relationship type etc.

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## Learning Activities

Developing assertive and respectful responses 20 minutes

9. Ask groups to develop an assertive and respectful response to the below scenarios:

- Your boss asks you to stay at a shift longer but you know they often do this without extra pay that you're entitled to...

- Your coach keeps you on the bench for most of the games even though you go to training more than other team members...
  - You give your brother permission to use your camera on Saturday but it's Sunday and he hasn't returned it yet...
  - You tell your friend a secret and they tell the rest of your friendship group...
10. Ask groups how they decided how they would respond to the scenarios? What personal values did you have to assess or discuss to get to a conclusion?
  11. What are the main criteria that you've noticed that makes a response assertive and respectful?
  12. How would you respond if your response was dismissed or ignored? What could you do and who could help?

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

#### Spaghetti reflection

- In a circle, pass a ball of wool around by holding on to the wool before throwing the ball of wool to the next person so that it creates a web of wool (that looks like a bowl of spaghetti).
- Ask each student to name a respectful action/phrase that can be used when giving/receiving consent related scenarios i.e. "that's okay we don't have to" "is there something else you'd like to do?" "is there anything else you wanted me to know?" "thank you for telling me" etc.