

# Teacher Resource Pack

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**WOULD YOU**

**YOUTH**  
**CHOICES**  
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# Teacher Information and In-Class Activity Pack

**Performance Type:** 3-4 actor multimedia theatre presentation

**Topic:** Consent, empathy, and healthy relationships

**Duration:** 60-90 minutes, including active interventions after short film

**Audience Size:** Maximum of 100 students

**Age Group:** Years 7 to 12

**Content Warning:** Contains strong language, themes of consent and non-consent

## Synopsis

Challenging, thought provoking, and realistic – this evocative short film and theatre in education presentation compels young people to think about consent in all its forms – from the everyday and mundane, being teased by Mum & Dad about going on a date, to the intricacies of healthy and unhealthy relationships.

This script was devised in collaboration with Western Australian high school students, based on their real experiences of negotiating consent with each other at school and on weekends, and at home with their families.

After watching the film, we generate an empathy driven dialogue to break down this challenging problem and, with the audience, start to explore solutions, asking questions like:

- “What is consent and why does it matter?”
- “What do healthy relationships look like?”
- “How about unhealthy ones?”

Curriculum aligned and age-appropriate lessons are provided in two separate resource packs for Years 7-10 and Years 11-12. The latter has more explicit information on the themes of consent. The content of the lessons is based on current healthy relationships research and the Government of WA’s Department of Health initiative:

[Growing & Developing Healthy Relationships \(GDHR\)](#)

## Concepts Addressed

- Ethical behaviour and responsibility
- Healthy, unhealthy, and abusive relationships
- Consent
- Sexual consent – Years 11 & 12

## HOW TO USE THIS RESOURCE

**Section 1** should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

**Section 2** is to be used on the day of the film, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

**Section 3** is designed as a set of activities to extend the learning after watching the performance. These activities support the learning generated in the performance and solidify student's understanding of the topics.

## PLEASE NOTE

*Constable Care Foundation invites schools to participate in pre- and post-surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at [education@constablecare.com.au](mailto:education@constablecare.com.au) and we will send you the materials.*

# Curriculum Links

Area	Year Group	Outcome	Activities
Health & Physical Education	7 & 8	Practise and apply strategies to seek help for themselves or others (ACPPS072)	1, 2, 3, 4
		Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	1, 2, 3, 4
		Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	3, 4
		Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (Year 7: ACELA1528) Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (Year 8: ACELY1729)	1, 2, 3, 4
	9 & 10	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	1, 2, 3, 4
		Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)	1, 2, 3, 4
		Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	1, 2, 3, 4
		Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)	1, 2, 3, 4
		Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	1, 2, 3, 4
	Civics & Citizenship	7 & 8	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)
9 & 10		Account for different interpretations and points of view (ACHCS085)	1, 2, 3, 4
		Assess their strengths and challenges and devise personally appropriate strategies to achieve future success	1, 2, 3, 4
General Capabilities: Personal & Social Capabilities	All year levels	Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	1, 2, 3, 4
		Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	1, 2, 3, 4
		Assess their strengths and challenges and devise personally appropriate strategies to achieve future success	1, 2, 3, 4
General Capabilities: Critical & Creative	All year levels	Pose questions to critically analyse complex issues and abstract ideas	1, 2, 3, 4
		Create and connect complex ideas using imagery, analogies and symbolism	3, 4

# 01

## Introducing Key Concepts

Use the following Key Concepts and accompanying definitions to assess your students' existing knowledge and understanding of the themes in this incursion. The pre-incursion activities provide suggestions of how to explore these themes both in the classroom and at home.

### **Consent**

Consent is when someone understands what they're being asked to do, and they give their permission clearly and freely – without feeling pressured. This may be in the context of personal space, sharing possessions and physical touch (e.g., hugs, kisses, etc.). Contexts can include online environments such as taking and sharing pictures/videos. Verbal and non-verbal body cues can show how someone might seek, give, or deny permission or consent, and regularly checking or confirming consent is encouraged.

### **Consent must be...**

- Checked first
- Freely given
- Clearly communicated
- Checked regularly and can be withdrawn
- Specific
- Informed

### **Consent Boundaries**

A person cannot give consent (regardless of age) if:

- they are unable to freely consent – for example, people who are unconscious, asleep, drunk, or drugged cannot freely consent)
- they don't clearly understand or are not clearly informed about what they are consenting to
- they are forced, harmed, threatened, or afraid in any way
- they are pressured, tricked, coerced, or intimidated in any way
- there is an abuse of power, authority, or trust

In Western Australia, people under the age of 16 years old cannot legally consent to having sex, even if they have said 'yes'. Additionally, the age of consent is 18 years old if one person in the relationship is in a position of authority or power. Examples include (but are not limited to) sporting environments (coach/player), work settings (manager/employee), educational spaces (tutor/student).

## **Sexual Harassment**

Any unwelcome sexual behaviour that makes a person feel uncomfortable, offended, humiliated, or intimidated. This can happen at school, at work, or in other places, and can be in person or online. It can include:

- unwelcome sexual advances, physical contact
- requests for sexual favours
- sexual jokes
- staring, leering, wolf-whistling, cat-calling

## **Sexual Consent (Years 11-12)**

For older young people, sexual consent is an agreement to engage in sexual activity. Without consent, it is sexual assault. Consent must be:

- clearly and freely given without pressure or coercion
- reversible (they can withdraw consent at any time without fear of consequences, regardless of their environment)
- mutual (everyone involved needs to agree)
- informed (they clearly understand what they are agreeing to)
- specific and ongoing (just because they consented to one thing, doesn't mean they consent to a similar thing or a different thing – checking in at each step of physical intimacy)

## **Sexual Assault (Years 11-12)**

Sexual assault is any unwanted sexual act or behaviour that a person did not consent to or was not able to consent to. This can include:

- unwanted sexual touching, kissing, or hugging
- making you watch a sexual act, such as porn
- being forced or coerced to perform any sexual act

## **Sexting (Years 11-12)**

Sexting is the sharing of sexualised images, videos, or messages using a computer, mobile phone, or other mobile device. Sharing sexualised images of any person under the age of 18 is a crime in Australia and can be treated as child pornography, meaning serious legal consequences apply. In Western Australia, there are further charges that can apply if the person is under the age of 16. These laws apply even when all parties are under the age of 18 (i.e. sexting between young people).

It is against the law for anyone to take, view, keep, send, or ask for a sexualised image of someone under the age of 18, even if they say 'yes'. If you are under the age of 18, it is also illegal for you to take, keep, or send a sexualised image of yourself.

# 02

# Before the Show

This section outlines some key activities to complete with students prior to participating in the incursion. These activities are designed to develop critical discussion around the topic, explore essential themes of the film, and upskill students so they are ready and able to participate in the interactive performance and discussion.

## **In Class Activity One: Asking for, Giving, Refusing & Withdrawing Consent (All Year Levels)**

Consent is asking for or giving voluntary permission for something to happen or be done. Some examples of everyday consent include: asking if it is okay before borrowing someone’s clothes, giving a shoulder massage, dancing with someone, reading a text message on your friend’s phone or having your photo uploaded to social media. At its core, consent is about respecting people’s space and personal boundaries.

### **Set Up**

You will need:

- whiteboard and markers, or poster paper and felt tips for small groups.

### **Instructions**

Ask them to come up with examples of phrases, body language, text messages, etc, for each of the categories below:

<b>ASKING FOR CONSENT</b>	<b>GIVING CONSENT</b>	<b>REFUSING CONSENT</b>	<b>WITHDRAWING CONSENT</b>
"Can I ...?" Smiling "You up to chat?" "Is it okay if I...?" "Are you enjoying this?"	"Yes" Leaning in "This is great" Nodding "Uh huh" "Yes, keep going"	"No" "I don't know" Pulling back/moving away "I'm not sure" "Never" "Not right now"	"Stop" Going blank/stopping what they're doing "That's enough" "No more" "Gotta go/Text you later"

### **Suggested Questions**

1. What is consent?
2. What does asking for consent involve? Giving consent? Refusing consent? Withdrawing consent?
3. What does consent look like, feel like, and sound like?

### **Discussion**

The aim is to get students to start to think about what consent is, how it feels, and what it looks like. This will assist them to recognise scenes in the film that involve consent. Emphasis on alignment between words, actions, and feelings.



# 03

## Day of the Show

Youth Choices incursions are based on a Forum Theatre style. On the day of the incursion the session will run for up to 90 minutes, depending on what has been agreed. The first 15 minutes of the session will involve the screening of the short film, *Would You*, exploring the complexity and prevalence of issues surrounding consent and healthy relationships. The film will then act as a catalyst for an in-depth and interactive discussion, led by our session facilitator and supported by our cast members. Students will be encouraged to explore key themes from the session to create an on-the-spot response using Forum Theatre techniques.

At the end of the session the facilitator will summarize the key concepts explored and encourage students to continue to research and understand how these issues play out in people's lives, and seek appropriate professional help if they are struggling with any issues related to consent and/or healthy relationships.

### Forum Theatre FAQ

#### *What is Forum Theatre?*

Forum Theatre is a style of theatre developed in Brazil by Augusto Boal through his form of Theatre of the Oppressed. It is an interactive style of theatre that revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes.

#### *What is Forum Theatre Aiming to Do?*

Forum Theatre does NOT aim to give answers and solutions; rather it creates a platform for viewers to build solutions. Driven by the needs and demands of its audience, it is a flexible and ever-changing method that reflects the responses of the people who engage with it.

#### *How Does a Short Film Work in a Forum Theatre Session?*

The short film will run for 13 minutes. It is followed by an interactive discussion, exploring consent in different types of relationships amongst young people today. The Constable Care team use the short film to facilitate the discussions and create the chance for the audience to get up on stage, engage in debate and explore their ideas related to these issues within their community.

At the end of the session the actors will summarize the key concepts identified in this resource pack and encourage students to speak to relevant school staff and/or seek appropriate professional help if they are struggling with any issues related to the performance.

# 04

# After the Show

## In Class Activity Two: Consent Continuum (All Year Levels)

### Learning Outcomes

Students will:

- further develop an understanding of the difference between asking, giving, refusing, withdrawing consent
- discuss consent and healthy personal boundaries
- identify and understand verbal and body language cues about boundary setting and consent
- start to learn about the markers of healthy vs. unhealthy relationships
- discuss what a healthy relationship is and how it may change depending on where you are and who you are with

### Set Up

You will need:

- The Consent Scenarios (Appendix A) from Would You, or other examples.
- The Consent Continuum (Appendix B) which considers consent on a spectrum from consent (green) to force (red), with consideration for the nuances of compliance, pressure and coercion. If it's not green, it's not consent; if a 'yes' has been given through compliance, pressure or coercion, it is not consent. Consent must be freely given, fully informed and ongoing.

### Instructions

1. Read out one of the Consent Scenarios (Appendix A), and ask the students:
  - a. Which category of the Consent Continuum does this scenario fall into? Consent, Compliance, Pressure, Coercion or Force? Does it fit in multiple categories?
  - b. How can you tell?
  - c. What would we have to do to change it to Consent?
2. Repeat using other Consent Scenarios.
3. Alternatively, you could have them work in small groups and get them to make their own continuum & discuss. Then run as a class discussion, comparing where they put it on the continuum and why.

### Discussion

- The Consent Scenarios (Appendix A) from Would You, or other examples.
- What are the non-verbal indicators of consent and non-consent?
- Is it easy to set boundaries? Why/not?
- Why might someone say yes, when they mean no, when it is not what they actually want?
- What's the difference between compliance, pressure and coercion?

- What are some strategies for stopping something that you are not enjoying, even if you feel like you can't say no?
- How can we tell if someone is really meaning no, even if they say yes? Give some examples.
- What does yes look like?
- Do all relationships need boundaries? Why/not?

The discussion focus is on the development of healthy relationship tools – learning how to distinguish between un/healthy behaviours, and how to make changes their own relationships – with peers, friends, family, teachers, coaches, etc. Highlight the benefits of healthy relationships, such as stronger and happier connections with people, the opportunity to know and be themselves, etc.

### **In Class Activity 3: Relationship Flags (All Year Levels)**

#### **Learning Outcomes**

Students will:

- become familiar with the Relationship Flags (Appendix C) and how to distinguish between healthy, unhealthy and abusive relationships.
- continue to build their emotional and healthy relationship literacy.

Key point: healthy relationships should make you feel good about yourself and should allow all participants to feel supported and connected, but still independent.

#### **Set Up**

- Print out the flags and phrases table from the Relationship Flags (Appendix C) and cut them up.
- Place the flag categories ('Healthy', 'Unhealthy' and 'Abusive') on the board, table, floor, etc.
  - Healthy: Green Flags
  - Unhealthy: Yellow Flags
  - Abusive: Red Flags
- Mix up the phrases and hand them out randomly to the students
- Get the students to categorise the statements into 'Healthy', 'Unhealthy' or 'Abusive'

#### **Discussion**

- Name some relationship green flags? Yellow flags? Red flags?
- What kinds of behaviours, feelings, emotions accompany a **change in relationship from being healthy, to unhealthy?**

## **In Class Activity 4: Relationship Wheel (Years 11 & 12)**

### ***Learning Outcomes***

Students will:

- have the opportunity to think about and assess their own relationships
- increase their emotional literacy

### ***Set Up***

Students will:

- print out the Relationship Wheel (Appendix D)
- ask the students to think of one relationship and score it from 1-10 in each of the categories
- mark the score with a x on the graph
- they can repeat the process, with different people in mind, using different colours or marks to differentiate between them.

### ***Discussion***

The Relationship Wheel is a great tool for students to use to assess their own relationships. You could go through it in class, asking them to think about a relationship in their lives – a friend, parent, even a pet – and complete each section. They can add to it with multiple relationships, using a colour or symbol code system to differentiate between different people. The aim of the activity is to help them to see the healthy and unhealthy aspects of their relationships, and to start to think about ways to change things.

# Appendix A

## Consent Scenarios

<i>Consent Scenario 1</i>	<i>Consent Scenario 2</i>	<i>Consent Scenario 3</i>
Mum gives Gabrielle a coffee. Gabby says, "Thanks mum" and drinks the coffee.	Saying goodbye in the carpark after the film, Hayden puts his arms out for a hug. Gabrielle hugs him. When Gabby goes to move from the hug, Hayden keeps his hands on Gabby's shoulders, and kisses her on the lips.	Gabby agreeing to pose for a photo with her dad and her new 'P' plates for mum.
<i>Consent Scenario 4</i>	<i>Consent Scenario 5</i>	<i>Consent Scenario 6</i>
After repeatedly saying 'no' to posing and smiling for photos, Gabrielle stays to be photographed after her dad says, "This'll go quicker if you cooperate. She's doing it because she loves you"	Taj asks Erin for a kiss. Erin nods and they kiss.	Taj shows a nude of Erin to his mates after Levi says "I thought you were one of the boys... you're not getting soft on me? I'm always sharing Sarah's old nudes with you..."
<i>Consent Scenario 7</i>	<i>Consent Scenario 8</i>	<i>Consent Scenario 9</i>
Taj remains in his seat after he asks to go to the toilet and the teacher says, "No, it's nearly lunch time."	Maryam messages Hayden as Gabrielle from Gabby's phone.	Taj doesn't tell anyone about Levi and Hayden's plan to edit a nude of a past girlfriend and post it to the year 11 page saying that it is Gabby after Levi says "Why don't we tell Erin that you showed us her nudes?"
<i>Consent Scenario 10</i>		
Levi reaches out and keeps touching Taj's neck in the middle of class.		

### *Other Examples*

- "If you don't do this, I'll share the nudes you sent me"
- Your friend grabbing your phone off you and posting something on social media without asking
- The person you're dating keeps asking to go through your phone
- A teacher asking you to stack chairs
- Your parents making you give your grandparent a hug and kiss goodbye
- Being asked out on a date in front of your friends
- You are watching a film on Netflix one Saturday afternoon. Your sister walks in, grabs the remote, and changes the channel to watch a game of footy.
- Two people running up and hugging each other
- The person you're dating asking "can I kiss you"
- Reema has been doing some work on their major piece in the Art Room. Jo comes in and is chatting. Reema moves to leave the room, but Jo blocks the door and says, 'I'll let you pass, if you kiss me.' Jo then moves forward to try to kiss Reema, but they push them away and leave.

# Appendix B

## THE CONSENT CONTINUUM

**CONSENT**

**BOTH PEOPLE WANT TO SHARE TOUCH**

**COMPLIANCE**

**DOING SOMETHING BECAUSE YOU FEEL YOU SHOULD OR TO HAVE SOMEONE ELSE LIKE YOU**

**PRESSURE**

**DOING SOMETHING BECAUSE SOMEONE KEEPS ASKING UNTIL YOU SAY YES, OR TRIES TO MAKE YOU FEEL BAD IF YOU DON'T**

**COERCION**

**DOING SOMETHING BECAUSE SOMEONE IS THREATENING, BLACKMAILING OR BRIBING YOU**

**FORCE**

**SOMEONE USES FORCE OR PHYSICALLY OVERPOWERS YOU TO DO SOMETHING TO YOU**

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# Appendix C

## Relationship Flags

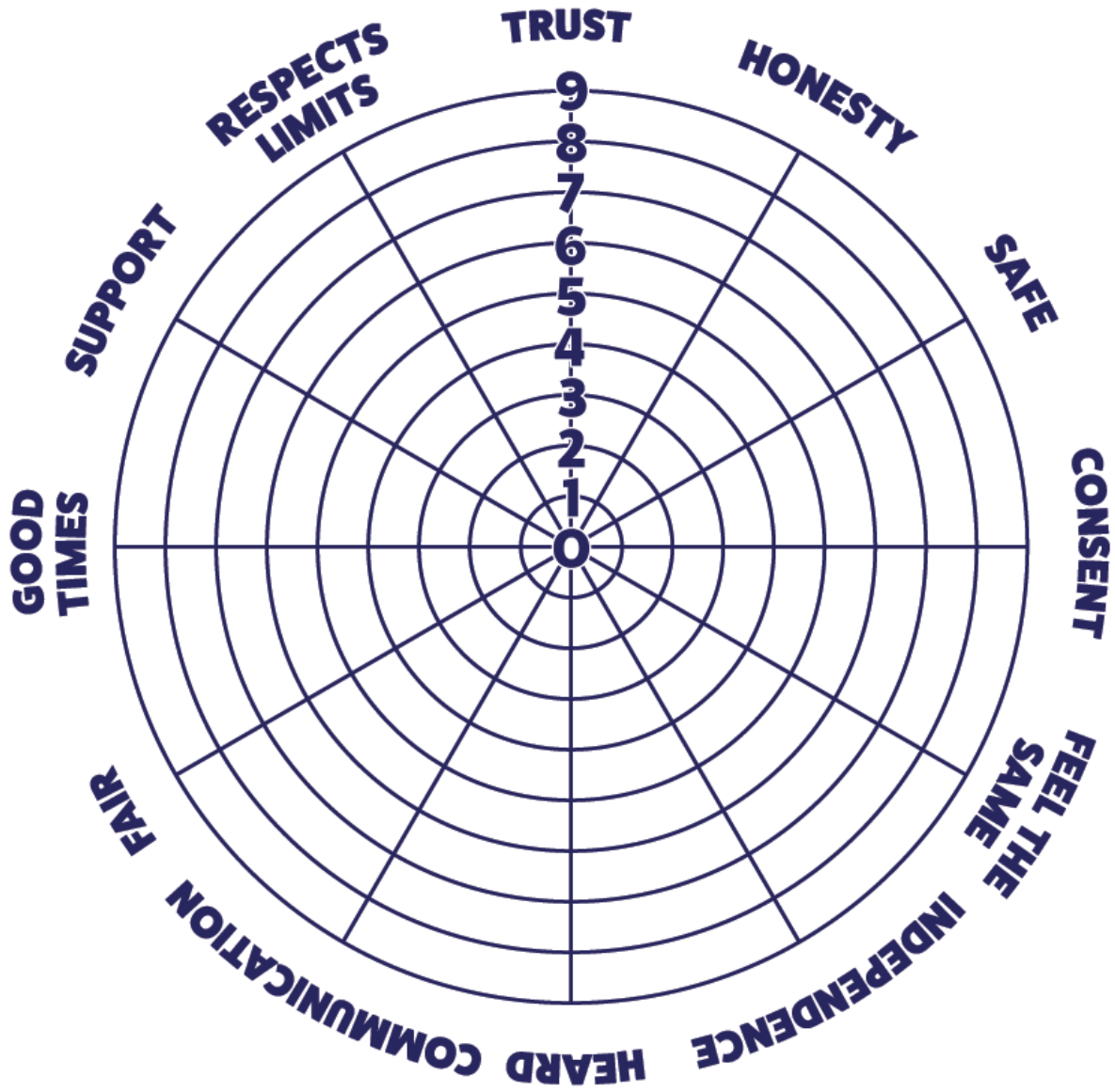




<b>HEALTHY</b>	<b>UNHEALTHY</b>	<b>ABUSIVE</b>
They do nice things for you	They ignore you when you speak	They force you to do things you don't want to do
You respect each other's boundaries	They're not thoughtful about your feelings	They push, punch, hit, or slap you
You trust each other	Going through your partner's phone	They stand over you and demand explanations
They are honest with you	They lie about where they've been and who they were with	They accuse you of things you haven't done
They treat you as their equal	When problems come up, you fight or don't talk about the issues at all	They think they know what is best for you and force their opinion on you
You enjoy personal time away from each other	You only spend time together	They don't let you see your friends

<b>HEALTHY</b>	<b>UNHEALTHY</b>	<b>ABUSIVE</b>
You make decisions together	They pressure you to do things you don't want to do	They deny their actions are controlling.
You feel heard and understood	They talk over the top of you	They always dismiss what you say as stupid, or wrong.
They don't talk about things you want to keep private	Sometimes you feel like you can't leave, even though you want to	They scare you
You are excited to see them	Thinking about seeing them makes you feel anxious	You don't want to see them, but feel like you have to
Their actions match their words	They sometimes put me down in front of our friends	They throw or break things when they get angry
You are relaxed and have fun	Sometimes it is fun, but sometimes you feel very anxious around them	You are anxiously waiting for the good times to go bad

# Appendix D



# Additional Resources

## **Lifeline**

Lifeline has a national number who can help put you in contact with a crisis service in your State  
13 11 14 (24 hours) [www.lifeline.org.au](http://www.lifeline.org.au)

## **Headspace**

This National Youth Mental Health Foundation provides early intervention mental health services to young people aged 12-25. Many branches in local areas.  
[www.headspace.org.au](http://www.headspace.org.au)

## **GDHR**

Growing and Developing Healthy Relationships (GDHR) is an educational curriculum and teaching resource from the WA Dept. of Health (WA Health), designed to support WA teachers, school nurses/health staff to support delivery of relationships and sexuality education (RSE).  
<https://gdhr.wa.gov.au/>

## **1800RESPECT**

Providing 24/7 confidential sexual assault and family and domestic violence counselling via phone and webchat.  
1800 737 732 <https://www.1800respect.org.au/>

## **Full Stop Australia**

Rainbow Sexual, Domestic and Family Violence 24/7 counselling helpline for anyone in Australia who is part of the LGBTQIA+ community who has recently or in the past experienced sexual domestic or family violence, as well as family members, friends, or supporters of someone from the LGBTQIA+ community who has experienced this.  
1800 497 212 <https://fullstop.org.au/>

## **Kids Helpline**

Telephone counselling for children and young people  
Free call: 1800 55 1800  
E-mail and web counselling [www.kidshelp.com.au](http://www.kidshelp.com.au)

## **YEP Crew**

YACWA's Youth Educating Peers (YEP) Project aims to support and educate young people on relationships, sexual health and blood-borne virus (SHBBV) issues.  
<https://www.yacwa.org.au/youth-leadership/yep/>

## **SARC**

Sexual Health Resource Centre (SARC) is a free service located in Perth, providing crises services, counselling, and resources for sexual assault or abuse, for people aged 13 and older. <https://www.kemh.health.wa.gov.au/Other-Services/SARC>

## **eSafety Commissioner**

Australia's independent regulator for online safety.  
<https://www.esafety.gov.au/>

## **Body Safety Australia**

Community based harm prevention and protective behaviours education resources.  
<https://www.bodysafetyaustralia.com.au/>

# YOUTH CHOICES

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