

**VIRTUAL
INCURSION**

TEACHER GUIDE

Year 5-6: 90 Minutes

CONSENT



CONSENT



Talk NOW!



WELCOME TO CONSENT

LESSON PREPARATION

Learning Intention:

We are learning how to give, ask and deny consent in a range of situations.

Success Criteria:

- I can define consent
- I understand verbal and non verbal cues
- I have strategies to deal with difficult social situations

Curriculum Links:

- Australian Curriculum (AC9HP6P07) Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully.
- Victorian Curriculum (VCHPEP152) Practise skills to establish and manage relationships.

Pedagogy:

You know your class best! All activities have been designed to be flexible to suit your classroom dynamic. You can run every activity as a whole class experience, or mix it up between whole class, small group and individual tasks.

Lesson Preparation:

- Print student worksheets

Take Home Activity:

At the back of the student workbook there is an optional take home activity. There are instructions included on this page if you do not have time to explain it to your students.

The take home activity provides a chance for parents to start a conversation with their child about consent. The activity is a game that asks parents and the child to think of funny (or serious) situations and people. They will pull a situation and person at random and talk about if they would consent to the scenario and what dialogue they would use to consent/deny consent.

Need an Assessment?

We have included an optional assessment for this lesson coupled with a marking rubric. Curriculum links have been provided for the assessment and lessons to allow for ease of reporting. The assessment is included at the end of the student workbook. Printable rubric pages are included in the Additional Resources pack.

WELCOME TO CONSENT

PROGRAM OVERVIEW

90 MINUTE PROGRAM

Can be run as
2 x 45 minute lessons
or 1 x 90 minute lesson

LESSON 1

	ACTIVITY	TIME GUIDE	VIDEO	DESCRIPTION	PAGE
Approx. 45 minutes	Tune in	5-10 minutes	Video 1	Intro video & tune in: • Learning intention • Success criteria • Check in Word association	3 4 5-6
	Activity 1	10 minutes	Video 2	What is consent? Activity 1: Definitions	7 8
	Activity 2	15 minutes	Video 3	Can consent be confusing? Activity 2: Body language	9 10
	Activity 3	15 minutes	Video 4 Video 5	Scenario #1 Activity 3: Different views Scenario #2 Scenario adjuster	11 12 13 14

LESSON 2

	ACTIVITY	TIME GUIDE	VIDEO	DESCRIPTION	PAGE
Approx. 45 minutes	Activity 4	15 minutes	Video 6	Scenario #3 Activity 4: Situation scale	15 16-17
	Activity 5	20 minutes	Video 7	Your script Activity 5: Real life scenarios	18 19-22
	Reflection	5-10 minutes	Video 8	Reflection video Reflection	23 24

LESSON GUIDE

TUNE IN: 5-10 MINUTES

Intro video: Video 1

Press play on the facilitator video. The facilitator will complete a tune in activity asking the students a few different stand up/sit down questions. They will also ask the students to check in with how they are feeling and note this down in their workbook.

At the end of the video, the facilitator will ask the students to brainstorm consent word associations.

Tune in

Read aloud the Learning Intention and Success Criteria so students understand the goal of the lesson today. At this time they can complete the 'Check In' page in their activity workbook.

Word association

Complete the word association activity described in the video.

You can either conduct this as a:

- Chalk and Talk with butcher paper around the room
- Think, Pair, Share
- Small group discussion
- Whole class brainstorm on the board
- Individual activity in students workbooks

Whichever option you choose, we recommend asking students to complete the word association page in their workbook during the activity so they have it to reflect on later.

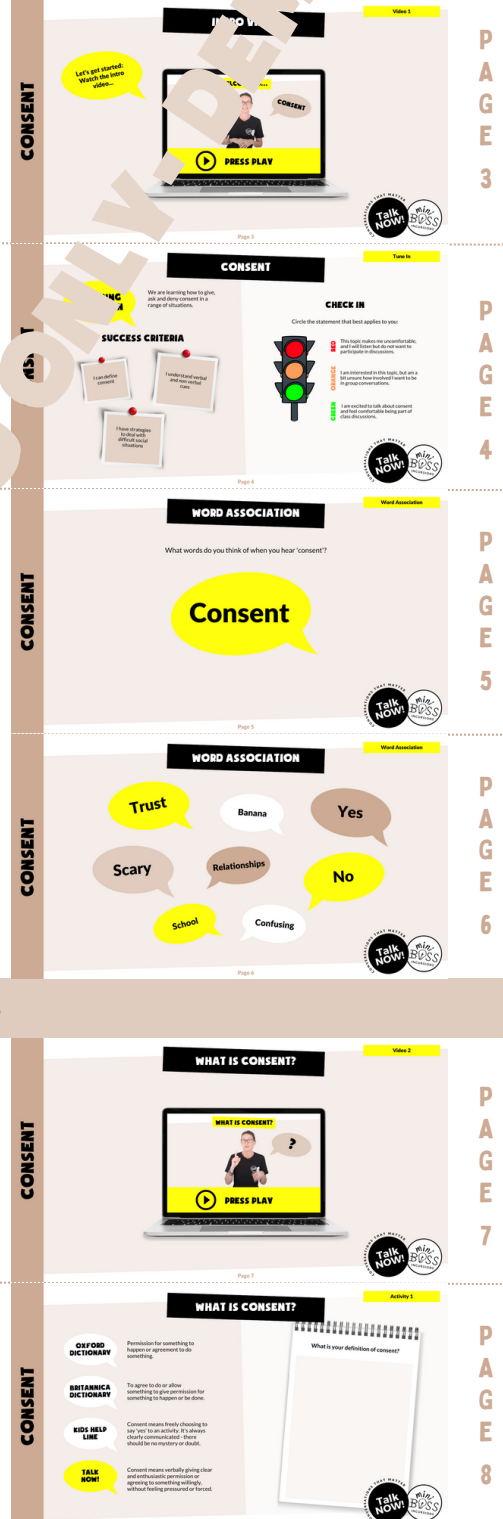
ACTIVITY 1: 10 MINUTES

Activity 1: What is consent?

Watch the second video of the facilitator diving deeper into what consent means.

Definitions

After the video, students will complete the 'What is Consent?' page in their workbook to write their own definition of consent. You might like to ask students to read the definition aloud, give them time to discuss in pairs, or come up with a definition as a whole class.



LESSON GUIDE

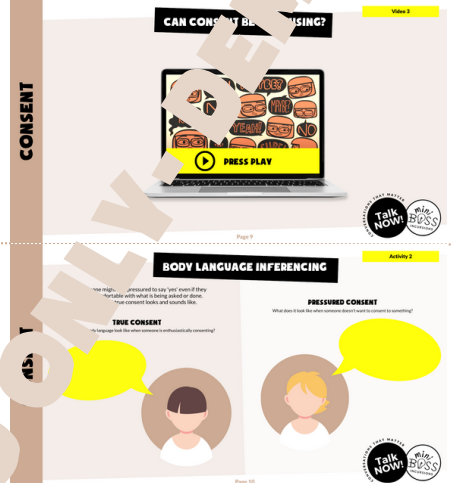
ACTIVITY 2: 15 MINUTES

Activity 2: Can consent be confusing?

Watch the third video in which the facilitator describes how consent can sometimes be confusing or unclear.

Body language

Give students time to discuss the topic of consent as they fill in the 'body language inference' sheet. If students are enthusiastic and you have time, you might like to ask students to model different responses to prompts such as; can I have a hug/borrow your phone/read your workbook. Alternatively, you could conduct a gallery walk in which students stand up and walk around the classroom viewing other students' pages.



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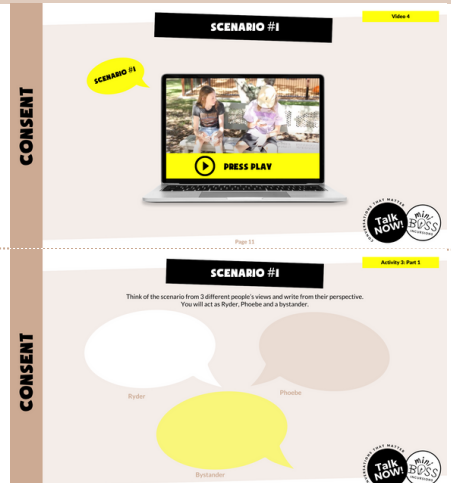
ACTIVITY 3: 15 MINUTES

Activity 3: Scenario #1

Watch the fourth video of a scenario taking place. The facilitator will pop in to describe the next activity and pose questions to the students for thought or discussion.

Different views

Students will be instructed by the facilitator to fill in the 'Scenario #1' page in their workbook in which they think about the scenario from three different perspectives. This may be difficult for students and may require support if you notice students are struggling with the concept.



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Scenario #2

Pause students after they have completed the activity and draw their attention to video five, in which the facilitator discusses how the situation could have been handled differently.



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Scenario adjuster

Students will be directed to complete the 'Scenario Adjuster' page in which they can recommend ways each character could have handled the situation in a more positive and respectful way.

LESSON GUIDE

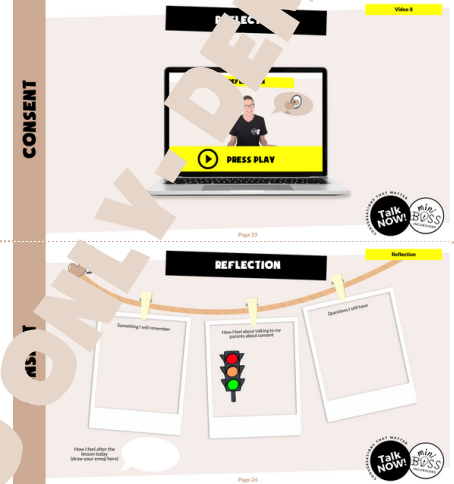
REFLECTION : 5-10 MINUTES

Reflection video

Watch the reflection and resources video. The facilitator will discuss resources that are available to the students and remind them to discuss this workbook with their family at home.

Reflection

Direct students to quietly and reflectively complete the 'Reflection' page of their activity workbook to conclude the session. Ensure students have a safe place at school to access support immediately following the session.



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MARKING RUBRIC TEMPLATE

Printable rubric pages are included in the Additional Resources pack.

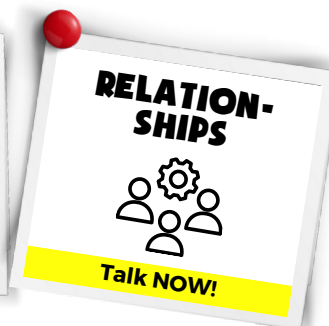
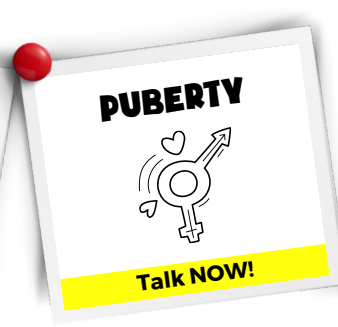
Student:	Working Towards Standard	Meeting Standard	Above Standard
The student can demonstrate the steps for seeking, giving and denying consent			
The student outlines strategies they can use in their life to maintain respectful relationships			

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THANK YOU

For choosing Talk NOW! in your classroom.
If you are interested in other Talk NOW! topics
please give us a call on 03 9415 6327.



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