

Kit and Arlo Find a Way



Lesson 2 activity

Definition of consent

Learning intentions

Students will:

- explore their own definition of consent
- observe instances of consent in their lives
- explore the nuances of consent, which include the notions that:
 - consent needs to be a shared experience between 2 people
 - consent is always enthusiastic
 - people can communicate in verbal and non-verbal ways to show consent
 - consent involves ongoing, mutual agreement, meaning that someone can change their mind
 - a 'yes' can have conditions.

Time

40 minutes

Equipment

- paper to record students' initial definitions of consent
- paper for 2 or 3 anchor charts
- post-it notes
- access to a screen and internet for video viewing

Teaching notes

- This lesson is recommended for Grade 5 and 6 and above.
- Prior to the lesson, watch the teacher videos on the *Kit and Arlo* website.
- Considerations for delivery of this sensitive content include:
 - classroom safety for everyone
 - setting the scene and group agreement
 - managing disclosures
 - ongoing support for students.

- There are times when an adult may have to override a child's consent response, such as when a child's health, safety or wellbeing is at risk. For example, to keep a small child safe an adult might have to hold the child's hand crossing a busy road even though the child doesn't want to. Or a doctor or nurse might have to do something to the child for the child's health and safety. Adults should always do their best to help the child understand why something has to happen. Someone from the child's safety network (see lesson 12) should also know it is happening.

Activity

1. Tell students:

'Please write down what you think consent means on a piece of paper. When you have finished, please fold your piece of paper in half and pass it to the front of the classroom. We will look at these in the next lesson.'

2. Tell students:

'To get us thinking about the complexities of consent and to begin exploring what it means, we are going to watch the 'What is consent?' video from RiseAbove.org.uk. After, we will have a group discussion about the things in the video that we learned from or wondered about.'

<https://www.youtube.com/watch?v=LO3i1EJE6DI>

3. Create an anchor chart. This should document the important responses and thoughts of the teacher and students. It should be displayed in the classroom and revisited.

Discuss the meaning of consent with the class and record ideas on the chart. Examples include:

- Consent needs to be a shared experience between 2 people.
- Consent is always enthusiastic.
- People can communicate in verbal and non-verbal ways to show consent.
- Consent involves ongoing, mutual agreement, meaning that someone can change their mind.
- A 'yes' can have conditions.

4. Collect examples for the anchor chart of 'giving consent' or 'not giving consent' from chapter 1 and 2 in *Kit and Arlo*, plus examples from students' lives.

Example: Arlo tried to push the glasses onto Kit's face. He did not ask permission and did not get consent to touch her glasses or put them back on her body.

5. Ask:

'What new things have you learnt about consent today?'

Record student responses on the anchor chart.

6. Set up an area of the classroom where there are post-it notes for students to record observations. Nearby, hang 2 blank anchor charts titled 'People asking for consent' and 'People not asking for consent'.

Tell students:

‘At the back of the room, there are 2 charts. One is called “People asking for consent” and the other is “People not asking for consent”.

Over the next few weeks, think about the times when people ask you for consent. Also, think about examples where people ask others for consent. You might also notice times when people don’t ask for permission or consent like they should.

This could be from the *Kit and Arlo* story, at school or at home.

When you think of these things, write them on post-it notes and stick them to one of the charts.

Don’t use names. Just say, “Someone asked for a pencil – it was very polite of them” or “a person pushed into the library line without asking”.’

Add some of your own observations to the chart to act as examples for students.

A later activity in Lesson 3 will have students use these observations in the charts further.

Resilience, rights and respectful relationships; Level 3–4 learning materials

Topic 1 Emotional literacy: The emotions echo game (p. 4)

Time: 10+ minutes

Topic 2 Personal strengths: What are personal strengths? (p. 13)

Activity requires everyday strengths cards (pp. 14–17)

Time: 20+ minutes

Topic 3 Positive coping: Understanding strong emotions (p. 23)

Time: 30+ minutes

Topic 3 Positive coping: The traffic light game (p. 24)

Time: 10+ minutes

Department of Education and Training (2018) *Level 3–4 Resilience, rights and respectful relationships*, State of Victoria (Department of Education and Training), Fuse website.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccc8bd>