

LESSON PLAN

YEAR	11
BLOCK	2
LESSON	1

HEALTHY RELATIONSHIPS & CONSENT

LEARNING INTENTIONS

Students will be encouraged to explore their ideas of what a healthy relationship looks like. Students will also learn that consent is an important feature of any healthy relationship, and will explore the ways in which consent is communicated.

SUCCESS CRITERIA

By the end of the lesson, students will be able to:

- describe the features of a healthy relationship
- explain what consent means and understand the ways people communicate about consent
- identify where to go if support is needed

MATERIALS

- Powerpoint slides
- Flipchart paper or another large sheet of paper
- Coloured pens
- Sticky notes (enough for a few per student)

STRUCTURE

1. Share the 'Do It Now' task. Provide each student with a few sticky notes and ask them to write or draw their ideas of what a healthy relationship looks like. While the class is doing this, stick a sheet of flipchart paper or another large piece of paper on the wall/board at the front of the class.
2. Introduce the lesson and learning objectives, and revisit the ground rules/class agreements. Explain that this session is about what a healthy relationship looks like, and the role that consent plays.
3. Introduce the graffiti wall - invite students up to the front of the room to stick their sticky notes on the sheet of paper. Explain that this 'graffiti wall' is a collection of everyone's ideas of what a healthy relationship looks and feels like. Once everyone has returned to their seats, read over and discuss these ideas as a class.
4. **Relationship statements: Agree/Disagree?** Explain that you will now be reading out some statements/opinions about relationships and you'd like to hear the thoughts of the class. As you read each statement, ask students to raise their hands if they agree/disagree, or you can ask them to give a thumbs up or down. Ensure that you spend a bit of time to invite students to share their reasoning.
5. Introduce the topic of consent and check understanding - ask the class what they think consent means. Explain that consent is essentially about asking for, giving, or not giving permission for somebody to do something. Tell the class that consent is something we deal with every single day, and ask for some examples of day-to-day situations where we might ask for, give, or refuse consent. Share the following slide with some examples.
6. Ask the class how they would know if somebody is giving or not giving consent. What are the verbal and nonverbal ways that people communicate this? Allow time for discussion/ideas before sharing the following slide with examples of verbal and nonverbal signs.

STRUCTURE

7. **Parallel lines.** Introduce this next activity by inviting the class to stand up and form two parallel lines. There should be an even amount of people on each line, and students should stand facing each other (so that each person has partner on the opposite line). If there is not enough room for everyone to participate, you can invite pairs of students up to the front of the room to demonstrate.

Designate one line as 'person A' and the other line as 'person B.' Explain that when you say go, person A will begin taking small, slow steps toward person B. Person B should **verbally communicate** when they want person A to stop walking towards them. Person B should stop when they are told.

Next, tell person B to have a go at walking towards person A. This time, person A should **nonverbally communicate** when they want person B to stop walking. They cannot use any words or sounds, but should use hand gestures, facial expressions, or other body language cues. Person B should stop walking when person A signals this.

Get feedback from the class - what was it like for the person approaching and the person being approached.

8. **Scenarios.** Introduce the scenarios on slides 27-29, and ask the class to discuss whether they believe consent was being given. How do they know?

9. Make the point that if they are **ever** unsure whether consent is being given, they should ask. If consent is not clearly and enthusiastically given, they should treat the situation as if consent has not been given.

10. Play the video (consent is like a cup of tea). Ensure understanding and allow time for reactions/discussion.

11. Share the slide about seeking support and ensure students know how they can access support in school if they are worried about themselves or another person.