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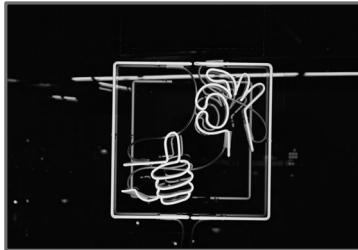
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## Freedom and capacity to consent

### KS3 Year 9 Lesson 2

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### Learning objective

- We are learning about what 'freedom' and 'capacity' to consent mean in different contexts

### Learning outcomes

- I can explain what is meant by freedom and capacity to consent
- I can recognise contexts where someone's freedom or capacity to consent have been reduced or removed, and why this means consent has no longer been given
- I can explain why trying to make someone more vulnerable, or misleading them, is wrong, and can be a very serious offence
- I can explain where, why and how to get advice and support for issues relating to consent

## Graffiti wall

A person consents if they agree by **choice**, and have the **freedom** and **capacity** to make that choice.

Around the person on the graffiti walls...

**Write** what might stop this person from being able to give, not give or withdraw their consent to something

**Circle** or **add** any that are to do with a **lack of choice** or **freedom**

**Put a cross** by or **add** any that are to do with not having the **capacity to consent**

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## Overheard conversation

Alex was really out of it last night!

So after you both left... did you?

Did we what?

You know... did you?

Yeah, yeah we did.

I never thought Alex would do that!

That's what happens when you get drunk...

- What do you think the characters in the scenario are thinking and feeling?
- What do you think Alex is thinking and feeling?
- Is what happened acceptable? If Alex was drunk, was it really consent?

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That's what happens when you get drunk...

Stand up if you automatically thought Alex was female.

Sit down again if you think any of the characters could be male or female.

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## Scenario analysis

Read each of the scenarios



1. Which of these scenarios might be against the law?
2. In which scenarios does the person not have the freedom to consent?
3. In which scenarios does the person no longer have the capacity to consent?

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## Agree/disagree continuum



1. It is easy for people to say 'no' to something they really don't want to do
2. It is important for people to be honest about their sexual history before starting a new relationship
3. If a person is put under pressure to say 'yes' they won't be able to get help from the police if they agreed in the end
4. Anybody being threatened or blackmailed into a sexual act should seek help immediately
5. If a person agrees to sex after being given alcohol or drugs, it's their own fault for getting into that situation

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## Signposting support

If you would like further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school
- report a crime by calling 999 in emergencies, or 101 to make a non-urgent report

visit:

A Better Medway: [www.abettermedway.co.uk](http://www.abettermedway.co.uk)

Brook: [www.brook.org.uk](http://www.brook.org.uk) 0808 802 1234

Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111



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## Writing advice

Choose one of the scenarios and write some advice to the characters



This should include:

- What freedom and capacity to consent mean and why they're so important
- What the person whose consent was being sought could do now (e.g. who might they talk to or get help from?)

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## More activities

### Poster campaign

Create a poster campaign about capacity to consent to be displayed in the toilets of a nightclub

What are the key messages do you need to get across about capacity to consent, not just in relation to alcohol and drugs but also in relation to telling the truth?



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