

Time to Challenge

Chester Sexual Abuse Support Service



Chester Sexual Abuse support Service

- First opened in 1995 by a group of volunteers
- Provide ***specialist, independent and confidential*** sexual violence support services to anyone over 18 years old
- Support for anyone under 18 is available by Rape and Sexual Abuse Support Cheshire
- Member Centre of Rape Crisis England & Wales
- Working with *Purple Leaf* to develop a Whole School Approach to learning how to prevent sexual violence called "Time to Challenge".



Learning objective

We are learning about what consent means, what it looks like in practice

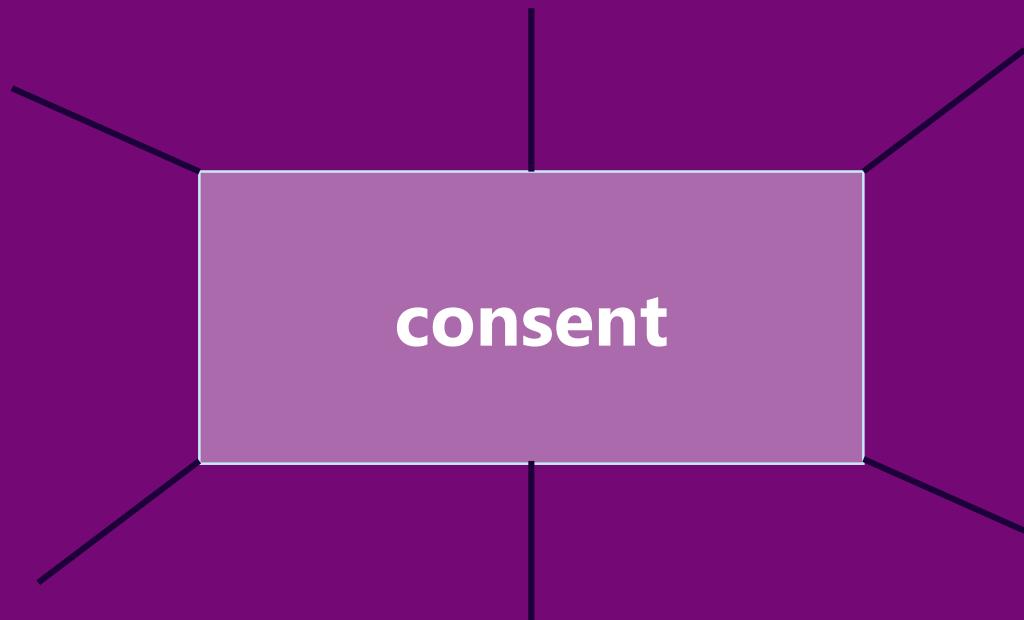
Learning outcomes

- I can explain what consent means, and why it is so important
- I can describe how to recognise when a person is consenting and when they are not
- I can explain how consent is sought, given, and not given in a healthy relationship
- I can describe or demonstrate what to say and do, to seek the consent of another person



What is consent?

Work on your own mind-map, adding any ideas to show what you know and believe about consent and any questions you have about consent.



'Consent is agreement by **choice** made by someone with the **freedom** and **capacity** to consent.'

the choice must be made without pressure

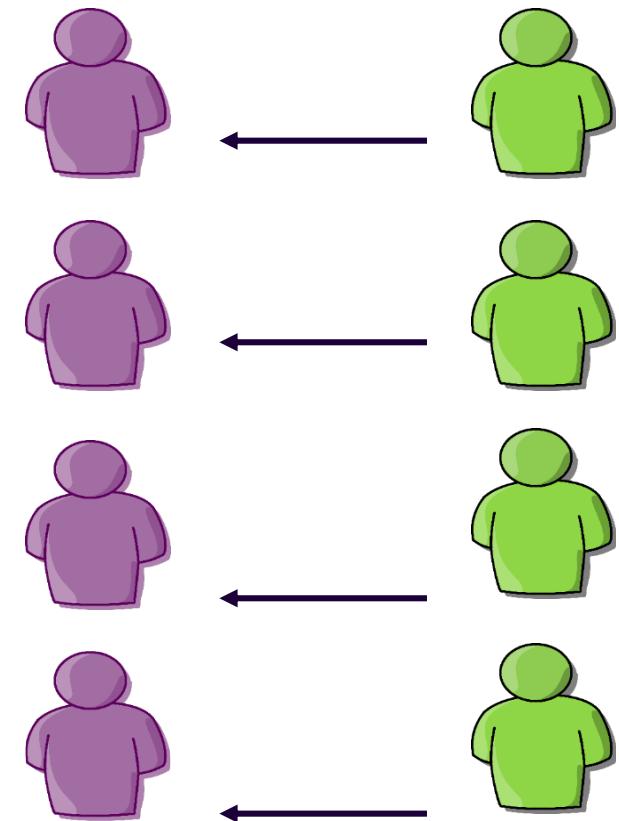


the person must be able to make the choice, e.g. be old enough, and in a clear state of mind



Parallel lines - activity

1. Form two lines facing each other – about 3 metres apart
2. When the people in one line hear “go”, they will slowly take small steps forward
3. As they step, they will ask the person opposite them, “Can I take another step?”
4. The facing person should stay “stop” once they feel uncomfortable with how close the person opposite is
5. The person opposite **must** stop when requested and remain in that position



Parallel lines - discuss

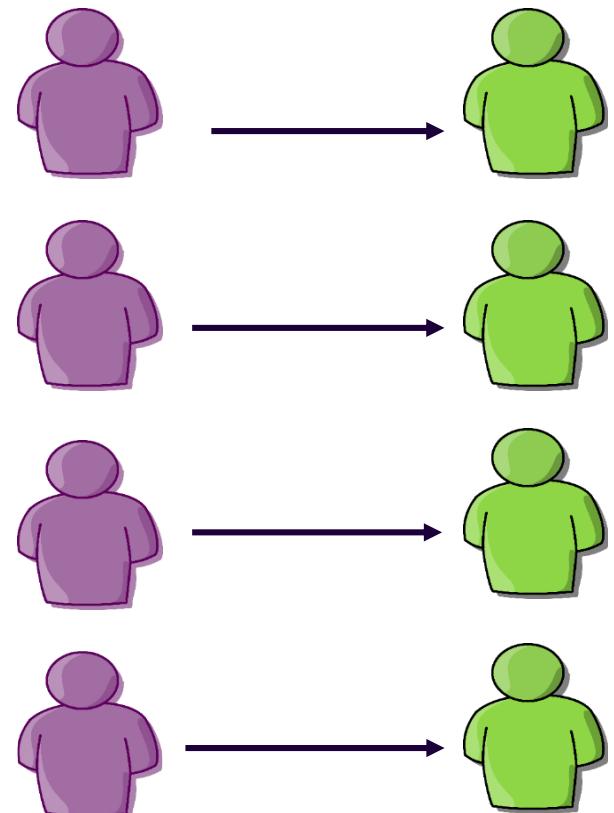


1. Where does the responsibility for stopping lie between the two people?
2. Why do you think people asked the other person to stop at different distances away?
3. How did it feel to be able to say 'stop' and have that respected?
4. How would it have felt if the opposite person had kept taking a step forward after being asked to stop?



Parallel lines - swap

1. Swap over (so the person who was standing still is now the person approaching and vice versa).
2. Repeat the activity, but this time the person standing still should communicate non-verbally, using body language and facial expressions.
3. The person approaching should watch very carefully and if they are in doubt about what the other person wants, they should **stop approaching**.



Parallel lines - discuss

1. Have we stopped in similar places to last time?
2. Was it easier or harder to communicate when to stop using non-verbal cues?
3. Was it easier or harder to know when the other person wanted you to stop using non-verbal cues?

Non-verbal cues - part 1

**The class is going to be divided into two halves - half 1 and half 2.
On your post-it notes think of as many examples as you can of:**

Half 1

How people might behave when they are happy with what someone is suggesting or doing

Half 2

How people might behave when they don't like (or no longer like) what someone is doing or suggesting



Non-verbal cues - part 2



Now, swap over and re-organise the other group's post-it notes under these three headings:

How people **show** with their words...

How people show with their **facial** expressions...

How people show with their **body language**...

If someone wasn't sure whether the other person was giving their consent, how could they check?



A consent conversation

Imagine you overheard this conversation between two young people, both aged 15.

We really love each other.

We want to have sex and we both feel ready, but I'd rather wait until we're both 16.

If they asked their friend for advice, what do you think the friend should say?

Why?



What is consent?

Complete the following sentence starters:

Consent means...

Consent is important because...

Ways to check if consent is being given or not given include...

Ways to ask for consent include...



Evaluation

Did you enjoy the Workshop?

What else could have been included in the session?

What message could be shared with the rest of the school about “Consent”?



Other specialist support



Childline – 0800 1111 - [Childline | Childline](#) support and ideas



National helplines

National Telephone Helpline

0808 802 9999

Open between 12:00-14:30 and 19:00-21:30 every day of the year

Live Chat Helpline

rapecrisis.org.uk/livechat

Open different times Monday-Friday

Stonewall - LGBTQ+

support chat line - office hours 08000 50 20 20





CSASS
CHESTER SEXUAL ABUSE
SUPPORT SERVICE

**END
VIOLENCE
AGAINST
WOMEN**

imkaan

women's aid
until women & children are safe



For women and children.
Against domestic violence.



Consent – Cup of Tea



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



Thank you

CSASS

CHESTER SEXUAL ABUSE
SUPPORT SERVICE

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