



LESSON
PLAN

4

Communication, consent and sex



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LESSON
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4

DO... LESSON PLANS



LESSON PLAN 1: Let's start with you

LESSON PLAN 2: What is expected of you

LESSON PLAN 3: Love

LESSON PLAN 4: **Communication, consent and sex**

LESSON PLAN 5: Safer sex

LESSON PLAN 6: Problem solving

WHY IS COMMUNICATION AND CONSENT IMPORTANT?

As with identity, there are very strict rules in society about how people should have sex. These rules say that:

- Everyone will have, and wants to have, sex
- Everyone likes to be touched in the same place
- Proper sex is penetrative and this should be reproductive (penis in vagina)
- Sex is about technique and doing 'it' properly

These rules come from so many different sources, making them very powerful: TV, films, porn, books, exhibitions, sex advice etc. These rules are very gendered too, they say that:

- All men want sex all the time and that they are interested in the physical aspects of it
- Women want sex less and for them it's about emotions and intimacy
- Sex is great for men but for women it might hurt

Often, sex education colludes with some of these rules too. The problem with these rules is that they put pressure on people to have sex, and to have a particular kind of sex that they may not want, enjoy, or be able to have.

So, really good RSE is not about teaching 'sex tips' or techniques – it's about putting communication and consent at the centre. It's more valuable to teach people about tuning into their own needs, finding ways to communicate, and learning how consent feels. RSE often misses out the fact that sex can (and maybe should) be an enjoyable activity. However, people feel anxious about saying this because a lot of people have painful or uncomfortable sex, or sex without consent.

Working on communication skills and thinking about pleasure and enjoyment in different contexts can be really useful. We need to communicate that if we're not enjoying something, why do it? We can ask people to reflect on other (non-sex) things they may enjoy, what makes something enjoyable, how they find out what other people enjoy, and how they can have an enjoyable experience with someone.

Key learning areas

- How do we know we and others are enjoying something?
- How can we acknowledge that everybody is different and there are lots of different kinds of sex (which we can choose if we want)?
- How can we communicate and listen to what people like and don't like (e.g verbally and non-verbally)?
- What makes this harder? (e.g. sex scripts, TV, porn, gender expectations)

Resources and links

- ONLINE
- **PSHE association** offers a selection of resources, including guidance on teaching about consent: www.pshe-association.org.uk/resources
 - Information on navigating consent and identifying boundaries by **Scarleteen**: www.scarleteen.com/article/abuse_assault/drivers_ed_for_the_sexual_superhighway_navigating_consent
 - **BISH** has links to what consent feels like, how to get consent and why it can be difficult:
What consent feels like: www.bishuk.com/sex/how-good-consensual-sex-feels
How to get consent: www.bishuk.com/sex/how-to-sex-talk
Why consent is difficult: www.bishuk.com/sex/consent-innit



COMMUNICATION, CONSENT AND SEX

Key learning aims

Explore communication and consent

How to communicate and listen to what people like and don't like

Recognise consent and how vital it is for situations to be consensual

Key learning objectives for students

Write the lesson objectives on the board (without ALL, MOST, SOME) so you can refer to them later.



ALL students will be able to: recognise consent in practice



MOST students will be able to: understand that an absence of consent means that an activity should stop immediately



SOME students will be able to: give helpful examples of how to negotiate consent effectively

Equipment



PowerPoint slides – these can be found in the **DO... Lesson stimulus** resource available on the DO... website.

Teacher's notes



Spend some time before the lesson ensuring you have a strong understanding of the three handshakes and what the aim of the learning is

Ensure you have ground rules set up with the class (examples can be found in the **DO... Lesson guidance** resource)

Consider including the before/after assessment/evaluation activity

ACTIVITIES

STARTER

ACTIVITY 1: **The first handshake** (10 mins)



Active experiential learning

The handshake activity is about giving students an opportunity to experience what consent feels and looks like. It also works as an analogy for consent and sex.

1. Before the students enter the classroom, explain that they can shake your hand (or whichever kind of greeting they prefer, e.g. high five, wave etc.) – if they want to. Explain that there are further instructions on slide 1 of the **DO... Lesson stimulus** powerpoint (pictured above) for them to read before the rest of the activity.
2. Once they are in the classroom, ask the group to shake hands with each other, or use whichever greeting they prefer, before sitting down in their places.
3. Give enough time for as many people to shake hands with as many people as they like. Make it clear students only need to shake hands if they want to (point out that it's actually useful if some people just want to watch and help feed back on what they see).
4. Once everyone is sat down, find out how everyone's handshakes (or whatever they chose to do) were. Questions could include:
 - How was that?
 - How was it compared to other handshakes you've had?
 - What makes a great handshake?
 - On a scale of one to ten, how was it?

Pro tip:

Students might be a little bit bemused at this point, but that's okay.



ACTIVITIES

MAIN

ACTIVITY 2: **Negotiating handshakes** (15 mins)



Active experiential learning

Handshake Two

1. Explain that you would like them to shake hands again...
2. Ask everyone to shake hands, but this time to negotiate absolutely everything about it before hand. Slide 2 of the **DO... Lesson stimulus** powerpoint (pictured above) will give more information about this, but ask people to negotiate firmness, length of time, which hand/s, which direction, how complicated etc.
3. You may find this takes longer than the first handshake. Again, find out what everyone thought about their handshakes (or whatever they chose to do). Questions could include:
 - How was that?
 - On a scale of one to ten, how was it?
 - How was it compared to the first one?

Allow people to talk in depth about their handshake because this can be really interesting.

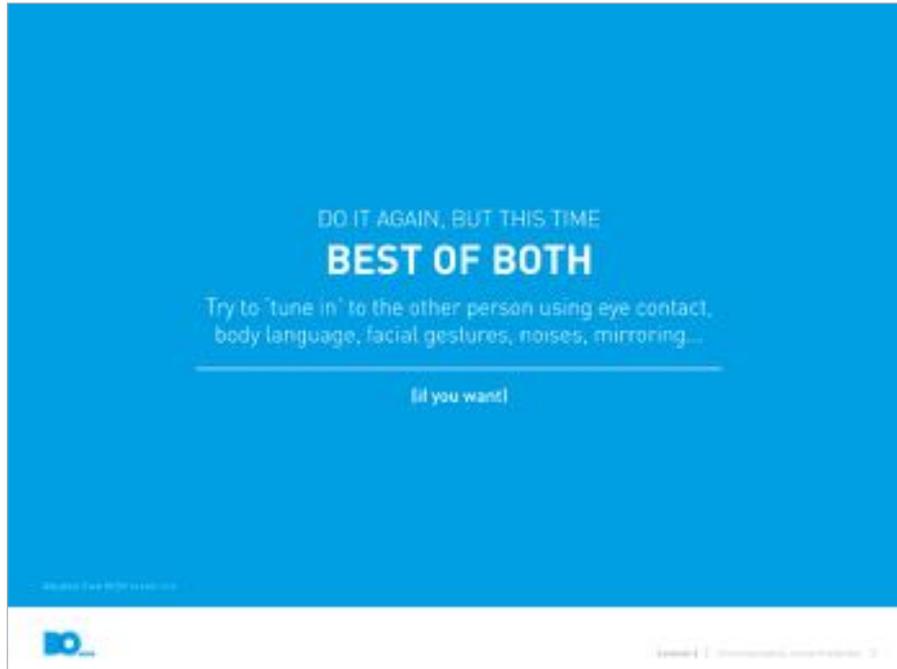
Pro tip:

Some people will prefer the second handshake (more of a shared experience) and some will prefer the first one (more spontaneous and exciting). You may need to give students the permission to prefer the first one if they want (as they may assume you want them to prefer the second).

ACTIVITIES

MAIN

ACTIVITY 2: **Negotiating handshakes** (15 mins) - continued



Handshake Three – how do we get the best of both handshakes?

4. Ask everyone to shake hands again (if they want) but this time ask them to slow down and pay really close attention to the other person and themselves. Look out for eye contact, how their hands connect and disconnect, whether they move towards or away from each other, smiles, sounds, any signs that someone is not happy.
5. Again, find out how everyone's handshakes (or whatever they chose to do) were. Questions could include:
 - How was that?
 - On a scale of one to ten, how was it?
 - How was it compared to the first two?

Many people find that this was their preferred handshake because it felt very mutual and like a shared moment. However, it could be that this was because they've now done this a few times with the same person. You could ask them to try this 'third handshake' with someone else to see if they can have a good handshake with someone new.

6. In small groups or as a whole class, ask students to think about their experiences of handshakes, not just from today, but also at other times.
 - What are the barriers to asking for what you want from a handshake? You may want to remind students about what they covered in lessons one and two
 - Does the type of relationship you have with someone make it easier or harder to negotiate the handshake (e.g. was shaking hands with your teacher harder than your best friend?)
 - What can we do to make asking easier?
 - Thinking about ourselves and what is expected of us (from lesson 1), how might that affect whether we can ask for what we want from handshakes (or sex)?

ACTIVITIES

MAIN

ACTIVITY 3: Handshakes analogy slides (10 mins)



Slides

1. The handshake activity is about giving students an opportunity to experience what consent feels and looks like. It also works as an analogy for consent and sex. Talk students through the slides (see the **DO... Lesson stimulus** resource available on the DO... website) to make the analogy clear.

Slide 1



Slide notes:

This lesson is about consent. Consent is the most important thing when it comes to sex. If someone says 'no' you must stop, and if someone says 'yes' you can have sex. But consensual sex is more than just saying yes or no to something. Let's see what we learnt about consent from our handshakes.

ACTIVITIES

Slide 2

FIRST HANDSHAKE
IT'S JUST GUESSING, OR JUST DOING THE SCRIPT OF SEX

What counts as sex
(porn, TV, books etc.)

- 1 Take off clothes
- 2 'Foreplay'
- 3 Entry sex
 - a On back
 - b On top
 - c From behind
- 4 Orgasm

This **might** be ok but it might not be ok - it might be non-consensual

Slide notes:

The first handshake was just guesswork. To help us, we relied on what we heard about what 'counts' as a handshake and how to do it (right hand, up and down, medium to firm grip, two or three shakes). People do this with sex too. The script of what sex is and how to do it comes from porn, TV, books, films, magazines, sex advice, etc.

Some people like that kind of sex. Just like with handshakes, sometimes you get a good one and sometimes you don't – just like sometimes having sex happens to work for both people. However, often it doesn't meet people's needs at all because they haven't talked about the kind of sex they want.

Also, not talking about what sex people want means that it could be non-consensual – e.g. no-one actually agrees to anything, or people don't check to see. Sometimes 'one thing leads to another' but one person might think it's consensual, but the other person might not. Just because someone hasn't said no, doesn't mean it was consensual.

ACTIVITIES

Slide 3

SECOND HANDSHAKE

TALKING ABOUT **EVERYTHING** ISN'T REALISTIC

Do you want to kiss?

Ok, tilt your head to the left

Lips closed to start?

In 2 mins put your tongue in

Move it in a clockwise direction

REMEMBER: consent to any one thing does not mean consent to another
e.g. kissing → oral sex

Slide notes:

The second handshake approach to sex sounds great, but in truth people would rarely have sex if they had to negotiate everything about it before hand.

As with this type of handshake, it's good to know that you're meeting each other's needs – it's good to set boundaries and it's good to have an idea of what will happen. However, talking about sex in that detail is awkward.

Some people really like talking a lot about what sex they want to have and, for some kinds of sex (e.g. that may hurt or where it's agreed that one person may be more in control), it's important to discuss this.

ACTIVITIES

Slide 4



Slide notes:

The third handshake is about having really good consensual sex – the best of both worlds.

When people really pay close attention to each other's noises, expressions, bodies, eye contact etc. they are much more likely to be having a shared experience. It's much more likely to be enjoyable and it's much more likely to be consensual.



ACTIVITIES

Slide 6

WHEN IS IT TIME TO...

STOP!

- If they are looking unhappy or are not engaging
- If you are wanting to do something different to what you've done already
- If sex is getting uncomfortable or painful for you, or you think it might be for them

REMEMBER: someone should only have to say 'no' or 'stop' or 'wait' once, if they do - please stop

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Slide notes:

So, with all this in mind, sometimes we need to just stop and check in with the other person (go through the examples).



ACTIVITIES

PLENARY

ACTIVITY 4: **Non-consensual handshakes** (15 mins)



Active experiential learning



Structured discussion

1. Students could demonstrate what these handshakes might look like in front of the class *if they wish to*. For each situation, discuss as a class how the situation arose and how it could be navigated so all parties feel safe and respected and that their right to consent and bodily autonomy has been upheld.
2. At this stage, it may be helpful to use examples of handshakes where consent is ambiguous/ absent. Ask students to talk through examples of handshakes (either during the class or in life) which may be examples of the following:
 - Where coercion is present (being pestered or pressured into doing something)
 - Where people feel like they ought to do it (e.g. everyone else in the room doing it)
 - Where there's consent for one kind of greeting, but not for another which follows (e.g. a handshake followed by a hug)
 - Where a script is being followed about what a handshake 'should' include (e.g. right-handed, up and down, quite firm, a couple of seconds)
 - Where one person is in control of the whole handshake (e.g. where someone shakes someone's hand in the way they always do it and have been taught to do it)
 - Where there was initial consent but then later withdrawn (e.g. someone's hand going limp and their body becoming passive halfway through)
 - Where someone was lacking the capacity to consent because they were too tired or didn't want to (e.g. just taking someone's limp hand without realising – making reference to the effect that alcohol can have on people)



ASSESSMENT AND EVALUATION IDEAS

Assessment



Ask students to complete the sentence: 'One thing I know now that I didn't know before this lesson is...'

Evaluation



Provide students with a range of words describing the lesson to choose from (e.g. happy, frustrated, angry, informative, boring, good, embarrassing, fun etc.)



OPTIONAL EXTENSION OR HOMEWORK ACTIVITIES

LEARNING METHOD: **Independent learning**

Ask students to come up with a wide range of examples of how consent (not necessarily sexual consent) can be modelled in society e.g. a parent asking permission before helping a toddler get dressed.

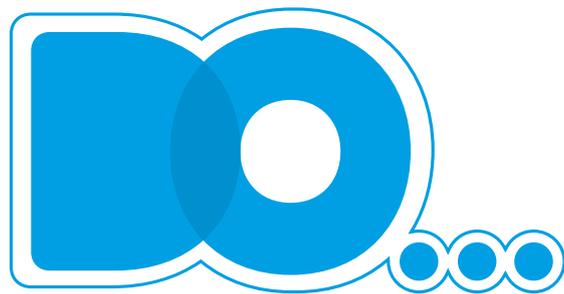
LEARNING METHOD: **Diagrams**

Ask students to develop checklists of verbal and non-verbal signs of consent and non-consent, they could display this as a poster, a wallet-sized info card, a web infographic etc. The tables on this webpage may be a helpful starting point:

www.scarleteen.com/article/abuse_assault/drivers_ed_for_the_sexual_superhighway_navigating_consent.

LEARNING METHOD: **Independent learning**

Ask students to research the English and Welsh legal definition of consent found in the Sexual Offences Act 2003 and see if they can come up with a young people friendly version to explain it.



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