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| A blue and white logo  Description automatically generated | |  | | --- | | **EPISODE 42**  7th August 2024  **KEY LEARNING**  Students will explore skills and strategies needed to engage in respectful relationships.  **CURRICULUM**  [**Health and Physical Education – Years 7 and 8 (v8.4)**](https://www.australiancurriculum.edu.au/Search/?q=ACPPS070) **- 1**  [**Health and Physical Education – Years 7 and 8 (v8.4)**](https://www.australiancurriculum.edu.au/Search/?q=ACPPS072) **- 2**  [**Health and Physical Education – Years 7 and 8 (v8.4)**](https://www.australiancurriculum.edu.au/Search/?q=ACPPS074) **- 3**  [**Health and Physical Education – Years 7 and 8 (v8.4)**](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/year-7_year-8/content-description?subject-identifier=HPEHPEY78&content-description-code=AC9HP8P02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) **- 4**  [**Health and Physical Education – Years 7 and 8 (v8.4)**](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/year-7_year-8/content-description?subject-identifier=HPEHPEY78&content-description-code=AC9HP8P10&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) **– 5**  [**Health and Physical Education – Years 9 and 10 (v8.4)**](https://www.australiancurriculum.edu.au/Search/?q=ACPPS090)  [**Health and Physical Education – Years 7 and 8 (v9.0)**](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9HP8P02&on=AC&AC=q%3DAC9HP8P02%26pageOffset%3D0)  [**Health and Physical Education – Years 9 and 10 (v9.0)**](https://v9.australiancurriculum.edu.au/search?TTN=q%3DAC9HP8P02&on=AC&AC=q%3DAC9HP10P02%26pageOffset%3D0) | |
| Teacher Resource |
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| **Consent** |
| Focus Questions |
| Discuss the BTN High story as a class and record the main points of discussion. Students will then respond to the following:   1. What does consent mean? 2. When do we need to seek consent? 3. Why is it important to do so? 4. What strategies could you use to *seek* consent? 5. What strategies could you use to *provide* consent? 6. What strategies could you use to tell someone you *deny* consent? 7. Where can you go for support? |
| Activities |
| * In small groups, discuss what makes a healthy and respectful relationship and present your ideas to the class. * Interview another student in your class about what consent means to them and the importance of seeking consent. Devise a list of questions, record their answers and present their responses. |