

Sexual Consent

A Teen Talk kit for Australian schools.



A resource prepared by Monash Education

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All young people need to know the importance of building healthy relationships and identifying those relationships that are unhealthy. Education has a key role to play in this. We want to support young people by ensuring teachers have the best materials to use in schools.

We are confident that teachers will welcome this excellent resource which will help them provide pupils with the skills and knowledge to keep themselves and others informed, healthy and safe.

Learning about consent should begin before young people are sexually active, otherwise it is too late. As part of learning about consent, pupils must learn that the law is clear that sexual activity is illegal for young people under the age of 16. We know, however, that some young people are sexually active before 16, and learning about healthy relationships is crucial to keeping them healthy and safe from abuse and exploitation. Recognising that some young people will be sexually active before the age of 16 does not equate to encouraging underage sexual activity. Furthermore, the key learning set out in this guidance – about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices – is crucial in a range of situations young people will encounter in their lives.

TEACHING ABOUT CONSENT

In this section we offer eight lesson plans for teaching about consent. The lessons include various assessment opportunities, including an optional self-assessment sheet for each lesson. These 'Then and now' sheets compare where pupils feel they were before the lesson with where they feel they are at the end, in relation to the intended learning outcomes. The whole 'Then and now' sheet should always be completed at the end of the lesson.

Lessons cover:

- Lesson 1: Introducing and recognising consent
- Lesson 2: Consent and the law
- Lesson 3: Avoiding assumptions relating to consent
- Lesson 4: The right to withdraw consent
- Lesson 5: Capacity to consent
- Lesson 6: Persuasion, pressure and coercion
- Lesson 7: Pornography, sexual images and consent
- Lesson 8: Rape myths and victim blaming
- Lesson 9: Boundaries and respectful relationships

CHOOSING WHICH LESSONS TO TEACH

These lessons are designed to develop pupils' knowledge, understanding, skills, attributes and attitudes. Lesson 1 provides a series of baseline assessment activities which will help you ensure that subsequent lessons meet your pupils' needs. Baseline assessment should give an indication of pupils' current understanding of the concept of consent, their beliefs and attitudes, as well as any misconceptions and gaps in their knowledge and understanding.

While schools may choose to teach all eight lessons, either as a single module or shared over the two key stages, many will select the lessons most relevant for their pupils. We do, however, recommend that you include Lessons 1 and 2. When choosing which lessons to teach in addition to Lessons 1 and 2, the aim should be to correct misconceptions, and to fill gaps in and extend your pupils' knowledge, understanding and skills development, based on the findings from the baseline assessment.

The plans are based on one-hour lessons, but some have space for discussions which can be extended or condensed, enabling schools to use them flexibly to fit in with their own timetables. Every group of pupils in every school will have different starting points and needs, so inevitably these lesson plans will need to be adapted by teachers for their classes. This might include differentiating to allow all pupils to access the learning activities, or modifying intended learning outcomes, as appropriate for individual pupils' needs and circumstances. For example, for some pupils with special educational needs, simple rules are important: an intended outcome such as 'When seeking another's consent, I know how to avoid assuming consent' could become 'I know that when I want someone to do something, I always need to ask them if it's ok, even if I think they're happy to do it'.

Some pupils may need different or additional learning outcomes. For example, the intended learning outcomes in Lesson 5 are:

- I understand that if someone does not have the freedom or capacity to agree by choice, no one has the right to assume they are consenting.
- I understand that seeking to make someone more vulnerable or misleading someone to make them trust me is wrong, and can be a very serious offence.

For a pupil whose disability means he or she needs to be touched, moved or washed by carers, then although the first of these learning outcomes is really important, an alternative second outcome such as 'I am able to communicate clearly to other people that I do not want them to do something' might be more appropriate.

LESSON 1: INTRODUCING AND RECOGNISING CONSENT

CONTEXT AND OVERVIEW

This lesson explores what consent means and how you can recognise when another person is giving their consent. Recognising consent, in the true sense of the word, is of vital importance, so this introduction must be fully understood and firmly embedded. While the lesson looks at both seeking and giving/not giving consent, it is important to reinforce the fact that it is the person seeking consent who is responsible for ensuring that consent is given freely and that the other person has the capacity to give their consent. As people can change their minds or consent to one activity but not another, the seeker of consent should not see seeking consent as a 'one-off' but should check that consent is still being given by a partner.

LEARNING OBJECTIVES

'We are learning about consent, what it means and what it should look like in practice.'

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand what consent means and why it is so important.
- I can recognise when someone is consenting and when they are not.
- I understand how consent is sought, given and not given in a healthy relationship.
- I know what to say and do to seek the consent of another person.

CLIMATE FOR LEARNING

Before starting, make sure you have read section 1 of this document and that you understand how to establish a safe learning environment. Make sure you are familiar with the school's safeguarding policy. Consider any sensitivities and prior knowledge you have about specific pupils' circumstances.

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as no personal stories, listening, and respecting other people's points of view.

Ask pupils to write down any questions they have relating to consent anonymously at any time, and collect them in using an anonymous question box – which should be accessible both in and after every lesson. To ensure that pupils do not feel self-conscious about being seen to be asking a

question, you can tell all pupils that everyone has to write something: either a question or 'no question' if taking anonymous questions during the lesson. You may wish to set aside some time at the end of each lesson for this.

STARTER ACTIVITY

Share the objectives and intended learning outcomes for the lesson with the group.

To explore the pupils' existing understanding of consent, tell the class: 'Imagine an alien has arrived from another world. They have heard about something called "consent" but they have no idea what it means.'

In pairs or small groups explore the following question: 'How would you explain "consent" to the alien who knows absolutely nothing about it?'

Ask pairs/groups to come up with their own definition of consent and write it down in their books or on post-it notes (these definitions will be revisited later, so keep them safe).

Gather feedback on the board (pupils may use terms like 'permission', 'aged 16', 'saying yes', 'age of consent', 'sex', 'rape', 'assault', 'consent for medical treatment' or 'going on school trips'). Build on the feedback to give a basic definition of consent: agreement by choice made by someone with the freedom and capacity to consent. Explain that these terms will be explored further in later lessons.

When considering the feedback (and when looking at any anonymous questions after the lesson), consider:

- What prior understanding do pupils already have that is correct and which you can build on? Is anything missing? Are there misunderstandings?
- Is there anything you need to challenge (for example, myths or disrespectful/negative attitudes towards others)?
- Are there any differences in the responses of the different genders? What do these suggest about their attitudes?
- Is their focus on the need to 'get consent' or on 'giving/not giving consent', or is there an appropriate balance between the two (remembering that ethically and legally the responsibility is on the person who is seeking consent)?
- What do their responses and questions suggest about their understanding of healthy relationships in the context of seeking and giving/not giving consent?

After this lesson, use the pupils' responses from this activity to determine which of the subsequent lessons you plan to use (we recommend that all schools teach this lesson and Lesson 2 on consent and the law). For example, if alcohol or drug use linked to risky sexual behaviours is a particular concern, then Lesson 5 would be a good lesson to use next once Lessons 1 and 2 are complete; if pornography is having an influence on pupils' attitudes, or you are concerned about pupils sharing sexual images, consider Lesson 7; if you are concerned about myths in relation to consent, Lesson 8 may be useful.

MAIN ACTIVITY 1 (parallel lines and personal boundaries)

Parallel lines and personal boundaries

Line the group up in two lines facing each other about three metres apart. Tell them:

‘We are now going to begin to consider consent in practice. When I say “go”, the people in one of the lines [indicate which] will slowly take small steps forward, asking their partner “can I take another step?” before each step. The facing person should say “stop” once they feel uncomfortable with the proximity of the person opposite them. The person opposite must stop when requested and remain in that position.’

Continue until everyone on the opposite line has said ‘stop’. It is likely that pupils will have asked each other to stop at different points.

Keep the pupils in their lines for a discussion of the following questions:

- Where does the responsibility for stopping lie between the two people? (emphasise that in the law in relation to sexual consent, it is the person seeking consent who is responsible).
- Why do you think people asked the other person to stop at different distances away? (answers might include ‘because everyone has different personal space requirements’, ‘depends on the relationship between the pairs’, ‘friends may get closer than people who don’t know each other so well’).
- How did it feel to be able to say ‘stop’ and have that respected? How does it feel when people don’t respect your boundaries?
- How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop?

Going down each line quickly, ask pupils to show how someone might have communicated non-verbally (with body language/facial expressions) that they wanted the other person to stop walking towards them.

- Would we all have understood that non-verbal communication?

Explain that consent is not just about saying yes or no and that it is always the responsibility of the seeker of consent to be sure of whether consent is being freely given or not given. This shouldn’t be considered as a one-off since people can change their minds or consent to one activity but not another. This makes continued checking very important. These are key messages everyone needs to know about consent and will be explored in later classes.

MAIN ACTIVITY 2 (Identifying and recognising verbal and non-verbal signs of consent and non-consent)

Divide the class into small groups and give each group post-it notes and pens. Explain that given the responsibility on the seeker of consent which was just explored, the lesson is now going to look more closely at how people seeking consent can identify and recognise verbal and non-verbal signs of consent and non-consent.

Ask half the groups to think of as many examples as they can of 'how people behave when they are happy with what someone is suggesting or doing'.

The other groups come up with as many examples as they can of 'how people might behave when they don't like (or no longer like) what someone is doing or suggesting'.

They should note down their examples on the post-it notes provided.

The groups feed back quickly to the whole class. Stick the sheets of post-its on separate walls and add in any additional responses. Swap the groups over and ask pupils to reorganise the post-it notes under three headings:

- How people show us with their words ...
- How people show us with their facial expressions ...
- How people show us with their body language ...

Alternative for pupils who find this activity challenging:

Provide examples of signs of consent written on cards or post-it notes (taken from the 'Possible signs of consent' table included in the supplementary documents). Ask pupils to discuss and sort them into signs of consent or non-consent (and/or whether they are a visual or a verbal clue). Pupils return to their small groups: Ask pupils:

- If we weren't sure whether the other person was giving their consent, how could we check? Think of two or three questions we could ask.

Take feedback.

Suggest that they should always remember to ask 'Are you happy with this?' and 'Are you sure?', and to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very important. They should also remember that sometimes people change their minds or feel differently in different circumstances or may consent to one thing but not something else; this means that seeking consent should not be seen as a 'one-off' process but rather a continuing process.

PLENARY/ ASSESSMENT FOR AND OF LEARNING

Reinforce that it is the person seeking consent who is responsible for ensuring that the consent has been given, acknowledging that in healthy relationships both parties respectfully seek consent from one another, regularly check that consent is still being given and respect one another when consent is not given. It is crucial that any activity, sexual or otherwise, only takes place if consent is clearly given, and if in doubt, one should assume that consent has not been given.

Reinforce that the key signs of consent are that the person clearly wants to engage in the activity and actively demonstrates this. There should be no ambiguity or confusion over whether consent is given: 'not saying no' is not giving consent. Responsibility for ensuring that consent has been given lies with the person seeking consent, both ethically and in law. This means being sure that a partner is actively consenting, that the partner has the capacity to consent (i.e. that they are old enough, that their judgement is not impaired and so on) and that none of the conditions which prevent free, informed consent (such as manipulation or exploitation) are present (these will be explored further in subsequent lessons).

Show the following numbered statements. Ask pupils to indicate with a number fan, or on a mini-whiteboard, the number that corresponds to the statement that best describes how they feel. Discuss with the class the reasons for their answers.

- 1 I know whether someone is consenting or not.
- 2 I think I know whether someone is consenting or not.
- 3 I think I know some signs of whether someone is consenting or not.
- 4 I think it's really hard to know whether someone is consenting or not.
- 5 I am really confused about how to tell whether someone is consenting or not.

To sum up, remind the class that it is the person seeking consent who has the responsibility here. Those who say they know whether someone is consenting should be cautious, but you can get a good idea through positive and enthusiastic body language and words (the person is actively consenting). If in any doubt, assume that consent has not been given. Remember to ask 'Are you happy with this?' and 'Are you sure?', and to stop immediately if the answer is not 'yes' (the absence of a 'no' is not the same as a 'yes'). Saying 'If you don't want to, that's ok' is also very important.

Explain that this is just the first part of learning about consent, and that future lessons will cover concepts like freedom and capacity to consent in more detail. It may be, for example, that although someone goes along with an activity, it does not constitute consent, for instance if they are too drunk to make that judgement or if they are scared or feeling under pressure. These situations will be explored in subsequent lessons.

ASSESSMENT OF LEARNING

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

EXTENSION ACTIVITIES/ HOMEWORK

Ask pupils to note any examples, from the television shows they watch, where consent was respected or not respected. They could write a short script of that scenario, which could be used for role plays and interaction analysis in a later lesson.

LESSON 2: CONSENT AND THE LAW

CONTEXT AND OVERVIEW

This lesson explores what consent means both legally and ethically. It is important to refer back to the section on consent and the law which states that the age of consent is 16 but that young people aged 13 to 15 are highly unlikely to be prosecuted for engaging in sexual activity with those of the same or similar age, if the activity is mutually agreed and there is no abuse or exploitation. The law is also clear that it is the person seeking consent who is responsible for ensuring that consent is given.

LEARNING OBJECTIVES

‘We are learning about consent and what it means both ethically and legally.’

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand what consent means, both legally and ethically, and why it is so important.
- I can explain what choice, freedom, and capacity to consent mean.
- I can discuss legal and moral issues through scenarios relating to consent.
- I understand the legal age of consent and that most young people do not have sex until after they have passed the age of consent.

CLIMATE FOR LEARNING

Ensure you have read section 1 of this document and that you understand how to establish a safe learning environment. Make sure you are familiar with the school’s safeguarding policy. Consider any sensitivities and prior knowledge you have about specific pupils’ circumstances.

Establish or reinforce existing ground rules – adding or emphasising any ground rules that are especially relevant to this lesson, such as not making assumptions and no personal stories.

Remind pupils to use the anonymous question box if there is anything they wish to ask anonymously, which you can respond to after the lesson or in the next lesson.

STARTER ACTIVITY (reconnecting)

Share the objectives and intended learning outcomes for the lesson with the group.

The legal definition of consent

Ask pupils to look again at their definitions of consent from Lesson 1. Share with the class the legal definition of consent:

‘A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.’

Ask pupils to compare and contrast their definitions of consent with the legal definition. Note any questions pupils have about the law and consent, to be explored during the lesson or in subsequent lessons.

MAIN ACTIVITY 1

Choice, freedom and capacity to consent in law

Write the terms 'Choice', 'Freedom' and 'Capacity' on the board. As a group, mind map what these terms might mean in relation to consent.

Extend the discussion:

- Are the choices we make always made completely freely, or are they sometimes governed by other things? (e.g. peer pressure, society, parental expectations)
- How do we know when a choice is freely made?
- What sort of things can affect our capacity to make decisions/choices? (e.g. mental health, age, maturity and development, drugs or alcohol)

MAIN ACTIVITY 2 (scenario discussion)

Age of consent and the law In small groups:

Give out the sheet 'Discussion prompt: Consent and the law'.

Ask the groups to read the scenario, discuss responses to the questions below and note them down on their sheet.

Discussion prompt sheet scenario:

Imagine two young people aged 15 were talking to a friend.

We both really want to start having sex.

We've been together for ages!

We really love each other.

It's no one's business but ours what we do!

After the groups have discussed the questions under the scenario (on the sheet) and written down their responses, take quick feedback. Explore the following questions:

- If they asked their friend for advice, what do you think the friend should say? Why?
- What might be the consequences of following or failing to follow that advice? (Explore the social and legal consequences, being clear that while the Crown Prosecution Service might not prosecute two 15- year-olds engaging in sexual activity as long as it is mutual, agreed and there is no abuse or exploitation, it still remains a criminal offence – and while it is not apparent from the quotes, we don't know if there is abuse or exploitation taking place in this scenario. Refer to PSHE Association guidance on consent and the law if necessary).
- Does the sex, sexual orientation, gender identity or background of the two characters make a difference? Why? Should the principles of what constitutes consent not always be the same?

Further whole-group discussion:

- Now imagine that one of the two was aged 21 and the other 15. Does this make a difference? If so,

why?

Note that again this is a criminal offence, and there is a strong argument that a sexual relationship between a 21-year-old and a 15-year-old would be considered to be exploitative or abusive given the difference in age – and likely difference in maturity and power – between the two.

Ask pupils to note down in secret (on a post-it note/back of a sheet/mini-whiteboard) what they think is the percentage of young people having sex under the legal age of consent.

By a show of hands, gauge roughly what the group as a whole thinks – e.g. ‘Most of us think it’s between 80 and 100%.’ (Young people often think that at least 80-100% of their peers are having underage sex.)

Tell pupils that all the research indicates that in fact it is closer to just 25- 30% of young people who have underage sex (NATSAL, 2013), 37 which means that approximately three-quarters of young people are not having underage sex. Reassuring young people about social norms is helpful to reduce the pressure some young people may feel to have sex before they are truly ready .

PLENARY/ ASSESSMENT FOR AND OF LEARNING

Redefining consent following the two introductory lessons Revisiting pupils’ initial definitions of consent from the start of Lesson 1 and the legal definition of consent from the start of Lesson 2, ask the pupils if they want to build on or change their definitions. When developing their new definitions of consent, look for words which suggest that pupils understand that consent should be an active choice, freely given, informed, and a decision made by someone who has the capacity to make that choice, understands the consequences of the choice and wants to go ahead.

At this point it is also important to remind pupils that it is the person seeking consent who is responsible (ethically and legally) for ensuring that the consent given by another is genuine, given willingly and freely without exploitation, threat or fear, and that this person has the capacity to give their consent. Also remind them to see seeking consent as an ongoing process, rather than a one-off, given that people may change their minds, feel differently or consent to one activity but not another.

Assessment of learning

Ask pupils to complete the ‘Then and now’ self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

EXTENSION ACTIVITIES/ HOMEWORK

Ask pupils to prepare for a discussion about the age of consent and whether it should be raised or lowered. They could research the age of consent in other countries and look into reasons why the age of consent is set at 16 in the UK. They could also explore the history relating to the age of consent in this country.

Note that this should be a discussion rather than a formal debate, and pupils should not be pushed to argue from a position they don’t agree with.

LESSON 3: AVOIDING ASSUMPTIONS RELATING TO CONSENT

CONTEXT AND OVERVIEW

This lesson develops the learning on recognising consent in Lesson 1, looking more specifically at making assumptions about consent in relationships. This can happen during the early stages of a relationship or when one person wants to move a relationship to a new level of intimacy. In some cases it can be a result of poor communication skills, while in others it can be about power and manipulation. There is a real danger that these moments can move from awkwardness and embarrassment to anger, confrontation, and in the worst cases violence. This lesson plan explores assumptions relating to consent from the perspective of both parties, but makes clear that it is the responsibility of the person seeking consent to ensure that consent is given, not assumed.

The key learning from the lesson is that assumptions should not be made about consent based on preceding events (see the section on assumptions, myths and unwritten rules above).

Note: This lesson explores consent in same-sex and opposite-sex relationships and assumes that learning about sexual orientation is already an integral part of the school's sex and relationships education programme. If this is not the case, we strongly recommend that this is addressed before using the material in this lesson. We highly recommend resources from Stonewall

(http://www.stonewall.org.uk/what_we_do/resources/11182.asp#Education) and Education Action Challenging Homophobia (<http://www.each.education/>) if schools do need to put in place a programme of learning on sexual orientation.

The section, 'Assumptions, myths and unwritten rules' will provide especially relevant background information for this lesson.

LEARNING OBJECTIVES

'We are gaining an understanding of assumptions that are often made about consent and helping to ensure we know and understand the facts about consent.'

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand that consent should never be assumed and should never be treated as a 'one-off'.
- When seeking another's consent, I know how to avoid assuming consent.
- I know that when asked to give my consent, I have the right to make clear what I do and don't want to do.
- I understand that it is not my fault or my responsibility if someone mistakenly assumes my consent to do something I don't want to do. I have strategies to manage this.

Note: You may prefer to adapt the language of these intended learning outcomes when communicating them to pupils. This is fine – the key issue is that the learning outcomes are clear and understood by pupils.

CLIMATE FOR LEARNING

Ensure you have read section 1 of this document and that you understand how to establish a safe learning environment. Consider any sensitivities and prior knowledge you have about specific pupils' circumstances. Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson. Remind pupils to use the question box if there is anything they wish to ask anonymously, which you can respond to after the lesson or in the next lesson.

STARTER ACTIVITY (baseline assessment)

Share the objectives and intended learning outcomes for the lesson with the group.

Ask the pupils to think about everything they have learned in the last two lessons.

'Thinking back to the alien from the starter activity in Lesson 1, you explained to them what "consent" means. Now they want to know what is the most important "take home" message you would want to give them about consent.'

Pupils agree in pairs their one key message from the learning so far. Take feedback and attempt to agree a consensus: one key message from the whole class, drawing on their learning so far. Pupils could add their own key message and the class' key message to their definition from Lesson 1 in their books or folders.

MAIN ACTIVITY 1 (scenario discussion)

Exploring assumptions about consent Divide the class into four groups. Give each group one of these four statements:

- 1 'Why are you pulling away? You came out on a date with me. You must be ok kissing me!'
- 2 'What's wrong with you? You let me kiss you! You must want me to go further!'
- 3 'You came upstairs with me. You must want to have sex!'
- 4 'You wanted to last week – you must want to do it again.'

Ask the groups to imagine they overheard someone saying the words to someone else, and discuss whether the first part of what is said in each statement means the second part must be true. If there is time, explore the following questions:

- Imagine we could 'freeze' this moment and each person could talk to you about how they are feeling right now. What do you think they would say to you? What might they be feeling? What might happen next?
- What do you feel about what is being said? Each group reads their statement and feeds back their responses in turn.

Explain that each scenario relies on assumptions. Talk about the concept of assumptions (referring back to the section on assumptions above) and refer to the key learning that because people may change their minds, feel differently or consent to one activity but not another, consent must be seen as an ongoing process rather than a one-off.

MAIN ACTIVITY 2 (discussion and reflection)

Think, pair, share discussion exploring gendered expectations and assumptions

Tell pupils the lesson will now explore the role of gender in assumptions in relation to consent. Ask

pupils to take a step back and think about who is saying what in the scenario in main activity 1.

- Are they imagining a situation where a young man is saying this to a young woman?
- Are there different expectations in such situations for men and women? Why? If they have imagined a situation where a young man is saying this to a young woman:
- Ask them to imagine the situation again with the young woman applying the pressure on a young man, and then again with two young men or two young women.
- Does this make a difference? Why? Should the principles of what constitutes consent not be the same in all situations?

MAIN ACTIVITY 3

Understanding feelings and actions and preventing assumptions

In small groups:

Ask each group to think back to the remark their group 'overheard' in main activity 1. Think about what might happen next and what could have helped them both avoid this moment.

Ask the groups to imagine they can travel back in time to an hour or two before the conversation they overheard took place. Role-play (or script) a conversation they have with both people: what would the pupils say to the characters to help them avoid this situation?

Point out that even if you have known and trusted a person for years, it is still no reason to take part in something you don't want to do, or for them to assume you will.

Point out that sometimes our feelings in situations can be mixed. We may have some feelings pushing us one way while others are holding us back, so the messages we give can become confusing. This is why it is important to reinforce that it is never too late for people to change their mind, and if in doubt one should assume consent has not been given.

Additional questions to reinforce learning from previous lessons:

- If the two people continue with this behaviour, could what happens be illegal? Why?
- Given that it is the responsibility of the seeker to ensure they get the consent of the other person, is there any evidence that this is happening in the statements we 'overheard'?

PLENARY/ ASSESSMENT FOR AND OF LEARNING

In small groups, ask pupils to quickly decide their top tips for avoiding mistakenly assumed consent (see list below for suggestions).

Suggestions for avoiding assuming someone else's consent:

- Ask yourself whether the other person has actually given their consent, or whether you have just assumed or inferred that they have.
- Listen to what they are saying to you, and think about the non-verbal signals/body language they are giving you. Ask yourself whether they are actively consenting (referring back to Lesson 1).
- Remember that consent can easily be assessed by asking 'Are you happy with this?', 'Are you sure?', and providing the option that 'If you don't want to, that's ok.'
- Think carefully about how your actions might be interpreted and about how you interpret the actions of others – try to assume less and ask more to avoid incorrectly assuming someone else's consent.
- Be careful not to make assumptions: consent to one activity is only consent to that activity,

nothing else.

- Try to have open and honest conversations with your partner about what they may or may not be willing to consent to before the situation arises, and tell them what you may or may not consent to.
- Tell your partner if you are unsure and vocalise your lack of consent if you don't think your partner has understood this. There should be no misunderstanding a plain and simple 'no'.

Take feedback from the groups. Try to focus discussion on the seeker of consent and their responsibility not to assume consent given that the other person may change their mind, feel differently or want to consent to one activity but not another.

Also explore the perspective of the person whose consent is being sought: stress that if you are feeling uncomfortable in a situation, it's never too late to make your voice heard. You may feel silly for a moment saying 'No, that's not what I meant', but it's better to be honest as soon as you realise your actions have been misinterpreted, to prevent the situation escalating any further. Vote with your feet if necessary – getting up and leaving is sometimes your best option if words aren't working.

Assessment of learning

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

EXTENSION ACTIVITIES/ HOMEWORK

Pupils could revisit the scenarios they gathered from the homework/extension activity in Lesson 1 and rewrite the scripts so that consent is clearly established and no longer assumed or misunderstood.

LESSON 4: THE RIGHT TO WITHDRAW CONSENT

CONTEXT AND OVERVIEW

This lesson explores the right to ‘change one’s mind’ or withdraw consent and the need to respect someone else’s right to do so.

The section ‘Key concepts relating to consent’ provides especially relevant background information for this lesson.

LEARNING OBJECTIVES

‘We are learning that everyone has a right to withdraw consent at any point.’

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand that we all have the right to withdraw our consent at any time and that this must be respected.
- I know that just because someone agreed to something previously doesn’t mean they will always agree to it and this must be respected.
- I know that everyone has the right to say ‘I have changed my mind’ and this must be respected.
- I understand that there can be no excuses for not respecting someone’s right to change their mind, or to not give or withdraw their consent.

You may prefer to adapt the tone of these intended learning outcomes when communicating them to pupils. This is fine – the key issue is that the learning outcomes are clear and understood by pupils.

CLIMATE FOR LEARNING

Ensure you have read section 1 of this document and that you understand how to establish a safe learning environment. Consider any sensitivities and prior knowledge you have about specific pupils’ circumstances. Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson.

Remind pupils to use the anonymous question box if there is anything they wish to ask anonymously, which you can respond to after the lesson or in the next lesson.

STARTER ACTIVITY (scenario discussion)

Share the objectives and intended learning outcomes for the lesson with the group.

Read out or share with the pupils the scenario below (it is also on the ‘Discussion prompt’ sheet for Lesson 4, which can be printed out and given to each group). Note that pupils are not expected to ‘act out’ this scenario but rather to discuss the situation which is being portrayed in groups (see below):

'What do you mean "stop"?'

'Please stop. I want you to stop.'

'But we just got started – it was great! You can't want to stop now!'

'I've changed my mind, I don't want to.'

'You've been leading me on!'

'No I haven't!'

'You can't change your mind now!'

'I can, I just don't want to do it.'

'But it's not like it's the first time, we've done it before!'

'I know, I just don't want to now.' 'What about me! You're not being fair!'

'I know, I'm sorry, but I really don't want to.'

Split the class into groups and ask them the following questions, or ask them to use the 'Discussion prompt' sheet to note down their answers:

What is the responsibility of the person seeking consent in this scenario?

Does it matter at what point we decide to change our minds about doing something?

If someone has done something before, does that automatically mean we should expect them to want to do it again?

(Note in response to discussions on the points above that however hurt the person seeking consent in the scenario is feeling, their legal and ethical responsibility to respect the other person's right not to give consent remains absolute).

Does the person who apologises in the scenario have anything to apologise for? (One of the problems with changing our minds is that we may feel we are at fault – it is important to challenge this. We have a right to withdraw our consent and we need to encourage pupils to recognise and respect that).

What do you think about the term 'leading someone on'? (This is really important to unpick – does being affectionate automatically mean that someone is ready or wants to go further? Is one person 'leading the other on' or is the other person actually making assumptions? Older pupils may use the term 'tease' – see 'Teacher's note on teasing' below).

Teacher's note on teasing

With older pupils, the issue of 'teasing', or pretending affection or sexual attraction towards someone else in order to tease them (or perhaps humiliate them in front of their peers), might be raised in this discussion. Make sure pupils understand that this is completely different from someone having genuine feelings of affection towards another person but not giving consent to engage in something they do not want to do.

If the discussion goes in this direction, and you are comfortable to manage this debate, the class could explore whether it is acceptable to play with another's emotions. But you should reinforce that, while teasing may be painful for the recipient, the responsibility to respect the other person's right to not give their consent in any circumstances remains.

MAIN ACTIVITY 1 (rehearsing strategies)

Practising the language and skills we need when we don't want to give, or want to withdraw, our consent

It is important to explore and provide opportunities to develop and rehearse the language and skills we might need in order to assert our right to not give, or to withdraw, our consent.

In small groups, ask the pupils to create short scenarios where one person either does not want to consent to something, or wants to withdraw their consent. Encourage them to think not just about sexual behaviour, but about issues relating to peer pressure, such as drugs or alcohol, taking part in illegal or antisocial behaviour, and so on. Pupils script their scenarios with possible things the person could say.

Choose a few to rehearse in front of the class.

Ask the class what they think the potential outcome of each response might be.

[Note: A variation of this activity could be for pupils to write and draw their scenario on a storyboard (on paper or PowerPoint). Paper storyboards could be passed on in rotation to the next group to discuss and feed back what the potential outcome might be. If PowerPoint is used, groups could volunteer to show their presentation to the class to discuss the potential outcome.]

Discuss as a group, and list on the board, possible ways to say no to pressure or coercion. Make sure the list includes 'No thank you', which is the recommended response to offers of drugs etc.

Stress that simple statements such as 'No thank you', 'I don't want to', 'I've changed my mind', or 'I need you to stop' are more effective and harder to argue with than explanations and justifications such as 'I can't because ...', which invites discussion and contradiction and should be avoided.

Have pupils write down their favourite response, which they plan to use in the future when asked to do something they are uncomfortable with. Each pupil should say it to the class before they leave the classroom.

PLENARY/ ASSESSMENT FOR AND OF LEARNING

Assessment of learning

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

EXTENSION ACTIVITIES/ HOMEWORK

Pupils could use the assertive phrases they explored in the lesson to produce a 'Top Tips' poster or pocket guide for saying 'no' to pressure or coercion.

LESSON 5: CAPACITY TO CONSENT

CONTEXT AND OVERVIEW

This lesson looks at situations where someone exploits someone else's vulnerability for their own purposes, or situations where they seek to make someone vulnerable, for example by getting the person drunk or spiking their drink.

The section on 'Key concepts relating to consent' in section 1 contains information relevant to this lesson, especially under the headings 'Vulnerability', 'Exploitation' and 'Manipulation'.

LEARNING OBJECTIVES

'We are gaining a deeper understanding of what freedom and capacity to consent mean.'

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand that if someone does not have the freedom or capacity to agree by choice, no one has the right to assume they are consenting.
- I understand that seeking to make someone more vulnerable or misleading someone to make them trust me is wrong, and can be a very serious offence.

You may prefer to adapt the tone of these intended learning outcomes when communicating them to pupils. This is fine – the key issue is that the learning outcomes are clear and understood by pupils.

CLIMATE FOR LEARNING

Ensure you have read section 1 of this document and that you understand how to establish a safe learning environment. Consider any sensitivities and prior knowledge you have about specific pupils' circumstances. Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson, such as the right to pass on taking part, and no personal stories.

Remind pupils to use the anonymous question box if there is anything they wish to ask anonymously, which you can respond to after the lesson or in the next lesson.

STARTER ACTIVITY (graffiti wall)

Share the objectives and intended learning outcomes for the lesson with the group.

Before the lesson, set up a 'graffiti wall' of large sheets of paper, and draw a picture of a stick person in the middle.

Ask everyone to come up to the wall and write on it all the things they can think of that could stop this person from being able to give, not give or withdraw their consent to something someone wants them to do.

Remind pupils of the legal definition of consent: 'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.'

Ask pupils to look at the suggestions on the wall and circle any that are to do with a lack of choice or freedom. This might elicit further ideas, which can be added.

Now ask pupils to put a cross by any suggestions (or add any further suggestions) on the wall that are to do with not having the capacity to consent – i.e. not being physically or mentally capable of giving, refusing or withdrawing consent.

Explain that this lesson is focusing in particular on the capacity to consent, but that it is important to be aware that there are many factors that can affect one's ability to give, not give, or withdraw consent. (Lesson 6 looks more closely at persuasion, pressure and coercion – any suggestions relating to lack of freedom to consent might be more usefully discussed in that lesson).

MAIN ACTIVITY 1 (scenario discussion)

Alcohol and ability to consent

Display this conversation on the board, or read it to the group:

'Alex was really out of it last night!'
'So after you both left ... did you?'
'Did we what?'
'You know ... did you?'
'Yeah, yeah we did.'
'I never thought Alex would do that!'
'That's what happens when you get drunk ...'

Ask the class to imagine they have overheard this conversation. Ask them for quick feedback with their initial reactions:

- What do you think the characters in the scenario are thinking and feeling?
- What do you think Alex is thinking and feeling?
- Is what happened acceptable?
- What are you thinking?
- What are you feeling?

Ask pupils to stand up if they automatically saw Alex as female. Ask them to sit down again if they think any of the characters in the scenario could be either male or female. If anyone remains standing, ask them to explain why they don't think the characters could be either male or female.

While the key lesson here is about recognising and respecting another's capacity to give or not give consent, whoever they are, gender expectations of what constitutes consent may well play a role in pupils' interpretation of the scenarios and should be explored and gender double standards challenged where necessary.

Referring the group back to the legal definition of consent on the graffiti wall, ask whether the seeking or giving of agreement to do something while one person is drunk or 'high' is really consent? Reinforce the fact that when someone seeks another's consent, they are responsible for ensuring that the other person has the capacity to give their consent.

Reinforce that if one cannot be sure consent has been given, the rule 'If in doubt, assume consent has not been given' applies. Remember that if the person seeking consent has not taken reasonable steps to assure themselves of the consent, what happens could be rape or sexual assault.

MAIN ACTIVITY 2 (discussion)

Ask the class:

- What if the character in the scenario had been involved in getting Alex drunk, or had spiked Alex's drink?

Introduce the notion of manipulation, referring to the definition given in section 1.

Return to the graffiti wall. Ask pupils to add any ways in which someone could manipulate someone else to make them more likely to consent. (Look for ideas such as encouraging them to drink more, lying to them about themselves or their intentions, spiking their drink, giving them drugs.)

If 'lying to them' has not been suggested, draw this out or suggest it yourself.

Ask:

- Rather than getting the person drunk, what if someone had lied to someone else about already being in a relationship, or having a sexually transmitted infection, for example?

Stress that while it's common for people not to tell a new partner everything about themselves immediately, withholding information or lying about something which could reasonably be expected to change the other person's mind about giving their consent is wrong, and could be a serious criminal offence.

Pupils may ask about situations where two people get drunk or take drugs together. They may argue that this is not manipulation.

Reinforce that agreeing to drink or take drugs together can be very risky and that it is not consent to anything more (see Lesson 3 'Avoiding assumptions relating to consent'). Young people should be very careful in such situations: as explored in Lesson 3, 'he/she got drunk with me' is not an excuse for assuming consent. Previous lessons have also explored the right for people to change their minds, and the responsibility of the seeker of consent to frequently check that their partner's consent remains. A young person who is so drunk that they are unable to accurately assess whether the other person is consenting is, therefore, putting them both in an extremely vulnerable position, which may have very serious legal consequences. The clear lesson from this is that young people should not assume consent and should not get so drunk that they are unable to seek and assess consent as this may have very serious ethical and legal consequences.

PLENARY/ ASSESSMENT FOR AND OF LEARNING (conscience alley)

Briefly sum up, reinforcing the following points:

Intoxication:

- Getting intoxicated to the point where one is unable to gauge another's consent is extremely unwise.
- Getting intoxicated to the point where one becomes vulnerable to exploitation or abuse is also extremely unwise. However, this in no way excuses someone who takes advantage of another's

vulnerability for their own purposes.

- Getting someone drunk (or intoxicated using any substance) for the purpose of sex is illegal. Taking advantage of another's vulnerability, regardless of the cause, for the purpose of sex is also illegal.

Lies and withheld information:

- Telling lies which lead to someone else engaging in sexual activity with you is manipulation, and can be a very serious criminal offence.
- While people may not always share everything about themselves with their partners, withholding information about something which one could reasonably expect would change the other's mind about engaging in a sexual activity is wrong and could be a serious criminal offence.

Conscience alley activity

Ask pupils to form two lines facing each other and far enough apart for someone to walk between them. Remind pupils of the initial conversation about Alex and the other person. Alex and the other person left together and Alex was apparently drunk.

A volunteer representing Alex's 'partner' walks slowly between the two rows of pupils from one end to the other. As they walk, pupils give them advice.

Repeat the activity with another volunteer representing Alex. Remind pupils that whether Alex was unwise to get drunk is a separate point (although personal safety strategies for social situations where young people are likely to be drinking alcohol are important aspects to cover in the PSHE programme); it is always the responsibility of the person seeking consent to ensure that the person whose consent they are seeking has the capacity to give it.

Ask the group whether they feel that if Alex and the other person had taken their advice, the eventual outcome would have been different.

Referring back to the definition of consent and the graffiti wall, explain that today the focus has been on capacity, but the elements of choice and freedom are also core to understanding, seeking, giving and not giving consent.

Assessment of learning

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of the lessons and inform future learning.

EXTENSION ACTIVITIES/ HOMEWORK

Ask pupils to create a poster campaign about capacity to consent, to be displayed in the toilets of a nightclub. What are the key messages they want to get across about capacity to consent, not just in relation to alcohol and drugs but also in relation to telling the truth? How will they ensure that the message reaches seekers of consent in particular?

LESSON 6: PERSUASION, PRESSURE AND COERCION

CONTEXT AND OVERVIEW

This lesson explores how obtaining consent, in the true sense of the word, differs from language and behaviours that put pressure on, or coerce someone to do something they are not comfortable with, and considers the possible consequences.

It provides source material where someone is being pressured to do something. The objective is to understand that forcing someone to say 'yes' under duress is wrong, and can be a very serious criminal offence, and that saying 'yes' while under duress in any situation is not consent. 'Reluctant agreement' is not consent, and this lesson offers a good opportunity to reinforce the definition of consent as a choice made by someone with the freedom and capacity to make that choice. It is important that pupils understand it is the responsibility of the person seeking consent to ensure that their partner has the freedom and capacity to make that choice.

It is worth being aware of the procedures involved in reporting a rape or sexual assault, as this may arise in class discussions. If you are worried about a specific pupil, follow the school's safeguarding policy. Questions about forced marriage might also arise in this or other lessons. Clearly, a forced marriage is non-consensual and is likely, by definition, to involve force or compulsion rather than persuasion or coercion.

The section on 'Key concepts relating to consent' above contains information relevant to this lesson, especially under the headings 'Coercion', 'Vulnerability', 'Exploitation' and 'Manipulation'.

LEARNING OBJECTIVES

'We will explore scenarios relating to persuasion, and discuss how to overcome pressure. We will learn that threatening or coercing someone into agreeing to something is not gaining consent.'

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I am able to ask someone to give their consent without putting them under pressure, and I know they have the right to say no and to have their decision respected; they do not have to justify it.
- I can recognise when others feel uncomfortable or under pressure and when someone is putting me under pressure.
- I understand that I have a right not to give my consent if I don't feel something is ok for me.
- I understand that no one has the right to intimidate someone into giving their 'consent', as such an agreement is not consent, and that sexual activity following such a threat is illegal.

You may prefer to adapt the tone of these intended learning outcomes when communicating them to pupils. This is fine – the key issue is that the learning outcomes are clear and understood by pupils.

CLIMATE FOR LEARNING

Ensure you have read section 1 of this document and that you understand how to establish a safe learning environment. Consider any sensitivities and prior knowledge you have about specific pupils' circumstances. Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson.

Remind pupils to use the anonymous question box if there is anything they wish to ask anonymously, which you can respond to after the lesson or in the next lesson.

STARTER/ RECONNECTING ACTIVITY (recap and mind map)

Share the objectives and intended learning outcomes for the lesson with the group.

Ask if anyone can remember the legal definition of consent from previous lessons ('A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice'). Remind the group that the last lesson focused on the capacity to consent and that agreement given when drunk, 'high', or in any other way incapacitated, is not consent. This lesson focuses on persuading, pressurising or coercing someone to do something they're not comfortable with.

Reminding pupils of the legal and ethical responsibility on the seeker of consent, ask pupils in turn to rapidly suggest language that could be used to ask for another's consent. For example, 'Would it be ok if ...', 'Do you want me to stop?', 'Am I going too far or too quickly?' Explain that we might think of this as a language of 'permission'.

Repeat the exercise, this time coming up with a language of 'persuasion'. For example, 'Oh, go on' or 'You would if you loved me'.

Ensure pupils understand the difference between the two, then ask how it might feel if people were put under pressure to give their consent.

MAIN ACTIVITY 1 (scenario discussion and analysis)

Recognising persuasive techniques

Show the conversation below on the whiteboard:

'Go on, it'll be ok.'

'I'm not sure ...'

'I am, it'll be great!'

'Are you sure it's safe?'

'Of course it's safe, everyone knows it's safe, it'll be great!'

'I'm not sure ...'

'Look, you know I really care about you. I would never suggest doing anything that could hurt you. What's the matter? Don't you trust me?'

Ask the class to imagine that they have overheard this conversation.

Hold a quick 'think, pair, share' discussion:

- What are all the possible things they could be talking about?
- What are the two characters feeling at this moment?

Take quick feedback. Remind pupils that consent is a free choice and it would be very difficult for someone to make a free choice given the pressure exerted in the scenario. Explore the actions of the seeker of consent: how does this person's language differ from the language of permission explored in the earlier exercise?

Offering support and advice to someone under pressure

Organise the class into groups and ask each group to select a different situation to which the conversation above might apply (some may be about sex, and others might be a range of situations appropriate to the group).

- Imagine that the two characters could speak with you. They ask your advice. What would you say to them both? If they ask you why you've said what you said, could you explain your reasons?

Take feedback from the groups, making sure that the perspectives of both characters are explored. Are their answers similar whatever scenario they've chosen?

Discuss the line 'Everyone knows it is safe':

- Why do people say things like this?
- Even if it is 'safe', is it ok for the other person not to want to do it anyway?

(This is known as 'generalisation' and is a technique used in persuasion – it is intended to isolate the other person and make them feel that they must be wrong. Once pupils know this, they can guard against it.)

Trusted sources of advice and support

Read the last line of dialogue again: 'Look, you know I really care about you. I would never suggest doing anything that could hurt you. What's the matter? Don't you trust me?'

- Is this really a question?
- What else could it be? (Such questions can be used as a 'trap' – if you say 'yes' you must be happy with doing what they want; if you say 'no' then you are questioning their integrity.)
- If you care for someone, is saying something like this fair?
- How should the seeker of consent have handled this situation to avoid putting the other person under pressure?

In their small groups, ask pupils to go round the group, each person coming up with a response they could use to 'don't you trust me?' in different situations.

Ask each group for their best suggestion to share with the class.

Ask pupils, either in pairs or on their own, to reflect about who they could go to for advice if they felt they were being pressured into doing something they didn't want to. Remind them that there are different sources of support – for example, people who really care about them may not always have the correct knowledge or skills to help them. This is an opportunity to identify relevant support services and ensure pupils have all the contact details recorded.

MAIN ACTIVITY 2 (scenario discussion and analysis)

Explain that we're going to 'overhear' another conversation between two different people. Share the script below.

'Look ... everyone does it.'

'No ... I don't want to.'

'That's not normal, you're not normal!'

'I just don't want to! I don't like it!'

'I'll tell all our friends there's something wrong with you!'

'Why would you do that?'

'You want everyone to think you're weird?'

'Please don't get angry.'

'If I am, it's your fault that I am!'

'I'm sorry.'

'I don't care – I'm not going to keep your secret any more'

'No, please don't! I'll do it!'

'So, you're saying yes then?'

'Yes, yes, all right ... I will ...'

Explore the scenario with pupils, paying particular attention to the reference to the 'secret'. Note that threatening to share a secret is one of the most manipulative things which someone can do to someone else, and if it involves 'outing' someone else, can put the person at risk of being 'outed' in a hugely vulnerable position.

Having explored the scenario, then clear a space along one wall of the classroom and either indicate with cards or tell pupils that 'strongly agree' is at one end, and 'strongly disagree' is at the other. As you read each of the statements below, ask pupils to move to where they feel they should stand, depending on the extent to which they agree.

Once pupils have decided where they stand, ask some to justify their decision and ask if anyone now wants to move, having heard others' reasons.

Read statements one at a time:

- This is a healthy relationship.
- The person seeking consent made sure that the other person's consent was freely given. (If anyone doesn't 'strongly disagree', remind them that the law states 'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.')
- The person under pressure to say 'yes' gave their consent in the end. (If anyone doesn't 'strongly disagree', remind them that the law states 'A person consents if he/she agrees by choice, and has the freedom and capacity to make that choice.')
- The person under pressure to say 'yes' could easily have said 'no' if they'd wanted to.
- The person under pressure to say 'yes' won't be able to get help from the police now or later, if this ends badly, because they said 'yes'. (Agreement given under duress is not consent and the police and support services know this.)
- If I was the person under pressure's friend and knew this was happening, I'd try and talk to them but I wouldn't tell anyone else. It's not my business to interfere. (Explore the concept of a good friend with pupils and ensure that they understand that in some circumstances, such as when they are in trouble, a friend does not always keep their friend's secrets.)

PLENARY (assessment of learning)

Sum up:

- Seeking someone's consent by pressurising or manipulating them is wrong, and consent in its true sense cannot be obtained through pressure or manipulation, whatever someone actually says.
- If we ask for another's consent, they have the right to say no, to have that decision respected, and to not have to justify themselves if they choose not to.
- If situations do not feel right to someone, they always have the right to not give their consent, and this must be respected.

These scenarios lead naturally to how people show us that their consent is genuine and willingly given (reinforcing the learning from Lesson 1).

Ask pupils to write down in their books (or go around their group again taking turns to suggest) five ways people show they are giving consent, and five things that would indicate that someone is being pressured, persuaded, coerced or manipulated to give consent.

Assessment of learning

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

EXTENSION ACTIVITY/ HOMEWORK

Ask pupils to identify situations in which they are put under pressure by their peers to do something they don't want to do. Ask them to make a list of such situations, either while they are in the classroom or as they notice them during their daily lives. How do these situations differ from those set out in the scenarios, and how are they similar? Is there anything they could do to change the situation?

LESSON 7: PORNOGRAPHY, SEXUAL IMAGES AND CONSENT

CONTEXT AND OVERVIEW

This lesson explores understanding consent relating to sexual images. It includes discussion about 'sexting' and pornography. This lesson is not designed as a standalone lesson on these two important topics. Rather, it offers a way into discussions about pornography and sexting as part of lessons on consent. You may need to explore the issues of sexting and pornography further in future lessons.

LEARNING OBJECTIVES

'We are learning about the role of consent in relation to sexual images, including pornography and sexting.'

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand that sharing images of someone without their permission is wrong and that I should be very careful about sharing images of myself.
- I can explain the law relating to sharing sexual images.
- I recognise that pornography does not always reflect good examples of consensual situations.

You may prefer to adapt the tone of these intended learning outcomes when communicating them to pupils. This is fine – the key issue is that the learning outcomes are clear and understood by pupils.

CLIMATE FOR LEARNING

Ensure you have read section 1 of this document and that you understand how to establish a safe learning environment. Consider any sensitivities and prior knowledge you have about specific pupils' circumstances. Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson, such as not talking about personal matters, for example about whether they themselves have shared images of others or had images of themselves shared.

STARTER ACTIVITY (gathering questions)

Share the objectives and intended learning outcomes for the lesson with the group.

Using an anonymous question box (a large envelope will do), ask pupils to share any questions they have on the theme of sexual images and consent, including pornography and sexting. To make sure pupils do not feel self-conscious about being seen to be asking a question, tell all pupils that everyone has to write something: either a question or 'no question'.

Reinforce that the focus is on consent so their questions should relate to that, and if they do have questions on the wider issues they may include them but you may not be able to answer them

during this lesson. Explain that if you can't answer a question in the lesson, wherever possible you will answer it in a subsequent lesson or signpost them to somewhere they can find the answer.

During the next group discussion activity, sort the questions into ones you feel confident in answering during the lesson and that are relevant to the lesson, and those that will need to be revisited later. If you are at all unsure how best to answer a question, it is better to leave it until the next lesson to allow you to reflect on it and ask colleagues or your leadership team for guidance if necessary.

MAIN ACTIVITY 1 (sexting scenarios)

Ask if anyone can explain the word 'consensual' ('agreed to by the people involved; done with the consent of the people involved, with consent defined as a choice made by people who have the freedom and capacity to make that choice').

In groups:

Give one of the 'Discussion prompt: Sexual images and consent' sheets to each group. Ask them to discuss the questions and note down the group's thoughts.

Scenario 1: A couple send explicit images to each other during the course of their relationship. After they break up, one of them shares the images as revenge for being hurt.

Scenario 2: At a party someone gets very drunk. They end up naked in bed with someone, but pass out before having sex. The other person takes photos of them naked and shares them.

Scenario 3: Someone puts a photo of themselves on Facebook in their underwear. This photo is printed out and shared around the school with abuse about the person written on it.

Are any of these scenarios consensual at any point? If so, when? In scenario 1, the couple sending explicit images to each other during their relationship may have done so consensually (although if they are under 18 this may still be a criminal offence, since this would technically qualify as indecent images of a person under 18). Scenario 2 is not consensual at any point because one of the young people is drunk to the point of passing out. In scenario 3, someone posting a photo of themselves in their underwear may be a free choice or it may have been done under pressure or manipulation. We do not know the person's level of vulnerability and their capacity to make choices.

When did any of the scenarios change to become non-consensual? In scenario 1, the situation clearly becomes non-consensual when the images are shared as revenge without the person's permission. In scenario 2, the pictures are both taken and shared without the person's permission. In scenario 3, the printing and sharing of the photos with abusive language is clearly non-consensual.

Are any of these scenarios illegal?

The scenarios above would be illegal and could be prosecuted under various laws.

MAIN ACTIVITY 2 (question and answer session using anonymous question box; pornography and consent)

Pornography and consent

Using the questions from the starter activity, go through and answer the questions relating to

pornography (drawing on our guidance in section 1 where necessary).

The key learning message to convey in answering these questions is that pornography offers an unrealistic view of sexual activity, and rarely depicts consent.

In groups:

Imagine an alien from a planet where they are all clones, so there is no sex, has come to Earth to find out about human sexual relationships and reproduction. (This could be the same alien from Lesson 1, if you used that activity.)

The alien is too shy to ask the humans about this so gathers evidence from pornography. In groups, discuss and list the misconceptions about consent that the alien would have if their only evidence was from pornography (e.g. usually it's men that decide when and how to have sex rather than a negotiation between partners, and nobody ever changes their mind or asks their partner to stop what they're doing).

Take quick feedback from the groups then ask the following questions if these points have not been discussed in pupils' feedback:

- Does pornography realistically depict consent? Are the characters actually consenting? (As set out above, consent is rarely portrayed in pornography, people rarely change their minds, people often accept highly uncomfortable situations, people rarely check 'are you happy with this?', 'are you sure?', 'if you'd like to stop, that's ok'.)
- Are women presented as being of equal worth to men? Does this have any impact on our views about gender and consent? (Usually men decide when and how to have sex in pornography, rather than depicting a healthy relationship in which both parties are equal, seek each other's consent and respect one another when consent is not given.)

Extension questions (only if there is time)

- Is everyone acting in pornography consenting to the situation? (This question is about the actors, rather than the characters they are portraying. We do not know whether those acting in pornography have the freedom and capacity to make this choice. If they are under pressure to take part, or if they are under the influence of alcohol or drugs or are vulnerable in some other way then that would not constitute consent.

The following questions explore this further.)

- Some people say that if you add money into a situation then it is not really a consenting situation. . . What do you think of this in relation to pornography actors getting paid to have sex on screen? Pupils may well therefore argue that taking part is just like any job, and that people often do jobs that they don't like. Others may argue that whether or not it is illegal, the introduction of money creates such a pressure that it is not a truly consenting situation, exacerbating the negative influence of an industry which does not present consent accurately. Both arguments should be heard, and pupils reminded of the legal position set out above.
- What if the actor was a drug addict or a victim of human trafficking? They state they want to act in pornography and are paid for it. Does this affect our view of their ability to consent to participate? (Return to the definition of 'freedom and capacity to consent' – this level of vulnerability means that even if pupils feel that it is acceptable for actors to take part in pornography for money, in these scenarios they do not have the freedom and capacity to consent.)

PLENARY (assessment of learning)

Ask pupils to list ten points about sexting and/or pornography (these could be myths, facts, consequences, legal issues, and so on). Pupils should share their lists with their groups and refine them according to the feedback they receive.

Ask everyone to explain the law relating to sharing sexual images to their partner. Was everyone's partner able to explain this clearly?

Assessment of learning

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

LESSON 8: RAPE MYTHS AND VICTIM BLAMING

CONTEXT AND OVERVIEW

This material is not about rape or its aftermath, although it uses rape as a context. It is intended to explore and challenge stereotyped messages about an individual's choices or behaviour that are sometimes used to 'excuse' rape or sexual assault. You will need to adapt this material to reflect the unique culture of your school, the community it serves, and the needs and readiness of your pupils.

Please note: Rape and its aftermath should also be addressed separately as part of a planned PSHE education programme, and might follow on naturally from this lesson.

Depending on the group, this lesson may well need to be split over two sessions, as it entails some complex discussion. Do not deliver the lesson unless there is sufficient time to explore the issues fully. It may be better to arrange a follow-up lesson and team-teach with colleagues either from the police or a Rape Crisis Centre. It is important to consider the potential vulnerability which might be felt by girls in the group, and how male pupils may also feel victimised. It is therefore crucial that a safe learning environment is created and maintained (see 'Climate for learning' below).

LEARNING OBJECTIVES

'We will explore myths relating to sexual assault and rape, and will learn about the concept of "victim blaming".'

INTENDED LEARNING OUTCOMES

Pupils will be able to state the following:

- I understand the concept of 'victim blaming', I can recognise it when it's taking place and I can challenge it.
- I understand that I have a responsibility not just for my own safety, but for the safety of others as well.
- I understand that, while I have a responsibility for my own safety, this is unconnected with other people's moral and legal responsibility to respect my right to give, not give, or withdraw my consent and my right to stay safe.
- I recognise that, both ethically and in law, my right to be and stay safe is absolute.

You may prefer to adapt the tone of these intended learning outcomes when communicating them to pupils. This is fine – the key issue is that the learning outcomes are clear and understood by pupils.

CLIMATE FOR LEARNING

For this lesson it is crucial that you have read section 1 of this document and that you understand how to establish a safe learning environment. Consider any sensitivities and prior knowledge you have about specific pupils' circumstances. Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson, such as talking about non-

consensual situations they themselves have been involved in.

Remind pupils to use the anonymous question box if there is anything they wish to ask anonymously, which you can respond to after the lesson or in the next lesson. To ensure that all pupils have the opportunity to ask anything they wish and do not feel self-conscious about being seen to be asking a question, ask all pupils to write something: either a question, something they wish to say regarding the topic, or 'no question'. This can be done at the end of the previous lesson, or at the beginning or end of this lesson.

STARTER ACTIVITY

Share the objectives and intended learning outcomes for the lesson with the group.

Divide the class into groups and give each group a copy of the statements below.

- 'She says he raped her!'
- 'What did she expect, dressed like that? She was sending all the signals that she wanted sex.'
- 'She went up to the bedroom with him – she must have known what was going to happen!'
- 'Did you see the looks she had been giving him all evening?'
- 'He's a bloke – what did she expect him to want to do?'
- 'She's fancied him for months. She got what she wanted!'
- 'How's he going to face his mates if he doesn't give it a try?'
- 'Of course she would say no, lots of girls say no but they really want to do it, same as men!'
- 'I know she had been texting him and I think she sent him a pretty hot photo of herself!'
- 'Once you get a man aroused there is no way he is going to stop. Did she think it would just be a kiss and a cuddle?'
- 'If you go somewhere on your own with a guy you just met, you're sending all the messages ... you want to have sex.'
- 'She knew he had a reputation, she knows what he's like!'
- 'It's not like it was her first time, she's had sex with loads of blokes!' Ask the groups to discuss:
- In your own experience, do young people hold these views?
- Are they 'real' or are they myths or stereotypes?
- Do any of the statements justify failing to respect another's right to not give consent to do anything they do not want to do?

Take feedback. (If necessary, challenge any narrow view of rape as an attack by a stranger. Reinforce that the perpetrator or location is irrelevant: most instances of rape are committed by someone well known to the victim, including a sexual partner.)

Introduce the concept of 'victim blaming'. Explain that this is when a 'victim' of assault is 'blamed for the choices they made that put them at risk'. It is a malicious tactic used to move the blame away from the perpetrator.

Challenging victim blaming

Add a line to the dialogue. Imagine the young woman who says she has been raped says:
'It was my fault – I shouldn't have gone with him. I told him I really liked him. I did kiss him and I did go upstairs with him. I suppose he'd have thought I wanted to have sex with him.'

Ask the pupils:

- What would you say in response?

- Could a fear of others' victim blaming stop people from telling others what happened or prevent them from getting help?
- What might they fear other people will say and do? (For example 'My dad/mum will shout at me and say how could I have been so stupid ...', 'The police will say it was my fault ...', 'My friends will say I should have known what to expect ...')
- How do you think it is important to react if one of your friends told you they were raped or sexually assaulted?

MAIN ACTIVITY 1 (agree–disagree continuum)

Ask pupils to arrange themselves under three headings: 'agree', 'disagree', and 'unsure', arranged about the room, according to the following statements:

- If someone is raped while drunk, they are at least somewhat responsible.
- If someone dresses 'provocatively', they are asking for trouble.
- Someone who teases someone else deserves anything that then happens.
- If you go back to someone's house, you are saying you want to have sex with that person.
- When people are raped it is because they haven't said 'no' strongly enough.
- Men don't usually intend to force sex on anyone but sometimes they get carried away.
- If someone engages in kissing or intimacy, it's their own fault if their partner forces them to have sex.
- Many people who report being raped had sex and 'changed their minds' afterwards.
- People are almost never raped by their partners.
- Men are never raped.

Discuss their answers and clarify some of the rape myths as follows:

Myth: If someone is raped while drunk, they are at least somewhat responsible.

Reality: It is not acceptable or legal to see someone who is drunk and take advantage of their vulnerability, nor is it ok for the attacker to blame drink or drugs for their actions.

Myth: If someone dresses provocatively, they are asking for trouble.

Reality: This is not true. Freedom of choice of who to have sex with is a basic human right and has nothing to do with how people dress, or assumptions others may make about a person due to the way they dress. This is a myth often perpetuated in relation to women, and is an example of the kind of 'gender double standard' explored in previous lessons.

Myth: Someone who teases someone else deserves anything that then happens.

Reality: No behaviour justifies assault, either ethically or in the eyes of the law. The responsibility always lies with the seeker of consent.

Myth: If you go back to someone's house, you are saying you want to have sex with that person.

Reality: Consent should never be assumed. Misplaced assumptions are no excuse, either ethically or in the eyes of the law.

Myth: When people are raped it is because they haven't said 'no' strongly enough.

Reality: The responsibility for ensuring active, willing consent is with the person seeking consent. The absence of the word 'no' is not consent and if consent is not clear, the seeker of consent should assume it has not been given. This is a myth often perpetuated in relation to women 'not saying "no" strongly enough' and is an example of the kind of 'gender double standard' explored in

previous lessons.

Myth: Men don't usually intend to force sex on anyone but sometimes they get carried away.

Reality: Consent to one sexual activity is not consent to another activity. Consent should not be assumed or treated as a 'one-off' but rather as a continual process of checking a partner is happy to proceed. Withdrawal of consent at any point must always be respected, and failure to control oneself is inexcusable.

Myth: If someone engages in kissing or intimacy and then lets things get out of hand, it's their own fault if their partner forces them to have sex.

Reality: Consent to one sexual activity is not consent to another activity. Consent should not be assumed.

Myth: Many so-called rape victims are actually people who had sex and 'changed their minds' afterwards.

Reality: According to the Crown Prosecution Service (UK) the level of false reporting is about 1%. Far more people are too afraid to report a rape because they are worried that they won't be believed, or the kind of myths explored in this lesson make them think they have done something wrong or that they won't be listened to.

Myth: People are almost never raped by their partners.

Reality: Rape is about forcing someone to have sex without consent – it doesn't matter whether that person is your partner or not. In 2013, the Government reported⁴⁵ that 90% of rapes and sexual assaults are carried out by people who know their victim.

Myth: Rape only happens to women.

Males can be raped too. The Metropolitan Police say 11% of people reporting they have been raped are men. According to the Overview of Sexual Offending in England and Wales, 46 404,000 women and 72,000 men are victims of sexual offences on average per year. Males who have been raped often find it difficult to come forward and get help. They may be frightened of seeming weak or think others will be prejudiced against them or think they are gay.

Pupils may ask if women can commit rape. The legal position in England and Wales is that women can carry out sexual assault (or assault by penetration, which carries the same sentencing) but not rape according to the legal definition.

MAIN ACTIVITY 2 (discussion about gender)

Exploring gender, sexual orientation and rape myths

Ask the class to reflect on the statements from the starter activity and main activity 1 by exploring the following questions.

- Are any of these statements offensive to men?
- Do pupils think young men are really like this? All men? Some men? Hardly any men?
- Why does it seem like it is always the young men who want sex? Could a young man ever feel under pressure to go further than he might want or feel comfortable with?
- Is it ok for a young man not to give his consent?
- Are the pressures different depending on gender?
- What about in same-sex relationships? Are any of the issues we're discussing relating to consent any different for people in same-sex relationships?

- Do pupils consider the pressures and issues to be the same or different depending on gender? Are there 'double standards'? Is this fair? Why?

PLENARY (summarising)

Ask pupils to reflect on and then summarise (in their books or in discussion) what they feel they have learned in this lesson.

It is critical to reinforce that, while we should all do our best to protect our own safety, there is no connection whatsoever between this responsibility and another's responsibility to respect our right to give or not give our consent. It is always the perpetrator who is to blame.

Reinforce that 'No', 'Stop', 'Please don't', 'I don't want to!' all mean exactly that, and must (both ethically and by law) be respected.

Reinforce the previous messages about ensuring consent (see Lessons 1 and 2) by always asking: 'Are you happy with this?', 'Are you sure?' and providing the option that 'If you don't want to, that's ok.'

Ask pupils to then reflect privately on whether their understanding, opinions or beliefs have changed in any way as a result of this learning.

Assessment of learning

Ask pupils to complete the 'Then and now' self-assessment sheet, thinking back to where they feel they were before the lesson and then where they judge themselves to be now against the intended learning outcomes. Use this assessment to recognise achievement, evaluate the impact of these lessons and inform future learning.

EXTENSION ACTIVITIES/ HOMEWORK

Ask pupils to work through the following questions:

- 1 Consider exploring how pupils would feel or react if they overheard one of the speakers say something like, 'she's overreacting' or 'she's blowing it out of all proportion'. Why might people say this? (Explore the idea that it can be easier to say or believe this than to feel we have a responsibility to tell someone or get help.)
- 2 What responsibilities do you think the people she has told now have? What should they do? What might happen if they don't? What might hold them back? What might encourage them?
- 3 Ask pupils to imagine that the young woman who says she has been raped now says: 'Please help me! What do you think I should do?' Ask the pupils: What would you be feeling? What would you say? What would you do? Who might you tell?

Emotional Boundaries

Learning how to set and maintain emotional boundaries is an important part of growing up. It is also a key to developing relationships that are supportive, caring, and respectful. These kinds of positive relationships create the foundation for lifelong happiness.

Unfortunately, many adults have difficulty setting their own emotional boundaries, let alone teaching their children. The reasons are simple. Setting boundaries is uncomfortable, forces us to speak for ourselves, and seldom results in a “thank you” from others. Yet, it is one of the most important things we can do for ourselves and our children.

What is an emotional boundary?

An emotional boundary is a limit we establish to protect ourselves from being hurt, manipulated, or used by others. It is an expression of self-worth that helps people understand who we are, what we think, and how we feel. Boundaries create needed emotional space between us and others.

Healthy emotional boundaries are essential to healthy relationships. It means we know and understand our limits and those limits are clearly and honestly communicated. Setting healthy boundaries helps preserve one’s integrity and increases resilience. Communicating a boundary does not mean “I’m right and you are wrong.” It simply means, “This is what I need to feel positive about myself and respected by you.”

Examples of healthy emotional boundaries for teenagers may include:

- Moving slowly into friendships to establish trust
- Stating personal values despite what others believe
- Respecting others, despite their differences
- Respecting oneself, even though someone may not like you
- Clearly communicating needs and wants, even though you may be rejected
- Noticing when your personal boundaries feel invaded
- Understanding that others cannot anticipate your needs

Examples of unhealthy emotional boundaries for teenagers may include:

- Trusting no one, or everyone
- Going against personal values to please others or to be liked

- Giving as much as you can for the sake of being liked
- Allowing friends to direct your life, without questioning
- Letting others define you
- Falling apart or being a victim so others will take care of you
- Believing that others can anticipate your needs

What is boundary-setting? Why is it important for your teen?

Setting personal boundaries involves taking specific actions to change your relationship with important people in your life. Boundary-setting is imperative to learn during adolescence because it is a time of identity formation. If young people allow peers, family members, or other adults to make them feel uncomfortable, vulnerable, disrespected, or unworthy, it is time to teach them how to set boundaries that will help them feel better about themselves and more confident of who they are.

If you hold regular family meetings, these can provide excellent opportunities to talk about emotional boundaries and practice communicating them to each other in a safe space. Learning to use “I messages” is a habit that makes family meetings successful and is also critical to boundary-setting.

Four Tips That Will Increase a Teen’s Happiness

1. Talk with teenagers about emotional boundaries.

Help your children understand the concept of emotional boundaries, and how important this understanding is to happiness and well-being. An easy way to think about boundaries is to think about property lines. A “no trespassing” sign indicates that you are about to violate a boundary. And there will likely be a consequence.

A property boundary is easy to picture. But personal boundaries are invisible and unique to each person. Emotional boundaries often change as people grow and mature.

Share a story of a time when your personal boundaries were invaded by a friend and how you successfully or unsuccessfully reacted. Acknowledge how difficult it is to speak up for yourself and what you need. Ask if your teen has noticed being uncomfortable with friends who did not respect boundaries.

2. Teach teens to be responsible for their emotional reactions.

Help children learn that setting emotional boundaries is not about blaming others for hurting them. It is about remaining calm and explaining what you need from others that is different from how they are behaving toward you. Everyone has different emotional needs.

Many people respond habitually to others without thinking about the impact of their actions. Communicating in a clear way about what you need means that you are taking responsibility for own emotions and developing relationships that are built on trust and respect.

3. Identify unacceptable actions and behaviours.

The first step to setting boundaries is to be able to notice when people around you are behaving in ways that are unacceptable. Start with a simple family exercise that parents and children can do together: 1) Think of a friend or friends with whom you sometimes or often feel uncomfortable. Perhaps you experience them as uncaring, or you feel put down or manipulated by them. You don't need to share the names of these people. 2) Each person lists five things you'd like your friend(s) to stop doing or saying to you or around you.

When you have your lists, sit down together and brainstorm how an emotional boundary could be communicated for each item on the list.

A few examples:

- Your overweight teen daughter feels ashamed when her friends talk about obese girls and their clothes. How can your daughter communicate to her friends that these discussions are hurtful? How can she ask her friends to modify their discussions?
- Your son feels frustrated when his best friend takes decisions out of his hands and assumes that your son will do what his friend wants. Your son fears that speaking up will destroy his friendship. How can your son communicate his feelings to his friend?

Answering these questions is not easy. Yet they are necessary to answer when you or your children feel discomfort, resentment, [anxiety](#), [guilt](#), [fear](#), [shame](#), and [stress](#) in your relationships. When you feel you are not making your own decisions, asking for what you need, feeling criticized, accepting responsibility for other's feelings, and unable to say "no," it is time to reflect on how to communicate your discomfort in ways that will be heard and responded to. In some situations, friendships may not be worth saving. This is up to each of us to decide.

During this exercise, practice listening to each other. Respect each person's contributions to the discussion. The learning that occurs by talking through scenarios benefits everyone.

4. Encourage action.

There are many barriers to boundary-setting—fear of rejection, guilt, and fear of confrontation. Healthy boundaries allow teens to feel respected, valued, and empowered to build positive relationships in their lives.

Encourage your teens to take small steps to set emotional boundaries with their friends. With practice, boundary-setting gets easier and more natural. It is important for children to understand that everyone has the right to set emotional boundaries and that elaborate explanation is not necessary. A simple, “no,” or a brief statement why a behaviour is unacceptable, is enough. We don’t need to defend our emotional boundaries to others, only to state why they are important to us.

Emotional boundaries also play a vital role in building healthy family relationships and are a crucial part of self-care. When parents model effective boundary-setting with children, children learn how to do the same. Younger children can learn the basics of boundary-setting through simple role-play situations. As they mature to adolescence, this foundation is an asset toward understanding and reacting to more complex human interactions.

Developing Respectful Relationships

LEARNING OUTCOMES

Students will identify their own expectations in relation to gender. Students will identify implications of narrow understandings of gender.

This is the final session. It is designed to review the information, understandings and skills covered in the unit and finish with the modelling of respectful practices. The session requires students to engage in role plays, so if you are unfamiliar or inexperienced with these practices you might want to speak to the drama teacher. There are many excellent resources to assist teachers to incorporate drama into teaching and learning activities. One of the key features of role play is the briefing and debriefing process. Adequate briefing at the beginning enables students to be clear about what they need to do to get into role. Debriefing is possibly more important as it is the means by which the role play is analysed but also provides a structure for students to de-role. This is very important as students may be playing a character being harassed or doing the harassing, and may feel very uncomfortable about this in real life.

Preparation and materials

- Copies of H15 Harassment and violence in schools. Cut the scenarios into sections so that they can be used individually
- Large space for students to practise their role plays

Background

This activity incorporates several drama techniques. A freeze frame is used in which students develop an action shot from the violence and harassment examples. They play it – then freeze it, and students analyse it. It also incorporates still images (the freeze) and improvisation. Then the rest of the class rewrite the frame to demonstrate how it would look if the situation was a respectful one and the frame is brought to life: bystanders take action or victims voiced their feelings etc. Students use improvisation to replay the example. You might like to ask the drama department to provide some advice or assistance if you have not used these techniques before. Procedure 1 Inform students that they are going to have a chance to show their drama skills. 2 Divide students into groups of four or five. Some of the examples only involve one or two people; however, students can think about how they could include all students.

Ensure that all types of sexual harassment are covered.

For example:

- Unwanted touching
- Staring and leering
- Suggestive comments or jokes
- Sexually explicit pictures, posters etc.
- Unwanted invitations to go on a date
- Requests for sex
- Intrusive questions about your personal/private life
- Insults, name calling or taunts based on your sex
- Derogatory graffiti
- Sexually explicit text messages, emails etc.

Inform the students that they have to develop a short scenario of one of the situations they have

been given. If time permits they will also write a short scenario for the other situation. One person tells the rest of the class what the scenario involves. If the scenario involves only two people, ensure that other students in the group are present as friends or bystanders.

The rest of the class must tell them how they could change the scenario to demonstrate what could happen to stop the situation and demonstrate respect in the situation. The teacher will say 'play' and the group improvises to replay the situation. Finish each scenario one by one by discussing whether the strategies worked and ask students to think about what else would need to happen to prevent sexual harassment occurring.

Give each group five minutes to write out their scenarios.

The tasks for the rest of the class are to advise the group performing how the situation could be changed to prevent, stop or change the situation to one that demonstrates respectful relationships.

As a whole class, discuss the following questions:

- What are the barriers for the victim, perpetrator or bystanders to take up these actions?
- What are the enablers or encouraging factors for the victim, perpetrator or bystanders to take these actions?
- What can we as individuals do to reduce the barriers and increase the enablers? (E.g. encourage friends to be respectful, challenge each other about attitudes, show support for victims, and tell people when we disagree with their actions.)

Rate each of the statements below with a number from 1–5.

1. If somebody hits me, it's fair enough to hit that person back.....
2. The majority isn't always right.....
3. If you listen to me, I'll listen to you
4. Anything goes – it's dog eat dog in this world
5. Don't rock the boat.....
6. People who can't back up their opinions aren't worth listening to.....
7. Nothing's so important that you should fight for it.....
8. Always say what you really think
9. Don't be nose where it doesn't concern you.....
10. The strongest arguments carry most weight.....
11. You have to stand up for your rights.....
12. Angry words take a long time to sort out.....
13. The advantage always lies with the person who gets in first
14. You have to yell if you want to be heard.....
15. A quick pair of heels will keep you out of trouble better than a strong pair of fists.....
16. In a violent world, only the violent will survive
17. Pour oil on troubled waters
18. I'll give in a bit if you give in a bit

1 Definitely not my belief or action

2 Not often my belief or action

3 I sometimes think or act like this

4 Typical of my belief or action

5 Very typical of the way I believe and act