

Kit and Arlo Find a Way



Lesson 9 activity

Managing disappointment

Learning intentions

Students will:

- acknowledge that it's normal and OK to feel disappointed if someone says no, but we still have to show respect
- expand the complexities and difficulties of consent, such as:
 - 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
- recognise and value the joy, fun and happiness potential of a mutually negotiated, shared activity
- develop the ability to reflect on their own thoughts, feelings and reactions toward others.

Time

30 minutes

+ 30–40 minutes for extension activity

Equipment

- Access to a screen and internet for video viewing
- 'Scenario' cards, printed and cut, for groups of 3 or 4 students – one set of 10 per group
- 'Heading' cards, printed and cut, for groups of 3 or 4 students – one 'Consent' and one 'Not consent' card per group
- Teacher reference list
- Plain paper and textas for posters
- 'Reflection about consent' activity sheet

Teaching notes

- Part 2 is suitable only for Grade 5 and 6
- The poster activity is an optional alternative
- 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

Part 1

1. Before watching the video below, for context, discuss with the class what wild animals do if we try to touch them (specifically, name the 3 that appear in the video – a fish, an armadillo and a hedgehog).
2. Explain:

‘We are going to watch a video where a bear talks about trying to be a human.’

3. Watch ‘Consent and communication’ by Amaze.org, at <https://www.youtube.com/watch?v=1wOgcU79Rh8>

4. Discuss the definition of consent, including the understandings presented in the video:

‘We can think of consent as permission for shared experiences.’

‘Consent is an ongoing, mutual and free agreement regarding a shared experience.’

‘We want everyone to be aiming for the best type of consent – ongoing, enthusiastic, affirmative consent.’

“Ongoing and enthusiastic” means that everyone who is involved in the activity is taking part freely and willingly. Their experience should also be positive and enjoyable for the whole time.’

“Affirmative consent” means we try to gain consent by making sure the other person has said or shown us that they give consent.’

‘Consent is an important part of friendships and playing (relationships).’

5. Discuss:

‘Consent can be verbal and non-verbal. This means that what someone says is just as important as their body language and their facial expressions. Sometimes people agree to things they don’t want to do because they might feel scared, pressured or even forced into doing something.’

‘We need to look out for non-verbal cues for consent or not giving consent as they are important in getting consent and respecting people’s decisions.’

6. Scenario activity:

Arrange the class into groups of 3 or 4. Give each group a set of 10 scenario cards and a 'Consent' and 'Not consent' heading card. Students need to decide whether each scenario is an example of consent or non-consent and place the scenario cards under the relevant heading. The answers, for teacher reference, are supplied at the end of this lesson.

7. Explain:

'Each group has 10 cards with things from the *Kit and Arlo* story written on them. You also have 2 heading cards, labelled 'Consent' and 'Not consent'. Place the 'Consent' and 'Not consent' headings on the table in front of your group. Try to decide if each event from *Kit and Arlo* is an example of 'consent' or 'not consent'. Place the events under the heading where you think they belong.'

8. Ask:

'Would each group like to share some of their choices with the class?'

Part 2

1. Explain:

'Let's talk about seeking and giving affirmative consent. Think again about the time when Kit and Arlo make plans to build a Lego spaceship.'

Use the discussion prompts at your discretion to lead a class discussion about seeking, giving and not giving consent.

Seeking and giving affirmative consent

Ask:

'Arlo did not want to play Lego anymore. Did he give verbal or non-verbal cues to Kit, or both? (verbal and non-verbal cues are covered in Lesson 5)

'Is it fun to make someone do something they don't want to do?'

'What happens if the friend is unsure? Or says "maybe" to building the Lego spaceship?'

'What if you're nearly finished building it and then they change their mind?'

'Can a person change their mind and want to play something else when they get to your house?'

'Have they consented to continue?'

'How would you feel? How could you manage those feelings?' (e.g. deep breath, walk away, talk with an adult)

Explain:

'It's ok to feel disappointment, but the person's right to change their mind is really important. You should be pleased that you made them feel comfortable enough to change their mind.'

'Consent involves courage – especially withdrawing it.'

'Consent in a healthy friendship means all people can speak freely. Everyone feels positive and safe because they can communicate their expectations and what they want.'

'Consent keeps everyone's bodies, feelings and thoughts comfortable and safe.'

Ask:

'Can you think of some ways that you could manage your disappointment with your friend changing their mind about the activity?

'What could you both do instead if one person does not want to continue?'

2. Explain:

'Now, let's talk again about not giving consent.'

Not giving consent

Ask:

'What are some of the non-verbal ways someone might show that they don't consent?'

'What are some of the non-verbal ways someone might show that they do consent?'

'How might these non-verbal cues match the words they are saying?'

'Why do you think non-verbal signals are as important as verbal signals when it comes to consent?'

'What should you do if you don't understand or are confused about the non-verbal signals someone is giving you?'

Explain:

'It is important to ask if you're not sure if someone is giving consent or if someone's body language doesn't match with what they are saying.'

Introduce the concept of checking in:

'Consent is something that needs to be continuously negotiated. And when 2 people can do that, they can develop a great friendship built on trust, respect and fun for everybody.'

3. Have students create 2 columns, one titled 'I used to think' and the other 'Now I think'. Give them time to record their thinking about consent.

Explain:

'In your workbooks, make 2 columns. One should have the heading 'I used to think' and the other should be 'Now I think'.

4. Optional posters:

Have students create posters for the room/school on topics such as:

- What is consent?
- If they were to teach another student about consent, how would they describe it? How would they draw it?
- What does consent look like, sound like, or feel like?
- What does not giving consent look like, sound like, or feel like?
- How can students manage disappointment if their friend changes their mind about a plan? (See more ideas at the end of this lesson.)

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

Topic 5 Stress management: Calming and coping (p. 40)

Activity requires 'My self-calming strategies' handout and 'Checklist of coping strategies' handout

Time: 25+ minutes

Topic 3 Positive coping: Taming angry feelings (p. 25)

Activity requires balloons and '10 Techniques for controlling anger' handout

Time: 25+ 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 5 Stress management: A guided relaxation (p. 49)

Time: 15+ 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>

Teacher reference list

Teacher answers – Scenario activity

Consent

- Kit and Arlo discuss and make plans to build a Lego spaceship together and both seem really excited about this.
- Kit asks Harley and Vanya for a hug and they agree.
- Kit asks Arlo if she can hold Duke's lead. Arlo says 'sure thing'.
- Tully asks if she can put sunscreen on Kit's cheek and nose and Kit says 'Yes!'

Not consent:

- Kit, Harley and Vanya have a play-date where Harley and Vanya pressure Kit to watch a scary movie that she doesn't want to watch.
- When Tully goes to put sunscreen on baby Cassie, Cassie says, 'No!' and shakes her head from side to side. She tries to escape Tully's hand.
- Tully asks if she can put sunscreen on Arlo's face. He says maybe but takes a step back and screws up his face.
- Kit rears back as Arlo reaches for Kit's face and grabs her glasses.
- Lenny screws up her face and twists her body to escape the grip of the boy behind her. She makes muted struggling noises. She is not laughing any more.
- During Lego, Arlo stops, stands and stretches. Then he drops to the floor and lies down by Duke, resting an arm over his neck.

Ideas for posters on consent

- Consent is part of friendships and playing
- Consent can be verbal and non-verbal
- Consent is trying to understand how the other person might feel
- Consent means everyone has a fun time
- Consent is permission for shared experiences
- Consent sounds like ...
- Consent doesn't sound like ...
- Consent looks like ...
- Consent doesn't look like ...
- This is a body boundary. You need permission to come into someone's body boundary ...
- Someone not asking for consent can give you your early warning signs. Early warning signs are...
- It's ok to feel disappointed if someone says no, but we still have to show respect