

Kit and Arlo Find a Way



Lesson 5 activity

Verbal and non-verbal communication

Learning intentions

Students will:

- learn about verbal and non-verbal communication cues, specifically:
 - 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
 - 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
- value the importance of paying attention to both verbal and non-verbal communication cues in relationships, especially cues of consent and non-consent.

Time

30–45 minutes

Equipment

- Whiteboard
- Post-it notes for Part 1:
 - Prepare the written examples on post-it notes before the lesson
 - Also have enough blank post-it notes for students to write multiple examples
- Post-it notes for Part 2:
 - Each student will need 2 or 3 blank post-it notes
- 'Consent cues' handout
- Access to a screen and internet for video viewing. This is only needed if choosing to play the 'Consent for kids' video (this is not compulsory)

Teaching notes

- Consider doing only part 1 for Grade 3 and 4 and Part 2 as an extension for Grade 5 and 6
- 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.
- For Part 1 of the activity, before the lesson, have consent cues examples, listed below, prewritten on individual post-it notes. Only write the **scenario in bold** (the chapter number and explanation of the type of consent is written for teacher reference only). These examples feature in the first 4 chapters of *Kit and Arlo*.

Consent cues examples

Chapter 1: **Arlo reaches his hands towards Kit's face to grab her glasses, and Kit rears back** (non-verbal non-consent)

Chapter 1: **Arlo takes Zac's sandwich** (non-verbal consent – there is no dialogue to confirm if Zac said anything, but Zac tried to get his sandwich back; this is an example of non-verbal non-consent)

Chapter 1: **Kit asks her friends for a hug** (verbal consent)

Chapter 2: **Arlo takes Oliver's pencil case** (there is no dialogue to confirm, so this could be an example of either verbal non-consent or non-verbal non-consent)

Chapter 3: **Vanya links her arm through Kit's and Kit allows it** (non-verbal consent)

Chapter 3: **Harley and Vanya make Kit watch the horror movie** (verbal non-consent – a forced yes is not consent, or non-verbal non-consent)

Chapter 4: **Kit lets Arlo join their group in art class.** (verbal consent – Arlo asks and Kit says 'Okay')

Chapter 4: **Harley and Vanya object to Arlo joining their group** (verbal non-consent)

- While reading Chapter 5 of *Kit and Arlo*, examples of verbal and non-verbal communication cues will be identified.

Activity

This is a two-part activity.

Part 1: verbal and non-verbal communication cues specific to consent

1. Explain:

'Consent can be verbal and non-verbal and today we will explore these ideas.'

For younger students, consider watching this consent YouTube video 'Consent for kids':

<https://www.youtube.com/watch?v=h3nhM9UIJjc>

'There are both verbal and non-verbal ways people can communicate that they do give and do not give consent, and both are important to pay attention to.'

'This means that what someone says is just as important as their body language and their facial expressions.'

- Distribute the 'Consent cues' handout to each student. Write the following headings on some butcher's paper (or similar), on which to stick post-it notes.

What can consent sound like? (spoken words, tone sounds)	What can non-consent sound like? (spoken words, tone, sounds)

- Explain:

'The "Consent cues" handout already includes examples that sound and look like giving consent. It also includes examples that sound and look like not giving consent.'

'As a group, we are going to add examples to the board from *Kit and Arlo*.'

- Pick one example at a time to read aloud (from the post-it notes you have prepared with examples from chapters 1–4).
- Discussion for each example:

'Where should the example be placed?'

'Why is it an example of consent or non-consent?'

'Is the example verbal or non-verbal or both?'

- Discuss the placement of all of the examples with the class:

'Identify if you think any examples are placed in the wrong category'

'What is more important: verbal or non-verbal consent?'

'Both are important. You need to listen to both. Why are they both important?'

- Ask:

'Think about verbal and non-verbal consent cues in your everyday life. What examples of verbal and non-verbal consent cues can you think of?'

Repeat for non-consent.

- Finish the activity by encouraging students:

'Continue to look for examples of verbal and non-verbal consent and non-consent while we continue to read *Kit and Arlo* or in your everyday life.'

- Optional:

Over the rest of the term, leave blank post-it notes beside the butcher's paper for:

- examples of verbal and non-verbal consent from further chapters of *Kit and Arlo*.**
- examples of consent and non-consent cues we notice every day at school. (Don't use names. Remember to just say, 'Someone pushed into the library line' or 'A person asked to borrow a pencil, rather than just taking it'.)

**You can use these examples of consent that feature in the book from chapter 5 onwards.

- Chapter 5: Kit doesn't leave Joan's room when she asks: "Go!"
- Chapter 6: Vanya stops Kit from cooking because she notices Kit is not enjoying it: "Are you okay?"... "You're not enjoying this, are you?"
- Chapter 7: When the babysitter asks Arlo if she can put sunscreen on him, his answer is: "Er...maybe,"
- Chapter 8: When choosing to share dumplings, Arlo says to Kit: "So ... Let's do it."
- Chapter 9: Kit wants to finish the Starship, But Arlo wants to play with Duke instead: 'Kit sat up and put her hands on her hips. "So, we're not doing this now?" "Tomorrow," said Arlo. "Come over tomorrow and we can finish it."
- Chapter 10: Arlo tells Kit that Manil hurt him during karate: "He jabbed my chest with his elbow in training and pretended it was an accident."
- Chapter 11: The boys restrain Lenny and force a chip into her mouth: "Open your mouth," he said, holding the chip closer. "You know you want to." The girl screwed up her face and twisted her body to escape the grip of the boy behind her.'
- Chapter 12: Jacob shows Arlo and Kit explicit images on his phone: "Want to see something?" he said. The glee in his eyes gave Kit a sick feeling in her stomach. What was on his screen? "What is it?" said Kit. "Show us," said Arlo.'
- Chapter 13: Arlo and Kit hug: 'Arlo arrived early and Kit surprised herself by offering a hug, throwing her arms out wide. Arlo happily hugged her back.'

Part 2: Verbal and non-verbal communication cues

1. Discuss:

'Now we are going to talk about what verbal and non-verbal communication are and the differences between them. Can you think of any examples of verbal and non-verbal communication?'

Write the headings (**in bold**) from the table/s below on the board. Make one side of the board for examples of 'Verbal communication' and the other side for examples of 'Non-verbal communication'.

Set the board up like this:

Kit's verbal and non-verbal communication cues when she feels upset and distressed	
Verbal communication	Non-verbal communication

For older or higher level students, you could also include this section:

Joan's verbal and non-verbal communication cues when she doesn't want to listen to Kit and isn't really paying attention	
Verbal communication	Non-verbal communication

2. Before reading chapter 5, hand out blank post-it notes to the class (2 or 3 each). Ask students:

‘Please try to listen for verbal and non-verbal cues of Kit communicating that she is upset and distressed. Write the examples on your post-it notes when you hear them.’

For older students, you can also ask them to listen for examples of Joan communicating verbally and non-verbally that she doesn't want to listen to Kit and isn't really paying attention.

3. After you finish reading the chapter, allow students to come up and stick their post-it notes on the board.

Example of completed board after activity	
Kit's verbal and non-verbal communication cues when she feels upset and distressed	
Verbal communication	Non-verbal communication
<p>Student post-it notes:</p> <ul style="list-style-type: none"> ● Exclaimed: ‘Arlo’s moving in next door!’ ● ‘This cannot be happening.’ ● ‘You don’t understand,’ ● ‘He makes me uncomfortable’ 	<p>Student post-it notes:</p> <ul style="list-style-type: none"> ● Kit’s face was pale ● She squeezed her hands together ● She took off her glasses and pinched the bridge of her nose with eyes closed ● Kit pressed her palms to her forehead ● She stood up and turned this way and that ● She leant her back against the wall and slid to the floor ● Pressing her hand over her heart ● Kit put a hand on Joan’s shoulder (for reassurance and attention) ● Noticed her hands were shaking
Joan's verbal and non-verbal communication cues when she doesn't want to listen to Kit and isn't really paying attention	
Verbal communication	Non-verbal communication
<p>Student post-it notes:</p> <ul style="list-style-type: none"> ● Exhaled noisily ● ‘I’m actually busy,’ ● Can you leave me alone now?’ she asked, irritated. ● ‘Go!’ 	<p>Student post-it notes:</p> <ul style="list-style-type: none"> ● Returning to her laptop ● Tapping on the keys ● She arched her eyebrows and pointed to her screen ● Kit put a hand on Joan’s shoulder and she shrugged it off ● She extended an arm and pointed to the door

4. Discuss:

‘Let’s talk about why you think each example was placed on the “verbal” or “non-verbal” side of the board.’

‘Why is each example a form of communication?’

‘Are certain situations verbal or non-verbal, or both?’

'Are there any examples that are placed in the wrong category?'

'What is more important: verbal or non-verbal communication cues?'

'Both are important. You need to listen and look for both. Why are they both important?'

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

Topic 1 Emotional literacy: What do emotions look like? (p. 5)

Time: 15+ 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>

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

Topic 6 Help-seeking: Communicating clearly (p. 62)

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>