

Session overview

This session builds on the targeted session **Self blame**, offering a more focused look at the issue of consent not just in regards to sex but in other life experiences. It will explore the issue of consent for young people and support the development of their thinking, empowering them to find ways to do only what they feel comfortable with.

Resources needed for this session

- Scenario cards
- Persuader and response cards

Information for practitioner



You do not have to have used the Self blame session to use this one but it may be helpful for you to have read through it.



You must make it clear that they will not be expecting them to share any personal experiences or information. However, it is important to be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.



Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

Session

Check in with the young person as to how they are since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.

Activity 1

- **When might we come across consent?**



Practitioners are to partake in this exercise giving their own examples.

Examples here might include consent for school trips, consent to giving your personal information on apps, borrowing something from a friend, asking if you can give someone a hug, consent to medical treatment, to agree to meet someone/service, taking a photo, accepting cookies on websites, image sharing, breaking a confidence.

Consent is also a legal term that relates to sex. The minimum age in the England and Wales to consent to have sex with someone is 16 years old, includes LGBTQ+. As well as being 16 a person must have the 'choice, freedom, and capacity' to consent. This means that it is their choice to want to do something they weren't forced or coerced into it, and they were fully conscious, and understood what they were agreeing to.

- **How might asking for or giving permission/consent be done without using words?**

Examples might include putting your arm out to the nurse giving you an injection, jumping up and posing ready for the photo to be taken, relaxing and enjoying yourself, nodding, smiling for the camera, joining in.

- **What might we see if permission/consent isn't given?**

Examples might include freezing, having to be pushed along to join in/pose for the picture, feeling uncomfortable and being able to see that in your body, not being enthusiastic, not being able to look at the person, silence, withdrawn, grumpy.



Reflection of discussion

Consent means you agree or give permission – verbally or in other ways – when you are fully aware of what you are agreeing to.

Activity 2


Using the scenarios young person and practitioner to choose persuader phrases that they might hear. Select and discuss possible responses from the cards that they might be able to use in each situation.




Scenario cards



Persuader
phrases and
response cards

 Give the young person the opportunity to add their own thoughts for how they might respond.

 Be aware that they may also add phrases that might be heard from a persuader perspective.

By the end of this exercise the aim is for the young person to have more options on how they might respond and more awareness around giving and asking for consent to a wide variety of situations.

Practitioner to be aware that as you discuss scenarios and phrases it might be useful to consider some of the following questions, exploring and opening up discussion from the responses the young person gives.

- **What if you do whatever is asked of you but you don't feel comfortable?**
- **How does it feel to be able to say what you want?**
- **How does it feel to be able to say what you don't want?**
- **How does it feel when a persuader hears your response but ignores it and continues until they wear you down?**
- **How does it feel when a persuader hears your response and accepts it?**



Reflection

There are times when we believe we have consented, but we haven't really had the freedom to make a choice that is best for us, or the one that makes us feel comfortable and happy. Sometimes we are coerced, forced or even threatened (whether physical threat of harm or non-physical threats like sharing images with others) for example, 'giving in when continually asked for an image'. Influencing decisions by pressure or fear or force isn't consent. Even if we then do it, we haven't actually given true consent. It is important to know that we can give ourselves permission to be firm when expressing what we want or don't want.



Closing activity

Looking after yourself exercise to close

SCENARIO

Image sharing

SCENARIO

Offered a vape

SCENARIO

Creating AI/Deep fake

SCENARIO

SCENARIO











SCENARIO

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Persuader phrases

 <p>You owe me</p>	 <p>You've done it before</p>	 <p>It'll be funny</p>
 <p>You would if you love me</p>	 <p>Go on, you know I like it</p>	 <p>Everyone is doing it</p>
 <p>It's no big deal</p>	 <p>It's normal</p>	 <p>Why not though?</p>
 <p>Don't be a loser</p>	 <p>Don't you love me?</p>	 <p>If you don't I'll share it on</p>
 <p>Just this once</p>	 <p>It's special for us</p>	 <p>I did it for you</p>

Persuader phrases continued

 <p>I'll ask someone else who will</p>	 <p>What's the problem?</p>	 <p>It would be really cool</p>
 <p>Do something for me</p>	 <p>You'll enjoy it</p>	 <p>You might as well</p>
 <p>If you want to be with me, you need to</p>	 <p>Then I'll know you really care</p>	 <p>I'm not asking much</p>
 <p>I'm only asking because I love you so much</p>	 <p>No one will find out</p>	
		

Responses cards

Unfriend them online 	Switch off / shut down 	I don't want to 
I'm doing homework 	Sending GIF as a response 	Expressing how you feel 
I've got to go, got swimming 	It's dinner, got to go 	I look awful, no chance! 
That feels uncomfortable 	I don't think that's fair 	That was last time! 
Sending emoji 	I don't know you 	Don't rush me 

Responses cards continued

<p>I don't mess with people like that</p> <p>RESPONSES</p>	<p>Repeating the same message</p> <p>RESPONSES</p>	<p>Nah, I'm not into that</p> <p>RESPONSES</p>
<p>OMG I'm so tired</p> <p>RESPONSES</p>	<p>I'm shy</p> <p>RESPONSES</p>	<p>If you loved me you wouldn't make me</p> <p>RESPONSES</p>
<p>Parents check my phone</p> <p>RESPONSES</p>	<p>Photos go into an app on my parents' phone so I can't</p> <p>RESPONSES</p>	<p>You're too old!</p> <p>RESPONSES</p>
<p>Stop!</p> <p>RESPONSES</p>	<p>I'm not comfortable with that</p> <p>RESPONSES</p>	<p>Why would you ask / keep asking me to do something I'm not comfortable with?</p> <p>RESPONSES</p>
<p>I need time to think about it</p> <p>RESPONSES</p>	<p>If it's no big deal then it's no big deal if I don't</p> <p>RESPONSES</p>	<p>Sorry, no</p> <p>RESPONSES</p>

<p>Got to log off now</p> <p>RESPONSES</p>	<p>I'll tell you if I want to do it – but not if you keep going</p> <p>RESPONSES</p>	<p>No thanks</p> <p>RESPONSES</p>
<p>Not my style</p> <p>RESPONSES</p>	<p>That's not a fair thing to ask</p> <p>RESPONSES</p>	<p>I don't feel the need to</p> <p>RESPONSES</p>
<p>Nah, you're alright</p> <p>RESPONSES</p>	<p>Short replies – not getting into dialogue about it which creates conversation and connection</p> <p>RESPONSES</p>	<p></p> <p>RESPONSES</p>
<p></p> <p>RESPONSES</p>	<p></p> <p>RESPONSES</p>	<p></p> <p>RESPONSES</p>
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