Curriculum links

WA Curriculum

Sub-strand: Staying safe

- Protective behaviours and strategies to remain safe in uncomfortable or unsafe situations
- Strategies for seeking, giving and denying permission are rehearsed and refined, and situations where permission is required are described

Sub-strand: Interacting with others

- Strategies to cope with adverse situations and the demands of others
- Positive influence of respect, empathy, and the valuing of differences in relationships and in society

International technical guidance of sexuality education

Key concept 4.2 (9-12 years)

- Key idea: It is important to understand what unwanted sexual attention is and the need for privacy when growing up

Key concept 4.3 (9-12 years)

- Key idea: Internet and social media use require special care and consideration

Key concept 5.3 (9-12 years)

- Key idea: Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries

Materials

Consent for Kids video

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 form potentially disclosing sensitive information or abuse in front of other students.
- Managing 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 educator notes:
  - Consent
  - Respectful relationships
  - Protective behaviour education
  - Gender stereotypes, roles and expectations
- For students with additional support needs or disability, consider using resources from SECCA including visual examples and social stories. Introduction to Consent - SECCA

Learning activities

Group Agreement

5 minutes

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program beings 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 minutes

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 minutes

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 anymore.
   - 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 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 minutes

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, a family member or you do not wish to offend/upset the person.

7. Ask:

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

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 minutes

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 adulst 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

Background teacher note: Health promoting schools framework.

Environment

- School environment encourages students to express their emotions, in safe and appropriate ways.
- Display posters or flyers for support services such as the Kids Helpline.
- Display posters or flyers to remind students to ask for consent or permission before they try and touch others. Have students develop these visual tools with images and text, considering different ages and stages of learning.

Partnerships

Family

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free hardcopy resource that can be bulk ordered by schools and website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.) Provide the link to parents on school websites and social media.
- Order copies of *Puberty* and *Relationships, sex and other stuff* to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

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..



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