

# Kit and Arlo Find a Way - Consent Resource

## Scope and Sequence – Australian Curriculum V.9

Referenced to the Curriculum:

- Read the [chapter](#) and complete the associated guided learning = GL
- Deliver [lesson](#) = L

Reading the chapters plus completing the guided learning in the book is one option for using the resource, without delivering the optional [additional lessons](#) it still covers areas of the curriculum.

Most curriculum references will be linked to both options, but at times for different chapters and topics, curriculum references are allocated to just the chapter and guided learning (GL) or just the lesson (L).

CHAPTER 1: Kit's glasses		
Guided Learning Topic: Body boundaries and safety	Lesson 1: Body boundaries and safety	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Understand the concept of body autonomy and the importance of valuing their own</li> <li>• Know that human bodies warn them when they are unsafe; they are our early warning signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn that bodies can have physical responses that show when they are feeling uncomfortable or unsafe</li> <li>• Recognise some of those physical responses as early warning signs</li> <li>• Learn what their body boundary is and how to discuss personal space with others.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal Social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li>• <a href="#">AC9HP4P06</a> (GL&amp;L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP4P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL)</li> <li>• <a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> </ul>

CHAPTER 1: Kit's glasses		
Guided Learning Topic: Body boundaries and safety	Lesson 1: Body boundaries and safety	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand the concept of body autonomy and the importance of valuing their own</li> <li>Know that human bodies warn them when they are unsafe; they are our early warning signs.</li> </ul>	<ul style="list-style-type: none"> <li>Learn that bodies can have physical responses that show when they are feeling uncomfortable or unsafe</li> <li>Recognise some of those physical responses as early warning signs</li> <li>Learn what their body boundary is and how to discuss personal space with others.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P06</a> (GL&amp;L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> </ul>

CHAPTER 2: Book Club		
Guided Learning Topic: Sense of self, personal strength & self-determination	Lesson 2: Definition of consent	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Realise the importance of the right to determine their own sense of self</li> <li>Young people have the right to accurate, age-appropriate knowledge in order to develop positive self-perceptions</li> <li>Understand that self-determination requires a developing awareness of one's own wants and needs and what they deserve</li> <li>Understand that self-determination is powerfully making up their own minds about what to think or do, without outside influence, compulsion or coercion</li> <li>Be given the opportunity to develop the resolve, personal strength and courage to express what is right or not right for them.</li> </ul>	<p>This lesson is not designed for Years 3 and 4.</p>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL)</li> <li><a href="#">AC9HP4P07</a> (GL)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P03</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL)</li> </ul>

CHAPTER 2: Book Club		
Guided Learning Topic: Sense of self, personal strength & self-determination	Lesson 2: Definition of consent	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Realise the importance of the right to determine their own sense of self.</li> <li>Young people have the right to accurate, age-appropriate knowledge in order to develop positive self-perceptions.</li> <li>Understand that self-determination requires a developing awareness of one's own wants and needs and what they deserve.</li> <li>Understand that self-determination is powerfully making up their own minds about what to think or do, without outside influence, compulsion or coercion.</li> <li>Be given the opportunity to develop the resolve, personal strength and courage to express what is right or not right for them.</li> </ul>	<ul style="list-style-type: none"> <li>Explore our own definition of consent</li> <li>Observe instances of consent in their lives</li> <li>Explore the nuances of consent, which includes the notions that:               <ul style="list-style-type: none"> <li>consent needs to be a shared experience between 2 people</li> <li>consent is always enthusiastic</li> <li>people can communicate in verbal and non-verbal ways to show consent</li> <li>consent involves ongoing, mutual agreement; meaning that someone can change their mind</li> <li>a 'yes' can have conditions.</li> </ul> </li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P02</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> </ul>

CHAPTER 3: Scary movies		
Guided Learning Topic: Responsibility for yes and no should be shared	Lesson 3: Greeting game	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand that the activity initiator should always be looking for a 'yes', by only suggesting an activity that is likely to receive a mutually shared affirmative and freely agreeable yes</li> <li>Conceptualise that ownership for consent should belong to both people. Responsibility for 'no' or 'yes' should not just be up to the recipient of the request</li> <li>Instil the value of shared responsibility for consent i.e. teach a young person to never suggest or pressure for an activity that is likely to not be enjoyed/agreeable by the other person</li> <li>Develop critical and independent thinking about peer pressure scenarios, looking through a lens of empathy and compassion, understanding.</li> <li>Understand that all participants need to be active participants in everything that is happening</li> <li>Learn that there is more to communication about consent than yes and no</li> <li>Know that consent is free of coercion and fear</li> <li>Develop skills to check in before, during and after an activity to ensure enthusiastic, communicative, affirmative, ongoing consent.</li> </ul>	<p>This lesson is not designed for Years 3 and 4.</p>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P07</a> (GL&amp;L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL&amp;L)</li> </ul>

CHAPTER 3: Scary movies		
Guided Learning Topic: Responsibility for yes and no should be shared	Lesson 3: Greeting game	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand that the activity initiator should always be looking for a 'yes', by only suggesting an activity that is likely to receive a mutually shared affirmative and freely agreeable yes</li> <li>Conceptualise that ownership for consent should belong to both people. Responsibility for 'no' or 'yes' should not just be up to the recipient of the request</li> <li>Instil the value of shared responsibility for consent i.e. teach a young person to never suggest or pressure for an activity that is likely to not be enjoyed/agreeable by the other person</li> <li>Develop critical and independent thinking about peer pressure scenarios, looking through a lens of empathy and compassion, understanding</li> <li>Understand that all participants need to be active participants in everything that is happening</li> <li>Learn that there is more to communication about consent than yes and no</li> <li>Know that consent is free of coercion and fear</li> <li>Develop skills to check in before, during and after an activity to ensure enthusiastic, communicative, affirmative, ongoing consent</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own definition of consent.</li> <li>Practise giving and listening for consent with their peers by communicating their needs and wants.</li> <li>Explore the nuances of consent, which includes the notions that:               <ul style="list-style-type: none"> <li>consent needs to be a shared experience between 2 people</li> <li>it is always enthusiastic</li> <li>people can communicate in verbal and non-verbal ways to show consent</li> <li>consent involves ongoing, mutual agreement; meaning that someone can change their mind</li> <li>a 'yes' can have conditions.</li> </ul> </li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P07</a> (GL&amp;L)</li> <li></li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li><a href="#">coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs</a> (L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> </ul>

CHAPTER 4: Diorama		
Guided Learning Topic: Courage to withdraw consent	Lesson 4: Consent Crossword	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Consent involves courage – especially withdrawing it</li> <li>Always expect that the other person should respect your right to withdraw consent at any time.</li> <li>Everyone has the right to speak their truth even when it feels difficult/hard/embarrassing i.e. when someone talks them into something.</li> <li>Know that a shared activity should always be respectful of others beginning with asking for permission.</li> <li>Know the advantages of seeking consent so that shared activities are always pleasant, enjoyable and fun.</li> <li>It is essential to mutually negotiate and agree on all shared activities.</li> <li>Feeling disappointment is ok and normal, however people still need to allow others to say ‘no’ at any time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify words and their meanings related to consent</li> <li>Understand that consent is complex and multifaceted</li> <li>Reflect on how the words may relate to their own experiences</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P06</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">describe factors that influence decision-making and predict outcomes of individual and group decisions</a> (GL)</li> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL&amp;L)</li> </ul>

CHAPTER 4: Diorama		
Guided Learning Topic: Courage to withdraw consent	Lesson 4: Consent Crossword	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Consent involves courage – especially withdrawing it</li> <li>Always expect that the other person should respect your right to withdraw consent at any time.</li> <li>Everyone has the right to speak their truth even when it feels difficult/hard/embarrassing i.e. when someone talks them into something.</li> <li>Know that a shared activity should always be respectful of others beginning with asking for permission.</li> <li>Know the advantages of seeking consent so that shared activities are always pleasant, enjoyable and fun.</li> <li>It is essential to mutually negotiate and agree on all shared activities.</li> <li>Feeling disappointment is ok and normal, however people still need to allow others to say 'no' at any time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify words and their meanings related to consent</li> <li>Understand that consent is complex and multifaceted</li> <li>Reflect on how the words may relate to their own experiences</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P06</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> </ul>



## CHAPTER 5: Nobody listens

Guided Learning Topic: Verbal and non-verbal cues	Lesson 5: Verbal and non-verbal cues	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Have an understanding that body language and actions are as important as spoken language for communicating in relationships.</li> <li>• Be able to identify specific consent communication cues that are verbal and non-verbal.</li> <li>• There are verbal and non-verbal communication cues:               <ul style="list-style-type: none"> <li>○ Communication cues are prompts or signals to let someone know they want them to respond or react.</li> <li>○ Communication cues can be verbal i.e. spoken words, tone and sounds.</li> <li>○ Communication cues can be non-verbal i.e. body language or actions.</li> <li>○ Someone making you feel uncomfortable should never be dismissed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn about verbal and non-verbal communication cues, specifically:               <ul style="list-style-type: none"> <li>○ Communication cues are prompts or signals to let someone know they want them to respond or react, or to show whether or not they are listening</li> <li>○ Communication cues can be verbal i.e. spoken words, tone and sounds</li> <li>○ Communication cues can be non-verbal i.e. body language or actions</li> </ul> </li> <li>• Understand that body language and actions are as important as spoken language for communicating in relationships.</li> <li>• Identify specific consent communication cues that are verbal and non-verbal.</li> <li>• Value the importance of paying attention to both verbal and non-verbal communication cues in relationships, especially cues of consent and non-consent.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li>• <a href="#">AC9HP4P06</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP4P02</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> <li>• <a href="#">apply verbal and non-verbal communication skills when responding to others</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">explain how emotions can affect behaviour and decision-making in different situations</a> (GL)</li> <li>• <a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> </ul>

## CHAPTER 5: Nobody listens

Guided Learning Topic: Verbal and non-verbal cues	Lesson 5: Verbal and non-verbal communication	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Have an understanding that body language and actions are as important as spoken language for communicating in relationships.</li> <li>• Be able to identify specific consent communication cues that are verbal and non-verbal.</li> <li>• There are verbal and non-verbal communication cues: <ul style="list-style-type: none"> <li>○ Communication cues are prompts or signals to let someone know they want them to respond or react.</li> <li>○ Communication cues can be verbal i.e. spoken words, tone and sounds.</li> <li>○ Communication cues can be non-verbal i.e. body language or actions.</li> <li>○ Someone making you feel uncomfortable should never be dismissed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learn about verbal and non-verbal communication cues, specifically:</li> <li>• Communication cues are prompts or signals to let someone know they want them to respond or react, or to show whether or not they are listening</li> <li>• Communication cues can be verbal i.e. spoken words, tone and sounds</li> <li>• Communication cues can be non-verbal i.e. body language or actions <ul style="list-style-type: none"> <li>• Understand that body language and actions are as important as spoken language for communicating in relationships.</li> <li>• Identify specific consent communication cues that are verbal and non-verbal.</li> <li>• Value the importance of paying attention to both verbal and non-verbal communication cues in relationships, especially cues of consent and non-consent.</li> </ul> </li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li>• <a href="#">AC9HP6P06</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP6P02</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li>• <a href="#">apply skills to address factors that influence verbal and non-verbal communication</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">explain how habits and behaviour shape character and examine how they inform ethical perspectives</a> (GL&amp;L)</li> </ul>

CHAPTER 6: <i>Pestiños</i>		
Guided Learning Topic: Empathy	Lesson 6: Empathy	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand the meaning and importance of empathy and how it relates to consent i.e. keeping others emotionally and physically safe</li> <li>Learn that not everyone always feels and thinks the same way about the same things all of the time</li> <li>Understand importance of making an effort to understand how other people might feel by paying attention to verbal and non-verbal cues – care about how someone else feels – how it would feel to be in their shoes</li> <li>Understanding how someone else feels, being aware and responsive to their mood, their thoughts, their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about empathy and how to practice it in daily life</li> <li>Understand that empathy is essential for respect and consent in a friendships and relationships.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P02</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL&amp;L)</li> </ul>

CHAPTER 6: <i>Pestiños</i>		
Guided Learning Topic: Empathy	Lesson 6: Empathy	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand the meaning and importance of empathy and how it relates to consent i.e. keeping others emotionally and physically safe</li> <li>Learn that not everyone always feels and thinks the same way about the same things all of the time</li> <li>Understand importance of making an effort to understand how other people might feel by paying attention to verbal and non-verbal cues – care about how someone else feels – how it would feel to be in their shoes</li> <li>Understanding how someone else feels, being aware and responsive to their mood, their thoughts, their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about empathy and how to practice it in daily life</li> <li>Understand that empathy is essential for respect and consent in a friendships and relationships.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P02</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness</a> (GL&amp;L)</li> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li><a href="#">apply skills to address factors that influence verbal and non-verbal communication</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> </ul>

CHAPTER 7: Sunscreen		
Guided Learning Topic: Enthusiastic and ongoing consent	Lesson 7: Consent and respectful friendship word search	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Being able to understand and describe the fundamental concepts of consent:               <ul style="list-style-type: none"> <li>consent is permission</li> <li>consent involves respect and communication</li> <li>consent means there is always ongoing continual mutual agreement regarding a shared experience</li> <li>consent feels good for everyone, is pleasurable, fun, and enjoyable</li> <li>consent is always enthusiastic. If it's not, it's not consent</li> <li>consent is part of friendships and playing and relationships</li> <li>consent can be given and not given verbally and non-verbally</li> <li>consent can be withdrawn at any time</li> </ul> </li> <li>Sometimes a child's non-consent might not be able to be accepted when health, safety, and wellbeing are more important i.e. when an adult must grab the hand of a child to safely cross the road, or a doctor or nurse, or parent may need to look in their mouth or put cream on their body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify words and their meanings related to consent</li> <li>Understand that consent is complex and multifaceted</li> <li>Reflect on how the words may relate to their own experience</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL)</li> <li><a href="#">AC9HP4P06</a> (GL)</li> <li><a href="#">AC9HP4P07</a> (GL)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P02</a> (GL)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P08</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> </ul>

CHAPTER 7: Sunscreen		
Guided Learning Topic: Enthusiastic and ongoing consent	Lesson 7: Consent and respectful friendship word search	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Being able to understand and describe the fundamental concepts of consent:               <ul style="list-style-type: none"> <li>consent is permission</li> <li>consent involves respect and communication</li> <li>consent means there is always ongoing continual mutual agreement regarding a shared experience</li> <li>consent feels good for everyone, is pleasurable, fun, and enjoyable</li> <li>consent is always enthusiastic. If it's not, it's not consent</li> <li>consent is part of friendships and playing and relationships</li> <li>consent can be given and not given verbally and non-verbally</li> <li>consent can be withdrawn at any time</li> </ul> </li> <li>Sometimes a child's non-consent might not be able to be accepted when health, safety, and wellbeing are more important i.e. when an adult must grab the hand of a child to safely cross the road, or a doctor or nurse, or parent may need to look in their mouth or put cream on their body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify words and their meanings related to consent</li> <li>Understand that consent is complex and multifaceted</li> <li>Reflect on how the words may relate to their own experience</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P06</a> (GL)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P08</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL)</li> <li><a href="#">explain how habits and behaviour shape character and examine how they inform ethical perspectives</a> (GL)</li> </ul>

CHAPTER 8: Dumplings		
Guided Learning Topic: 'Swap' instead of 'stop'	Lesson 8: 'Swap' instead of 'stop'	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand strategies, communication, creativity and decision-making around negotiating alternatives and options for shared activity</li> <li>Always create a safe shared space for mutually negotiated, enjoyable activity</li> <li>Realise that consent does not have to be awkward, or weird to negotiate, or to get, because honesty should feel good for everyone. Asking is important</li> <li>Value the need to and benefits of, creating a safe space for someone to withdraw consent</li> <li>Always seek affirmative consent where both people are responsible for the 'yes'.</li> </ul>	<ul style="list-style-type: none"> <li>Realise and acknowledge that not everyone wants the same things all the time</li> <li>Practise respecting people's individual choices – especially if they differ from their own</li> <li>Be aware that they can always negotiate a different way to experience a shared activity – they don't have to stop the activity all together because preferences differ.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P02</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P03</a> (GL)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> <li><a href="#">apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL&amp;L)</li> <li><a href="#">explain how emotions can affect behaviour and decision-making in different situations</a> (GL&amp;L)</li> <li><a href="#">use examples to describe how people may have different values and perspectives that they apply to an ethical issue</a> (L)</li> <li><a href="#">describe decision-making processes with reference to ethical perspective and values</a> (L)</li> </ul>

CHAPTER 8: Dumplings		
Guided Learning Topic: 'Swap' instead of 'stop'	Lesson 8: 'Swap' instead of 'stop'	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Understand strategies, communication, creativity and decision-making around negotiating alternatives and options for shared activity</li> <li>Always create a safe shared space for mutually negotiated, enjoyable activity</li> <li>Realise that consent does not have to be awkward, or weird to negotiate, or to get, because honesty should feel good for everyone. Asking is important</li> <li>Value the need to and benefits of, creating a safe space for someone to withdraw consent</li> <li>Always seek affirmative consent where both people are responsible for the 'yes'.</li> </ul>	<ul style="list-style-type: none"> <li>Realise and acknowledge that not everyone wants the same things all the time</li> <li>Practise respecting people's individual choices – especially if they differ from their own</li> <li>Be aware that they can always negotiate a different way to experience a shared activity – they don't have to stop the activity all together because preferences differ.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P02</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P03</a> (GL)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li><a href="#">practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict</a> (GL&amp;L)</li> <li><a href="#">coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs</a> (L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> <li><a href="#">describe how ethical perspectives or approaches to ethical issues may vary in different situations</a> (L)</li> <li><a href="#">consider alternative ethical responses to an issue when making and reflecting on ethical decisions</a> (L)</li> </ul>



CHAPTER 9: Lego		
Guided Learning Topic: Managing disappointment	Lesson 9: Managing disappointment	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Consent involves giving permission and free agreement</li> <li>• Two people enthusiastically consenting to a mutually agreed activity is awesome and fun</li> <li>• People can withdraw their consent at any time, even if they gave enthusiastic consent at the start</li> <li>• It's important to provide a safe space for people to speak freely about how they feel about participating in a shared activity</li> <li>• We need to have empathy &amp; understand that people may not always feel the same about the same things and that their feelings may change</li> <li>• Forcing or coercing people is never ok and not fun or enjoyable for everyone - when we are older it can even be against the law</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge that it's normal and ok to feel disappointed if someone says no, but we still always have to show respect</li> <li>• Expand the complexities and difficulties of consent, such as:               <ul style="list-style-type: none"> <li>○ feelings of disappointment when someone withdraws consent</li> <li>○ realising that it is never okay to force or coerce another person to do what you want them to do</li> </ul> </li> <li>• Know how to create a safe space for someone to change their mind and withdraw consent</li> <li>• Understand the positive outcomes for everyone when everyone is enthusiastically, agreeing throughout the whole activity</li> <li>• Recognise the joy, fun and happiness of a mutually negotiated shared activity</li> <li>• Develop the ability to reflect on their own thoughts, feelings and reactions toward others</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li>• <a href="#">AC9HP4P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP4P02</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> <li>• <a href="#">apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li>• <a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL&amp;L)</li> <li>• <a href="#">explain how emotions can affect behaviour and decision-making in different situations</a> (GL&amp;L)</li> </ul>

CHAPTER 9: Lego		
Guided Learning Topic: Managing disappointment	Lesson 9: Managing disappointment	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Consent involves giving permission and free agreement</li> <li>• Two people enthusiastically consenting to a mutually agreed activity is awesome and fun</li> <li>• People can withdraw their consent at any time, even if they gave enthusiastic consent at the start</li> <li>• It's important to provide a safe space for people to speak freely about how they feel about participating in a shared activity</li> <li>• We need to have empathy &amp; understand that people may not always feel the same about the same things and that their feelings may change</li> <li>• Forcing or coercing people is never ok and not fun or enjoyable for everyone - when we are older it can even be against the law</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge that it's normal and ok to feel disappointed if someone says no, but we still always have to show respect</li> <li>• Expand the complexities and difficulties of consent, such as:               <ul style="list-style-type: none"> <li>○ feelings of disappointment when someone withdraws consent</li> <li>○ realising that it is never okay to force or coerce another person to do what you want them to do</li> </ul> </li> <li>• Know how to create a safe space for someone to change their mind and withdraw consent</li> <li>• Understand the positive outcomes for everyone when everyone is enthusiastically, agreeing throughout the whole activity</li> <li>• Recognise the joy, fun and happiness of a mutually negotiated shared activity</li> <li>• Develop the ability to reflect on their own thoughts, feelings and reactions toward others</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li>• <a href="#">AC9HP6P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li>• <a href="#">AC9HP6P02</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li>• <a href="#">practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> <li>• <a href="#">explain how habits and behaviour shape character and examine how they inform ethical perspectives</a> (GL&amp;L)</li> <li>• <a href="#">describe how ethical perspectives or approaches to ethical issues may vary in different situations</a> (L)</li> </ul>

CHAPTER 10: Truth		
Guided Learning Topic: Listen to your own truth	Lesson 10: Thumbs up or thumbs down	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>It is important to learn how to communicate honestly about personal likes, wants, needs, values and desires</li> <li>Be confident to <u>never</u> compromise their own likes, wants, needs, values and desires because they feel they should to keep the other person happy or to impress them or because others expect them to. It's ok and important to assert and express your own truth</li> <li>Identify your own effective communication strategies to speak up, friends are not mind-readers. How will they know what you want?</li> <li>Understand the importance of not coercing, forcing, or bribing others to do things that do not align with the other person's likes, wants, needs, values and desires</li> <li>Know there are implications (even legal) of forcing or coercing and manipulating others</li> <li>Be independent critical thinkers, what messages are things like social media and advertising giving them?</li> </ul>	<p>This lesson is not designed for Years 3 and 4.</p>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P02</a> (GL)</li> <li><a href="#">AC9HP4P03</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL)</li> <li><a href="#">explain how emotions can affect behaviour and decision-making in different situations</a> (GL)</li> </ul>

## CHAPTER 10: Truth

Guided Learning Topic: Listen to your own truth	Lesson 10: Thumbs up or thumbs down	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>It is important to learn how to communicate honestly about personal likes, wants, needs, values and desires</li> <li>Be confident to <u>never</u> compromise their own likes, wants, needs, values and desires because they feel they should to keep the other person happy or to impress them or because others expect them to. It's ok and important to assert and express your own truth</li> <li>Identify your own effective communication strategies to speak up, friends are not mind-readers. How will they know what you want?</li> <li>Understand the importance of not coercing, forcing, or bribing others to do things that do not align with the other person's likes, wants, needs, values and desires</li> <li>Know there are implications (even legal) of forcing or coercing and manipulating others</li> <li>Be independent critical thinkers, what messages are things like social media and advertising giving them?</li> </ul>	<ul style="list-style-type: none"> <li>Learn that relationships and friendships need to be respectful if they are to be successful</li> <li>Understand that everyone has their own definition of what respectful behaviour in relationships looks like</li> <li>Know that there are some behaviours that are never acceptable in a relationship.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P02</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P03</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> <li><a href="#">consider alternative ethical responses to an issue when making and reflecting on ethical decisions</a> (GL&amp;L)</li> <li><a href="#">explain how habits and behaviour shape character and examine how they inform ethical perspectives</a> (L)</li> </ul>

CHAPTER 11: Hot chips		
Guided Learning Topic: Consent and ethics (being an upstander)	Lesson 11: Positive support	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>An upstander is not only a witness (bystander), but takes action, i.e. to prevent escalation or to disrupt the situation or help prevent it from happening again</li> <li>Develop alternative skills that they take if they don't feel safe to intervene, it is still being an upstander</li> <li>Know that it takes courage to be an upstander</li> <li>Further develop the concept of empathy, as it is pivotal in the prevention of discrimination and violence</li> <li>Develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others; helps to build empathy</li> <li>Expansion of the concept of the network of who people can provide care and empathy to, so that they are more likely to engage in a situation of disrespect or violence in any situation</li> <li>Support, concern and kindness are a proactive way to respond as an upstander versus being combative and confrontational</li> <li>Introduction and reinforcement of human rights, affirming attitudes, so that they will be less likely to engage in gender-based violence.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the difference between a bystander and an upstander</li> <li>Learn skills to address disrespect when they see and hear it</li> <li>Learn ways to support someone who has experienced disrespect or harm</li> <li>Realise they can be an upstander by supporting the target</li> <li>Understand their own safety, knowing it is sometimes safer to get an adult that intervene.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P05</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P03</a> (L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P08</a> (L)</li> <li><a href="#">AC9HP4P10</a> (GL)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> <li><a href="#">apply verbal and non-verbal communication skills when responding to others</a> (GL)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li><a href="#">describe how values, rights and responsibilities, and shared expectations influence responses and decision-making</a> (GL&amp;L)</li> <li><a href="#">explain how emotions can affect behaviour and decision-making in different situations</a> (GL&amp;L)</li> <li><a href="#">describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making</a> (L)</li> </ul>

		<ul style="list-style-type: none"><li>• <a href="#">use examples to describe how people may have different values and perspectives that they apply to an ethical issue</a> (L)</li><li>• <a href="#">describe decision-making processes with reference to ethical perspective and values</a> (L)</li></ul>
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CHAPTER 11: Hot chips		
Guided Learning Topic: Consent and ethics (being an upstander)	Lesson 11: Positive support	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>An upstander is not only a witness (bystander), but takes action, i.e. to prevent escalation or to disrupt the situation or help prevent it from happening again</li> <li>Develop alternative skills that they take if they don't feel safe to intervene, it is still being an upstander</li> <li>Know that it takes courage to be an upstander</li> <li>Further develop the concept of empathy, as it is pivotal in the prevention of discrimination and violence</li> <li>Develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others; helps to build empathy</li> <li>Expansion of the concept of the network of who people can provide care and empathy to, so that they are more likely to engage in a situation of disrespect or violence in any situation</li> <li>Support, concern and kindness are a proactive way to respond as an upstander versus being combative and confrontational</li> <li>Introduction and reinforcement of human rights, affirming attitudes, so that they will be less likely to engage in gender-based violence.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the difference between a bystander and an upstander.</li> <li>Learn skills to address disrespect when they see and hear it.</li> <li>Realise they can be an upstander by supporting the target.</li> <li>Learn ways to support someone who has experienced disrespect or harm.</li> <li>Ensure their safety, knowing it is sometimes safer to get an adult that intervene.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P05</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P07</a> (GL&amp;L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P08</a> (L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li><a href="#">apply skills to address factors that influence verbal and non-verbal communication</a> (GL)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context</a> (GL&amp;L)</li> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> <li><a href="#">describe how ethical perspectives or approaches to ethical issues may vary in different situations</a> (L)</li> <li><a href="#">consider alternative ethical responses to an issue when making and reflecting on ethical decisions</a> (L)</li> </ul>

CHAPTER 12: Jacob's phone		
Guided Learning Topic: Consent has laws	Lesson 12: Protective safety	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Introduce that there are laws of consent for sexual activities</li> <li>It is typical for humans to be curious about images of bodies and want to look at them but be aware that there are some harmful images on the internet, and they are hard to 'unsee'</li> <li>Conceptualise that these images are often fake and unrealistic and don't reflect normal respectful representation of bodies and relationships</li> <li>Develop strategies to avoid the images when they eventually see them</li> <li>Know they always need adult involvement if the images 'show up' on devices</li> <li>How to seek help/trusted adults if children feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand it is typical for humans to be curious about images of bodies</li> <li>Develop critical thinking about images and interactions they are exposed to online</li> <li>Know strategies to avoid harmful images or interactions</li> <li>Know they always need adult involvement for unsafe situations and how to ask for this when they suspect they may not be safe.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP4P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P02</a> (GL&amp;L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP4P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> <li><a href="#">describe the differences and connections between rights and responsibilities, and care and respect, and how these affect decision-making</a> (GL&amp;L)</li> <li><a href="#">describe decision-making processes with reference to ethical perspective and values</a> (L)</li> </ul>



CHAPTER 12: Jacob's phone		
Guided Learning Topic: Consent has laws	Lesson 12: Protective safety	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>Introduce that there are laws of consent for sexual activities</li> <li>It is typical for humans to be curious about images of bodies and want to look at them but be aware that there are some harmful images on the internet, and they are hard to 'unsee'</li> <li>Conceptualise that these images are often fake and unrealistic and don't reflect normal respectful representation of bodies and relationships</li> <li>Develop strategies to avoid the images when they eventually see them</li> <li>Know they always need adult involvement if the images 'show up' on devices</li> <li>How to seek help/trusted adults if children feel unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand it is typical for humans to be curious about images of bodies</li> <li>Develop critical thinking about images and interactions they are exposed to online</li> <li>Know strategies to avoid harmful images or interactions</li> <li>Know they always need adult involvement for unsafe situations and how to ask for this when they suspect they may not be safe.</li> </ul>	<p><b>Content descriptions</b></p> <p>Health and Physical Education: Personal social and community health</p> <p>Interacting with others</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P04</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P06</a> (GL&amp;L)</li> <li><a href="#">AC9HP6P07</a> (GL&amp;L)</li> </ul> <p>Identities and change</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P02</a> (GL&amp;L)</li> </ul> <p>Making healthy and safe choices</p> <ul style="list-style-type: none"> <li><a href="#">AC9HP6P08</a> (GL&amp;L)</li> </ul> <p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li><a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li><a href="#">identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context</a> (GL&amp;L)</li> <li><a href="#">describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues</a> (GL&amp;L)</li> <li><a href="#">describe how ethical perspectives or approaches to ethical issues may vary in different situations</a> (L)</li> <li><a href="#">consider alternative ethical responses to an issue when making and reflecting on ethical decisions</a> (L)</li> </ul>

CHAPTER 13: Surprise!		
Guided Learning Topic: Respectful relationships & better friendships	Lesson 13: 100 positive words	Level 3 (Years 3 and 4)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Successful, safe, respectful relationships require all of these and in balance: consent, respect, mutuality, communication, empathy</li> <li>• Always create a safe shared space for friends to be themselves and for them to feel safe to speak up about what they want, need and prefer</li> <li>• Understand that consent is about being honest and listening to others – good communication</li> <li>• Be aware of what is right for them, their likes, dislikes, preferences and how to have them respected by others</li> <li>• Understand their own behaviour towards others and have the capacity to reflect if it is respectful</li> <li>• Be able to identify other's behaviour towards them and in relationships that are not healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that healthy relationships are made up of many different positive actions, behaviours and qualities.</li> <li>• Reflect on what positive qualities they value most in their relationships.</li> <li>• Develop critical thinking around messages media give us about what is a healthy and positive relationship.</li> </ul>	<p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">explain the influence that their own behaviour has on the emotional responses of others</a> (GL&amp;L)</li> <li>• <a href="#">identify how they can contribute to healthy relationships and manage challenging relationships</a> (GL&amp;L)</li> </ul> <p>Ethical understanding</p> <ul style="list-style-type: none"> <li>• <a href="#">identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour</a> (GL&amp;L)</li> </ul>

CHAPTER 13: Surprise!		
Guided Learning Topic: Respectful relationships & better friendships	Lesson 13: 100 positive words	Level 4 (Years 5 and 6)
Learning outcomes	Learning intentions (students will)	Curriculum references
<ul style="list-style-type: none"> <li>• Successful, safe, respectful relationships require all of these and in balance: consent, respect, mutuality, communication, empathy</li> <li>• Always create a safe shared space for friends to be themselves and for them to feel safe to speak up about what they want, need and prefer</li> <li>• Understand that consent is about being honest and listening to others – good communication</li> <li>• Be aware of what is right for them, their likes, dislikes, preferences and how to have them respected by others</li> <li>• Understand their own behaviour towards others and have the capacity to reflect if it is respectful</li> <li>• Be able to identify other's behaviour towards them and in relationships that are not healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that healthy relationships are made up of many different positive actions, behaviours and qualities.</li> <li>• Reflect on what positive qualities they value most in their relationships.</li> <li>• Think about future romantic or intimate relationships and that they must also reflect the same positive qualities as friendships (older students only)</li> <li>• Develop critical thinking around messages media give us about what is a healthy and positive relationship.</li> </ul>	<p><b>General capabilities</b></p> <p>Personal and social capability</p> <ul style="list-style-type: none"> <li>• <a href="#">analyse the influence of different factors and situations on their emotional responses</a> (GL&amp;L)</li> <li>• <a href="#">identify and describe a variety of relationships and the roles and responsibilities of people within them</a> (GL&amp;L)</li> </ul>