

# Summer Safety KS3/4 Session 2 - Supporting Information

We have produced a series of video lesson plans to support delivery of the Summer Safety Sessions.

**PLEASE NOTE** - This video lesson plan should be used to support the delivery of a lesson facilitated by a member of staff.

## **How to use the video as part of a lesson / discussion**

When playing the video you will see the following pause symbol at key points in the video.



You should pause the video at this point and complete the activity stated in the video.

For this lesson the questions to discuss are:

**1<sup>st</sup> Pause - Think about positive and negative influences you might receive from your friends and peers and why this might happen. Try and think about what this may look like over the summer.**

- Facilitate small group discussions to allow pupils the chance to discuss

Key elements/prompts for facilitator to cover:

- What things might a friend ask you to do that may go against your beliefs or values?
- Would you do anything for a friend?
- Would a friend ask you to do something you really didn't want to do?
- How do friends influence you positively?
- What kind of positive/negative influence might you encounter from friends and peers over the summer?

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**2<sup>nd</sup> Pause - You might have heard about Consent in other lessons, we would like you to think about it now and discuss what you think it means. Try and think about it as broadly as you can.**

- Facilitate a group or small group discussion with pupils.
- Allow them to discuss what they think consent means.

Key elements/prompts for facilitator to cover:

- You can provide different examples of consent to pupils if required e.g. parental consent for attending a school trip.
- Encourage pupils to discuss that Consent is not just about sex and that it can extend to anything and is a part of daily life.

**3<sup>rd</sup> Pause - But how can we make sure we clearly Give Consent and make sure we Receive Consent from other people?**

- Facilitate a discussion with pupils.

Key elements/prompts for facilitator to cover:

- Ensure you cover that consent can be Verbal and Non-verbal
- Ensure you cover that the absence of **No** does not mean **Yes**
- Ensure you cover the reality of ***whose responsibility is it to gain consent***, the person seeking consent is ethically and legally responsible.

In addition, the below exercises/statements can be useful in covering the Verbal and Non-Verbal question if time allows:

- Ask half the groups to think of as many examples as they can of 'how people behave when they are happy with what someone is suggesting or doing'.
- The other groups come up with as many examples as they can of 'how people might behave when they don't like (or no longer like) what someone is doing or suggesting'.

## **End of Video**

The video ends by saying your teacher will now finish the session with you.

- You should encourage students to talk about the information presented in the video.
- Ask for any final clarifications or questions.