

Year 9 Unit 3 Relationships

Lesson 1 Consent.



<https://www.youtube.com/watch?v=oQbei5JGiT8>

1) Watch the video "Consent, it's simple as tea". Give three situations when you cannot consider that the person consents to drink tea.

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2) Read the following and answer the questions

What does consent mean?

"Yes means yes" when it comes to consent -- but what does consent really mean? Consent is when someone says yes with their own free will. That means they must be acting freely and voluntarily and fully understand what's happening and what they are doing. Someone under the influence of drugs or alcohol is **not able to give consent**. Put another way, to give full consent, someone has to be sober.

We can think about **FRIES** when we think of consent. This helpful acronym explains all of the aspects of consent:

Freely Given: Consent should be given without pressure, force, or under the influence of alcohol or drugs.

Reversible: You can change your mind about what you want to do at any time -- even if you are in the middle or have done it before - like sex.

Informed: You should know exactly what you are giving consent to. For example, if someone says they are going to use a condom and they don't, they didn't have your consent.

Enthusiastic: Someone should be excited to give consent. If someone is not sure, it is always better to wait.

Specific: Saying yes to one thing does not mean you have said yes to other things. Consent should be given at every step.

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 **Planned Parenthood®**

1. What does consent mean?
2. Give an example of when someone would not be able to give consent.
3. What does the acronym FRIES stand for?
4. How do you know if consent is freely given?
5. What does it mean to say that 'consent is reversible'?
6. What does informed mean with regards to consent?
7. How would you know if someone really wants to give consent?
8. When we say consent should be 'specific' what does it mean?

Design a poster on the topic of consent.

You can hand-draw and write or use a computer.

You can stick printed pictures.

It must show the 5 rules ("FRIES").

It must look nice.

It must be catchy.

There mustn't be any spelling or grammar mistakes.

You must use different ways of asking for / giving consent.

Lesson 2: Healthy vs Not Healthy relationships.

Task 1: Unscramble the four main relationship categories:

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Task 2: List as many different types of 'romantic relationships' that you can think of. For example Marriage.

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Task 3: Sort the following into two categories. Things you would expect in a healthy relationship and things you would not expect in a healthy relationship.

They make you feel supported.

They make you happy most of the time.

They make you feel isolated and unsupported.

They make you a better person.

They make you unhappy and sad.

They make you do things that you do not want to do.

They can handle conflict and want to resolve issues.

They make you feel trapped.

They cannot handle conflict and leave it unresolved.

Healthy Relationship	Unhealthy Relationship

Task 4: Below is a table of characteristics people can have in relationships. Colour code them into GOOD and BAD.

Shouts	Compromises	Trusts you	Is consistent	Accepts that you have the right to say 'no'	Calls you names
Never admits they're wrong	Is cheerful	Controls the money	Encourages you to be independent	Cuts you off from friends	Supportive in career/life
Makes you feel ugly and useless	Expects sex on demand	Welcomes your family and friends	Faithful	Blackmails	Shares financial responsibilities
Uses others to control you	Shares workload	Cheats and blames you	Uses your name	Trusts your judgement	Smashes things

Task 5: Read through the website below :

[Helping a friend in an unhealthy relationship or friendship | Mass.gov](#)

Design a leaflet outlining how you can support someone who is in an unhealthy relationship or friendship.