

Kit & Arlo Consent Lessons Scope and Sequence

CHAPTER 1			
BOOK: Kit's Glasses		LESSON: Early Warning Signs and Body Boundary	
Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
Body Boundaries and safety	<ul style="list-style-type: none"> • Understand the concept of body autonomy and the importance of valuing their own • Know that human bodies warn them when they are unsafe, they are our early warning signs • Know how to get help and have an identified safety network of at least five people • Be aware that no one should ever tell children to keep a secret that gives them their early warning signs. No one should ever say 'don't tell...' • Identify and name private parts of the body that are 'just for you' 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) • Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) • Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) • Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) <p>Personal and Social Capabilities Self-awareness: Recognise emotions</p> <ul style="list-style-type: none"> • Describe the influence that people, situations and events have on their emotions (Level 3) • Explain how the appropriateness of emotional responses influences behaviour (Level 4) 	<ul style="list-style-type: none"> • Learn that human bodies can have physical responses that show when they are feeling uncomfortable or unsafe, recognise some of those physical responses • Learn what Early Warning Signs are and how to identify them • Learn what a Body Boundary is and how to discuss personal space with others

Chapter 2

BOOK: Book Club

LESSON: Definition of consent

Topics	Learning outcomes	Curriculum References	Learning intentions (<i>for students</i>):
Sense of self, Personal Strength & Self-determination	<ul style="list-style-type: none"> Realise the importance of the right to determine their own sense of self. young people have the right to accurate, age-appropriate knowledge in order to develop positive self-perceptions. understand that self-determination requires a developing awareness of one's own wants and needs and what they deserve. understand that self-determination is powerfully making up their own minds about what to think or do, without outside influence, compulsion or coercion. be given the opportunity to develop the resolve, personal strength and courage to express what is right or not right for them. 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) <p>Personal and Social Capabilities Self-awareness: Recognise emotions</p> <ul style="list-style-type: none"> Describe the influence that people, situations and events have on their emotions (Level 3) Explain how the appropriateness of emotional responses influences behaviour (Level 4) <p>Ethical Understanding Understanding ethical concepts and issues: Recognise ethical concepts</p> <ul style="list-style-type: none"> Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes (Level 3) Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome (Level 4) 	<ul style="list-style-type: none"> Explore our own definition of consent Observe instances of consent in everyday life Explore the nuances of consent, such as: <ul style="list-style-type: none"> Consent needs to be a shared experience between two people Consent is always enthusiastic People can communicate in verbal and nonverbal ways to show consent Consent involves ongoing, mutual agreement; meaning that someone can change their mind A 'yes' can have conditions.

Chapter 3

BOOK: Scary Movies

LESSON: Greeting Game

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
<p>Responsibility for yes or no should be shared</p>	<ul style="list-style-type: none"> • 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. • 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. • 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 • Develop critical and independent thinking about peer pressure scenarios, looking through a lens of empathy and compassion, understanding • Understand that all participants need to be active participants in everything that is happening. • Learn that there is more to communication about consent than yes and no • Know that consent is free of coercion and fear Develop skills to check-in before, during and after an activity to ensure enthusiastic, communicative, affirmative, ongoing consent. 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) • Practise skills to establish and manage relationships (ACPPS055) <p>Personal and Social Capabilities Social management: Communicate effectively</p> <ul style="list-style-type: none"> • Identify communication skills that enhance relationships for particular groups and purposes (Level 3) • Identify and explain factors that influence effective communication in a variety of situations (Level 4) 	<ul style="list-style-type: none"> • Reflect on their own definition of consent. • Practise giving and listening for consent with their peers by communicating their needs and wants. • Explore the nuances of consent, such as (see teacher resources on consent for more information): <ul style="list-style-type: none"> ○ Consent needs to be a shared experience between two people. ○ It is always enthusiastic. ○ People can communicate in verbal and nonverbal ways to show consent. ○ It involves ongoing, mutual agreement; meaning that someone can change their mind. ○ A yes can have conditions.

Chapter 4

BOOK: Diorama

LESSON: Consent Crossword

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
Courage to withdraw consent	<ul style="list-style-type: none"> • Consent involves courage - especially withdrawing it • Always expect that the other person should respect your right to withdraw consent at any time • Everyone has the right to speak their truth even when it feels difficult/hard/embarrassing i.e. when someone talks them into something • Know that a shared activity should always be respectful of others beginning with asking for permission • Know the advantages of seeking consent so that shared activities are always pleasant, enjoyable and fun • It is essential to mutually negotiate and agree on all shared activities • Feeling disappointment is ok and normal, however people still need to allow others to say no at any time 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) <p>Personal and Social Capabilities Social management: Communicate effectively</p> <ul style="list-style-type: none"> • Identify communication skills that enhance relationships for particular groups and purposes (Level 3) • Identify and explain factors that influence effective communication in a variety of situations (Level 4) 	<ul style="list-style-type: none"> • Identify words and their meanings related to consent • Understand that consent is complex and multifaceted • Reflect on how the words may relate to their own experiences

Chapter 5

BOOK: Nobody listens

LESSON: Verbal and non-verbal cues

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
Verbal and non-verbal cues	<ul style="list-style-type: none"> • Have an understanding that body language and actions are as important as spoken language for communicating in relationships • Be able to identify specific consent communication cues that are verbal and non-verbal • There are verbal and non-verbal communication cues: • Communication cues are prompts or signals to let someone know they want them to respond or react • Communication cues can be verbal i.e spoken words, tone and sounds • Communication cues can be non-verbal i.e. body language or actions • Someone making you feel uncomfortable should never be dismissed 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Investigate how emotional responses vary in depth and strength (ACPPS038) • Practise skills to establish and manage relationships (ACPPS055) • Examine the influence of emotional responses on behaviour and relationships (ACPPS056) <p>Personal and Social Capabilities Social management: Communicate effectively</p> <ul style="list-style-type: none"> • Identify communication skills that enhance relationships for particular groups and purposes (Level 3) • Identify and explain factors that influence effective communication in a variety of situations (Level 4) 	<ul style="list-style-type: none"> • Learn about verbal and non-verbal communication cues • Communication cues are prompts or signals to let someone know they want them to respond or react • Communication cues can be verbal i.e spoken words, tone and sounds • Communication cues can be non-verbal i.e. body language or actions • Understand that body language and actions are as important as spoken language for communicating in relationships • Identify specific consent communication cues that are verbal and non-verbal • It is important to pay attention to both verbal and non-verbal communication cues in relationships, especially cues of consent and non consent.

Chapter 6

BOOK: Pestinos

LESSON: Empathy

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
Empathy	<ul style="list-style-type: none"> • Understand the meaning and importance of empathy and how it relates to consent i.e. keeping others emotionally and physically safe • Learn that not everyone always feels and thinks the same way about the same things all of the time • 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 • Understanding how someone else feels, being aware and responsive to their mood, their thoughts, their feelings 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) <p>Personal and Social Capabilities Social awareness: Understand relationships</p> <ul style="list-style-type: none"> • Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) • Identify the differences between positive and negative relationships and ways of managing these (Level 4) <p>Ethical Understanding Understanding ethical concepts and issues: Recognise ethical concepts</p> <ul style="list-style-type: none"> • Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes (Level 3) 	<ul style="list-style-type: none"> • Learn empathy and how to have it for others • Understand that empathy is essential for respect and consent in a friendship

Chapter 7

BOOK: Sunscreen

LESSON: Consent & Respectful Friendship Word Search

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
Enthusiastic & ongoing consent	<ul style="list-style-type: none"> ● Being able to understand and describe the fundamental concepts of consent: <ul style="list-style-type: none"> ○ consent is permission ○ consent involves respect and communication ○ consent means there is always ongoing continual mutual agreement regarding a shared experience ○ consent feels good for everyone, is pleasurable, fun, and enjoyable ○ consent is always enthusiastic. If it's not, it's not consent ○ consent is part of friendships and playing and relationships ○ consent can be given and not given verbally and non-verbally ○ consent can be withdrawn at any time ● 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. 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> ● Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) <p>Personal and Social Capabilities Social awareness: Understand relationships</p> <ul style="list-style-type: none"> ● Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) <p>Critical and Creative Thinking Reflecting on thinking and processes element: Think about thinking (metacognition)</p> <ul style="list-style-type: none"> ● Reflect on, explain and check the processes used to come to conclusions (Level 3) ● Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary (Level 4) 	<ul style="list-style-type: none"> ● Identify words and their meanings related to consent ● Understand that consent is complex and multifaceted ● Reflect on how the words may relate to their own experience

Chapter 8

BOOK: Dumplings

LESSON: Pizza or Dumplings

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
'Swap' instead of 'stop'	<ul style="list-style-type: none"> Understand strategies, communication, creativity and decision making around negotiating alternatives and options for shared activity Always create a safe shared space for mutually negotiated, enjoyable activity 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 Value the need to and benefits of, creating a safe space for someone to withdraw consent Always seek affirmative consent where both people are responsible for the 'yes'. 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) Practise skills to establish and manage relationships (ACPPS055) <p>Personal and Social Capabilities Social management: Negotiate and resolve conflict</p> <ul style="list-style-type: none"> Identify a range of conflict resolution strategies to negotiate positive outcomes to problems (Level 3) Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations (Level 4) <p>Critical and Creative Thinking Generating ideas, possibilities and actions: Consider alternatives</p> <ul style="list-style-type: none"> Explore situations using creative thinking strategies to propose a range of alternatives (Level 3) Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions (Level 4) <p>Reflecting on thinking and processes element: Think about thinking (metacognition)</p> <ul style="list-style-type: none"> Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary (Level 4) <p>Ethical Understanding Reasoning in decision making and actions element: Consider consequences</p> <ul style="list-style-type: none"> Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others (Level 3) Evaluate the consequences of actions in familiar and hypothetical scenarios (Level 4) 	<ul style="list-style-type: none"> Realise that not everyone wants the same things all the time Practice respecting people's individual choices - especially if it differs from their own 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

Chapter 9

BOOK: Lego

LESSON: Building Lego

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
Managing disappointment	<ul style="list-style-type: none"> • Consent involves giving permission and free agreement • Two people enthusiastically consenting to a mutually agreed activity is awesome and fun • People can withdraw their consent at any time, even if they gave enthusiastic consent at the start • It's important to provide a safe space for people to speak freely about how they feel about participating in a shared activity • We need to have empathy & understand that people may not always feel the same about the same things and that their feelings may change • 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 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Practise skills to establish and manage relationships (ACPPS055) • Examine the influence of emotional responses on behaviour and relationships (ACPPS056) <p>Personal and Social Capabilities Self-management: Express emotions appropriately</p> <ul style="list-style-type: none"> • Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations (Level 3) • Explain the influence of emotions on behaviour, learning and relationships (Level 4) <p>Social awareness: Understand relationships</p> <ul style="list-style-type: none"> • Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) • Identify the differences between positive and negative relationships and ways of managing these (Level 4) <p>Ethical Understanding Understanding ethical concepts and issues: Explore ethical concepts in context</p> <ul style="list-style-type: none"> • Discuss actions taken in a range of contexts that include an ethical dimension (Level 3) 	<ul style="list-style-type: none"> • Acknowledge that it's normal and ok to feel disappointed if someone says no, but we still always, have to show respect • Expand the complexities and difficulties of consent, such as: <ul style="list-style-type: none"> ○ Acknowledging feelings of disappointment when someone withdraws consent ○ Realising that it is never okay to force or coerce another person to do what you want them to do ○ Know how to create a safe space for someone to change their mind and withdraw consent ○ Understand the positive outcomes for everyone when everyone is enthusiastically, agreeing throughout the whole activity ○ Realise the joy, fun and happiness of a mutually negotiated shared activity • Develop the ability to reflect on their own thoughts, feelings and reactions toward others • Develop awareness of privilege or power position they may be in, over another person.

Chapter 10

BOOK: Truth

LESSON: Thumbs up or down

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>for students</i>):
<p>Listen to your own truth</p>	<ul style="list-style-type: none"> • It is important to learn how to communicate honestly about personal likes, wants, needs, values and desires. • 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. • Identify your own effective communication strategies to speak up, friends are not mind-readers, how will they know what you want? • 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. • Know there are implications (even legal) of forcing or coercing and manipulating others. • Be independent critical thinkers, what messages are things like social media and advertising giving them? 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) • Practise skills to establish and manage relationships (ACPPS055) <p>Personal and Social Capabilities Social awareness: Understand relationships</p> <ul style="list-style-type: none"> • Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) • Identify the differences between positive and negative relationships and ways of managing these (Level 4) <p>Ethical Understanding Understanding ethical concepts and issues: Recognise ethical concepts</p> <ul style="list-style-type: none"> • Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes (Level 3) 	<ul style="list-style-type: none"> • Relationships should be respectful if they are to be successful. • Everyone has their own definition of what respectful behaviour in relationships looks like. • There are some behaviours that are never acceptable in a relationship

Chapter 11

BOOK: Hot Chips

LESSON: Positive acts of support

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>students will</i>):
<p>Consent and Ethics (Being an upstander)</p>	<ul style="list-style-type: none"> • 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 • Develop alternative skills that they take if they don't feel safe to intervene, it is still being an upstander • Know that it takes courage to be an upstander • Further develop the concept of empathy, as it is pivotal in the prevention of discrimination and violence. • Develop students' emotions vocabulary and encouraging them to monitor emotions in themselves and others, helps to build empathy • 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 • Support, concern and kindness are a proactive way to respond as an upstander versus being combative and confrontational • Introduction and reinforcement of human rights, affirming attitudes, so that they will be less likely to engage in gender-based violence 	<p>Personal and Social Capabilities Social awareness: Understand relationships</p> <ul style="list-style-type: none"> • Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) • Identify the differences between positive and negative relationships and ways of managing these (Level 4) <p>Ethical Understanding Understanding ethical concepts and issues: Recognise ethical concepts</p> <ul style="list-style-type: none"> • Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes (Level 3) 	<ul style="list-style-type: none"> • Learn the difference between a bystander and an upstander • Learn skills to address disrespect when they see & hear it • Realise they can be an upstander by supporting the target • Learn ways to support someone who has experienced disrespect or harm • Ensure their safety, knowing it is sometimes safer to get an adult that intervene

Chapter 12

BOOK: Jacob's phone

LESSON: Protective Safety

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>students will</i>):
<p>Consent has laws i.e. pornography</p>	<ul style="list-style-type: none"> • Introduce that there are laws of consent for sexual activities • 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' • Conceptualise that these images are often fake and unrealistic and don't reflect normal respectful representation of bodies and relationships • Develop strategies to avoid the images <u>when</u> they eventually see them • Know they always need adult involvement if the images 'show up' on devices • How to seek help/trusted adults if children feel unsafe 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) <p>Personal and Social Capabilities Social awareness: Understand relationships</p> <ul style="list-style-type: none"> • Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) • Identify the differences between positive and negative relationships and ways of managing these (Level 4) <p>Ethical Understanding Reasoning in decision making and actions element: Consider consequences</p> <ul style="list-style-type: none"> • Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others (Level 3) • Evaluate the consequences of actions in familiar and hypothetical scenarios (Level 4) <p>Exploring values, rights and responsibilities: Explore rights and responsibilities</p> <ul style="list-style-type: none"> • Investigate children's rights and responsibilities at school and in the local community (Level 3) • Monitor consistency between rights and responsibilities when interacting face-to-face or through social media (Level 4) 	<ul style="list-style-type: none"> • Learn that laws exist related to online images and interactions • Understand it is typical for humans to be curious about images of bodies • Creating critical thinking about images and interactions they are exposed to online • Know strategies to avoid harmful images or interactions • Know they always need adult involvement for unsafe situations and how to ask for this when they suspect they may not be safe

Chapter 13

BOOK: Surprise

LESSON: 100 positive words

Topics	Learning outcomes	Curriculum references	Learning intentions (<i>students will</i>):
Respectful Relationships & Better Friendships	<ul style="list-style-type: none"> • Successful, safe, respectful relationships - require all of these and in balance: consent, respect, mutuality, communication, empathy • 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 • Understand that consent is about being honest and listening to others - good communication • Be aware of what is right for them, their likes, dislikes, preferences and how to have them respected by others • Understand their own behaviour towards others and have the capacity to reflect if it is respectful • Be able to identify other's behaviour towards them and in relationships that are not healthy 	<p>Health and Physical Education Personal, Social and Community Health</p> <ul style="list-style-type: none"> • Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) • Practise skills to establish and manage relationships (ACPPS055) <p>Personal and Social Capabilities Social awareness: Understand relationships</p> <ul style="list-style-type: none"> • Describe factors that contribute to positive relationships, including with people at school and in their community (Level 3) • Identify the differences between positive and negative relationships and ways of managing these (Level 4) 	<ul style="list-style-type: none"> • Understand that healthy relationships are made up of many different positive actions, behaviours and qualities. • Reflect on what positive qualities they value most in their relationships. • Extend that learning to think about future romantic relationships needing the same positive qualities • Develop critical thinking around messages media give us about relationships