

LESSON 4 EXPLORING CONSENSUAL SEX

Learning Intentions

Students will understand the meaning of consent and how it applies to sexual activity and the law.

Success Criteria

By the end of this session, students will be able to:

- 1 explain the meaning of consent
- 2 explain individual rights and consent with regard to sexual activity
- 3 explain why consent with regard to sexual activity is important.

Teacher background information

- 1 [Group Agreement](#)
- 2 Dealing with [disclosures and protective interrupting](#)

Title	Link	Length
Tea Consent (Clean)	https://youtu.be/fGoWLWS4-kU	2:49 mins

TIME	ACTIVITY	RESOURCES
00:00–05:00 (5 mins)	<p>WELCOME AND GROUP AGREEMENT</p> <p>Display and remind students of the <i>Group agreement</i> created in lesson 1.</p> <p>Question box: Answer questions from previous session.</p>	<p><i>Group agreement</i> created in lesson 1 + Group agreement guidelines</p> <p>Question box</p>
05:00–8:00 (3 mins)	<p>WATCH THE VIDEO</p> <p>Introduce the concept of consent</p> <p>Explain: <i>Consent is a very important part of any sexual activity. Consent means giving permission or agreement for something to happen. Consent is the formal word for saying “yes, I’m okay with doing this”.</i></p> <p>To get us started on this session let’s watch a short clip that explains consent.</p> <p>AFTER WATCHING THE VIDEO:</p> <p>Ask: <i>Can anyone tell me what the video was about? What was the video trying to teach us?</i></p>	<p>Animation on USB or link</p> <p>Projector/Screen/Smartboard</p>
8:00–14:00 (6 mins)	<p>When it comes to sexual activity and sex, you have the right to decide who you do it with, when you do it, where you do it, and how you do it. As shown in the video, for any sexual activity to happen both people need to consent, or say yes, willingly and freely. Sexual activity does not just mean penis-vagina/anal/oral sex—it includes kissing, hugging, making out, cuddling, and touching someone’s body in a sexual way.</p>	

Australian law around sex and consent is different in different states and territories. But there are some basics that you need to remember. (You may wish to use slides/handouts and quickly talk through the basics.)

The law says someone can be unable to willingly or freely give consent to sexual activity if:

- they are under the legal age to give consent to sex
- they are drunk or high
- they are asleep or passed out/unconscious
- they are being pressured into it—with strong efforts to “talk” them into having sex
- they are being threatened into the sexual activity. This could include threatening their own physical safety, the safety of their family, friends or pets, or threatening to kick them out of their house or break up with them etc.
- the other person is in a position of power over them, e.g. a police officer, a teacher, a coach, a religious head (pastor/bishop/nun etc.), nurse, doctor. This is because they can use their power to influence/pressure someone into having sex with them.
- If you or the person you are having sex with is high-school aged, you also need to think about the age difference between you and your sex partner. If there is a big age gap, it can also be against the law. (Refer to handout for state-based info).

14:00–34:00 (20min) **MAIN ACTIVITY** (adapted from “The Population Council, It’s all one, Activity 22, a Matter of Consent”)

Explain: *As well as the law, there are other things to consider when making sexual decisions. Sometimes it’s useful to think about sex in terms of guidelines. What we would like to see is people making decisions they feel positive about and that their sex partners also feel positive about. This often reflects the law but can also include other things.*

Hand out guidelines.

- Talk through the guidelines with the whole group explaining them in plain/local language.
- Split the group into small groups.

Explain: *Each group will get a few scenario cards:*

- *The group will work together to discuss each scenario and decide if the people in their scenario would be able to give consent.*
- *The group will report their answers and the key things they discussed back to the larger group.*

[Handout 4.1 Guidelines for giving consent \(p. 4\)](#)

[Handout 4.2 Exploring consensual sex Activity cards](#) (external link)

40:00–45:00 **CLOSING DISCUSSION POINTS**

(5 mins)

Explain:

- *We've covered a lot of ground in this session!*
- *We've discussed how we all have the right, under the law, to feel safe and respected all the time.*
- *We've looked at some of the basic laws that can keep you and your friends out of trouble.*
- *We've talked about how respect and open communication is important in relationships*

If you or any of your friends or family have felt unsafe in a relationship or have been sexually assaulted, there are people to talk to.

Highlight local people and services and get each participant to name one person (could be family or friends) or place they would talk to if they needed support.

QUESTION BOX

Recap how the question box works and ask students to write questions to be answered in the next session. Collect questions.

Question box

Scrap paper

Pens

Handout 4.1 Guidelines for giving consent

GUIDELINES FOR GIVING CONSENT TO A SITUATION INVOLVING SEX

In order to freely give consent it is important to:

- understand everyone has the right to decide if they want sex
- feel recognised and respected by your partner
- know what the activity involves and how you feel about it
- know the risks, and how to protect yourself from unwanted pregnancy and infection
- be able to talk about issues and worries with your partner
- have a clear mind; not impaired by alcohol or drugs at the time of decision making.

Adapted from The Population Council 2011, Inc, It's All One curriculum, The Matter of Consent, activity 25, p. 78