

Kit and Arlo Find a Way



Lesson 3 activity

Greeting game

Learning intentions

Students will:

- 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, 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

40–50 minutes

Equipment

- anchor charts from lesson 2 (if you completed that lesson)
- paper/workbooks for students to record their thinking

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.

Activity

If you have completed the previous lesson 2 activity 'Definition of consent', start this lesson at step 1. If your class has not completed that lesson, start at step 2.

1. Spend no more than 10 minutes. Return to the anchor charts that were made in the previous lesson. Have students report back and add any new examples of consent that they witnessed over the previous week.

Review any new examples they have collected.

Ask:

'What do we think about consent now? Has anyone learnt anything new?'

2. Today's lesson will focus on how we greet people.

Ask:

'Can you think of different ways to greet someone? Make a list of these ideas.'

The list could include:

- waving
- saying hello
- hugging
- fist bumping
- high fiving
- a kiss on the cheek.

3. Ask:

'Do you greet all people in the same way? For example, think about the different ways you might greet your grandparents, your friends, the person working at the supermarket or the Prime Minister.'

Use these notes to explain:

'There are ways to greet people that are formal or casual, or that show friendliness. There are also behaviours we use when we help strangers, like how you might see the police or a school crossing attendant interact with others.'

You may wish to highlight that some cultures use other ways of greeting one another too.

Some examples include:

- '*la bise*' – a common greeting for French people, which is a kiss on both cheeks.
- the '*hongi*' – a type of greeting for Maori people. This generally happens at formal events and involves 2 people pressing their foreheads and nose together as they hold each other's heads and breathe.

4. Introduce the 'Greeting game' (adapted from Hancock 2015, with permission)

Tell students:

'I would like to invite everyone to greet each other with 3 different themes of greetings. This is a lesson about consent and what that means.'

‘Although people may feel like they should take part, people have a choice about whether they want to join in or not.’

This might be one of the learning points of the activity. You might also point out that if the activity makes anybody feel uncomfortable, that information is really important to recognise and understand, so that students get a sense, in this safe environment, of what their body boundaries and early warning signs are.

First greeting

Explain:

‘Firstly, I’d like everyone to greet each other with a quick hug, a handshake, a high five, a fist bump or an elbow bump, or by saying hello – if you want to.’

Allow enough time for as many students to greet as many other students as they like. Once the class has settled back down, ask students the following questions:

‘How did you feel during those greetings?

How many stars would you give them out of 5?

1 star = Terrible, hated it.

5 stars = Fantastic, loved it.’

Second greeting

Explain:

‘This time, I’d like you to greet each other again, but I’d like you to *negotiate* it with each other by both asking *lots* of questions – as many as you can.’

Examples:

Would you like a hug? How tight? For how long?

Do you want to shake hands? With the left or the right hand? How firm do you want to grasp? How long do you want to shake for?

Would you like a high five? Low five? How hard should we connect? Left, or right?

Should I give you a fist bump? Should our fists touch?

Would you like an elbow bump? Which elbows? Just one or both?

If you are using words to say hello, you might ask, ‘What words should I use? What language? How loud?’

Then, allow everyone who wants to, to greet each other. Notice what happens in the room. It might involve laughter and smiling. It may also take longer than the previous greeting session.

Ask:

'How did you feel during this second round of greetings?
How many stars would you give the second round out of 5?
1 star = Terrible, hated it.
5 star = Fantastic, loved it.
How did it compare to the first round of greetings?'

Student responses might include, 'It was more mutual', 'We knew what was going to happen', 'It was more fun', or 'There was more eye contact.'

Third greeting

Explain:

'I'd like you to greet each other one last time, but this time I'd like you to try and *get a balance* between the first simple greeting and the second more detailed greeting. Try to ask less questions. Try to find other ways of communicating with the other person to make sure that you are both happy with the plan. Really pay attention to them. Look for things like body language, eye contact or facial expressions.'

Examples:

Shake?
High five?
Fist pump?
Elbow bump?
Using words?

Observe what happens in the room and then ask students:

'How was the third round of greetings?
'How did it compare with the first 2?'
'How many stars would you give the third round out of 5?'
'Think about how you communicated with each other about the greeting.'
'What did you do or say?'
'Play it back in your head in super slow motion. What happened?'

Students might think about:

- how they stood
- how they looked at each other
- did they put their arms out for a hug
- how 'in tune' they were with the other person
- whether they copied or mirrored what the other student was doing
- how moments of connection and disconnection felt
- the type of words they used
- sounds they made
- facial expressions they noticed.

Ask:

‘Overall, which did you prefer the most – the greeting with:

- no questions
- lots of questions
- less questions but other ways of communicating?’

If the third greeting was preferred, ask students:

‘Why do you think this is?’

‘Was it because you felt a connection during the third round of greetings?’

‘Why do we greet people in different ways?’

‘What can we do if someone greets us (or touches us) in a way we do not like?’

‘Telling someone that they have done something that you don’t like or makes you feel uncomfortable takes courage. It is not always easy to do.’

‘If someone greets you in a way you don’t want, you can tell them:

- “I don’t like it when people come into my body boundary without my permission”
- or
- how you would prefer to be greeted. You could say, “Next time, I would prefer if you would greet me with [insert action/greeting]”

‘Sometimes you might not feel comfortable or safe telling someone directly that they have made you uncomfortable. If someone gives you your “early warning signs”, you should tell a trusted adult.’

5. Review.

Explain:

‘Consent is more than just asking. It’s also reading people’s body language and looking for signals that tell us that someone is giving enthusiastic consent. In other words, it’s about genuinely connecting with people. When both people consent, it is a shared experience. It feels good for both people and it is fun.’

Resources

Hancock J (15 March 2015) ‘Three handshakes – an activity for learning how consent feels’, BISH Training website. <https://bishtraining.com/three-handshakes-an-activity-for-learning-how-consent-feels/>

Hancock J (2022) ‘The consent teaching pack’, BISH Training website. <https://bishtraining.com/product/the-consent-teaching-pack/>

Sexual Health Victoria (2021) ‘Welcome with a kiss’, Teaching Activities – Grade 3 and 4, Sexual Health Victoria website. https://www.fpv.org.au/assets/resources/Grade_3and4_Welcome-with-a-kiss.pdf

Resilience, rights and respectful relationships; Level 5–6 learning materials

Topic 4 Problem-solving: We have a problem; how can we deal with it? (p. 36)

Activity requires problem-solving scenarios

Time: 30+ minutes

Topic 3 Positive coping: Personal coping profiles (p. 33)

Activity requires notebooks, pens and 'Coping styles and strategies' handout

Time: 30+ minutes

Department of Education and Training (2018) *Level 5–6 Resilience, rights and respectful relationships*, State of Victoria (Department of Education and Training), Fuse website.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7>