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Consent – Avoiding assumptions

KS3 Year 8 Lesson 4

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Learning objective

- ✓ We are learning about common assumptions related to consent and how to challenge these.

Learning outcomes

- ✓ I can identify common assumptions relating to consent and explain why these are wrong
- ✓ I can explain the right to not give, or withdraw consent at any time and why this must be respected
- ✓ I can describe or demonstrate ways to avoid making assumptions related to consent, and strategies someone could use to not give or withdraw consent

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Recall activity

In pairs, summarise everything you know about the concept of consent.

You could do this in any format, for example:

- a short rap
- a 60 second news bulletin
- an acrostic poem



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Assumption statements

In groups, discuss the statement and make notes on the following questions:

- Do you agree with the statement? Why / why not?
- If the first part of the statement is true, does that mean the second part must be true? Why / why not?
- How do you think each person in the situation is feeling right now?
- What do you think might happen next?

When you have noted your responses to the first statement, pass your sheet to the next group.

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Assumptions and their consequences

1. Read part 1. List as many assumptions as you can that Mikey and Miranda might be making.

2. Read part 2. How might these assumptions make Miranda and Mikey behave differently when they get together?



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Assumptions and their consequences

3. Discuss:

- Where might Mikey's and Miranda's assumptions about sex have come from?
- Are the assumptions likely to help Mikey and Miranda have a positive, healthy, sexual experience? Why / why not?
- What might help Mikey and Miranda to manage their assumptions and make for a better experience for both of them?
- How might these assumptions be similar or different in a same sex relationship?

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Advising Miranda and Mikey

As a class, read part 3. Can you write some advice to either Miranda or Mikey, explaining all the different ways they could withdraw their consent?

What could they say to withdraw their consent?

What could they do to show they are no longer consenting?

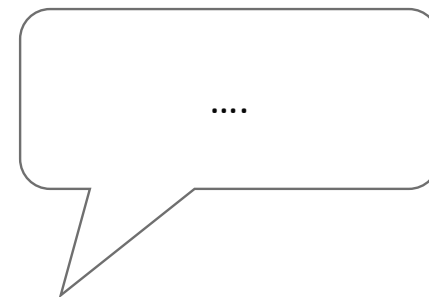
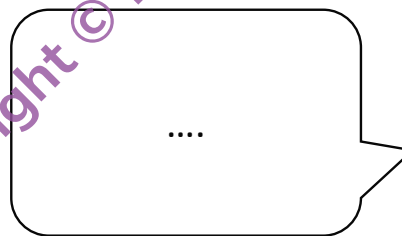
How do you think a loving partner is likely to respond?

What might they do / say if their partner accused them of 'leading them on'?

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Endpoint assessment

We are all going to say aloud a phrase or response that someone could use to not give, or to withdraw, consent.



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Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school



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- A Better Medway: www.abettermedway.co.uk
- Brook: www.brook.org.uk/help-advice
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More activities

Consent on TV

Note any examples from the television shows you watch, where consent was respected or not respected.

Try to identify any verbal or non-verbal cues given by the characters, and any assumptions either of the characters make.

Can you suggest ways in which these assumptions could have been avoided?



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