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| **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) |

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| 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?
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| 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.
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