**Warrington Session Two Lesson plan**

**CONSENT**

Drawing on the previous session, explain the rights relating to their bodies. One of your important rights is your right to bodily integrity.

1. **The Aliens are back! Activity**

The same aliens from the first session are back they decided that they actually like all the rights you have so reinstate them all. However, they have heard about consent, but have no idea what it means.

In groups of four ask the students to think about how they would explain “consent” to the aliens? Ask them to come up with a definition of consent and put it on a post-it note.

Ask the students to give their definitions and display them on the board.

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.’

1. **Show first Video Consent for kids.**

Ask the kids why they think it is important to learn about consent?

Explain that Consent is about communication, respect and honesty and that these are the building blocks of healthy relationships.

1. **SPACE INVADERS ACTIVITY (The importance of NO)**
2. Split your group into two even parallel lines on opposite ends of the room (or several feet apart depending on the size of your space) facing each other. The person directly across from them is their partner for the activity.

Explain that the goal of this activity is for each pair to get as close as possible to their partner.

1. Once the pairs are set-up, tell one side of the room to move towards their partner once they get their partner’s consent. It is then the other partner’s turn to ask for and receive their consent to move forward. The pairs can switch back and forth freely until one of the partners does not give their consent or the pair cannot physically get any closer.

 TIPS - Note the ways in which the participants are asking and receiving consent (or not). Are they asking clearly? Are they using verbal or physical cues? Are they confident or shy? These observations will help with the following discussion.

Do the exercise twice—once with only verbal cues and another round with only non-verbal cues. Ask the participants about the different experiences. You can also switch half-way through the exercise and have the youth use verbal cues at the beginning and non-verbal cues at the end to save time if needed.

Note that the word “move” is used instead of “step.” Be thoughtful about the different ways in which folks move and prepare to make adjustments to the exercise to best fit the youth in the space.

Debrief/Group Discussion:

How did you feel while doing the activity?

How did you know when your partner was giving you their consent?

Did they vocally say “yes” or did you rely on other cues?

What other cues did you use to perceive consent?

Were you ever unclear if your partner was giving you consent or not?

What kind of cues felt unclear?

What did you do when you were not sure?

How did your partner move towards you? Quickly, or did they take their time and move in smaller increments?

How did you move towards your partner?

Did you make assumptions or did you and your partner talk about the size of your movements toward each other?

1. **Physical relationship consent:**

How do you know if someone wants to hold your hand and/or kiss you? If someone wants to hold your hand does that mean they want to kiss you? If someone wants to kiss you does that mean that they want to go further? If someone wants to hold your hand and/or kiss you one day does that meant they will want to hold your hand and/or kiss you the next day? Potentially discuss that 16 is the age for sexual consent.

1. **Show the TEA video.**

Talk about the right to withdraw consent and the responsibility of asking for consent. ASK LISTEN RESPECT. Talk about bribery and that if consent isn’t given freely it’s not consent! Ask the students what they might do if they were unsure whether someone had given them consent? (Peer Pressure, society, parents expectations) Tell them that they need to STOP and MAKE SURE. What questions could they ask.

1. Ask the students to think about the definitions that they made for the aliens. Is there anything that they wish to change? Look for words which suggest that kids 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. Unsure they understand the responsibility of the person to ask for consent.

**CONSENT IS NOT ENOUGH**

1. When consent isn’t enough. I.e Tattoos are okay, but you can’t allow someone to really hurt you. <https://www.bbc.co.uk/news/uk-england-birmingham-47198786> Talk about body modification. Do they think that if you let someone do something should it still be a crime? Then move on to euthanasia. When is it okay to ask to die?

Some countries allow this already, England does not. When might it be okay?

Show them this video <http://www.bbc.co.uk/guides/z849cwx>

Ask them their thoughts and some for and against reasons. Ask them is consent should be enough to prevent prosecution for a crime?