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Pressure, persuasion and coercion

KS4 Year 10 Lesson 3

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Learning objective

We are learning:

- ☑ know seeking consent through pressure and coercion is wrong and how to manage pressure to consent
- ☑ that “consent” obtained in this way is not genuine

Learning outcomes

- ☑ I can identify when asking for consent becomes inappropriately pressurising or persuasive
- ☑ I can recognise everyone’s right to not give, or withdraw consent, and challenge victim-blaming narratives
- ☑ I can explain the legal consequences of pressure, persuasion, and coercion in relation to consent
- ☑ I can explain why, when, and how to seek advice or support

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Reconnecting activity

Consent is defined in law as agreement by choice made by someone with the freedom and capacity to consent. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met.

Permission

“Would you like to...?”

Persuasion

“You know you want to...”

Add your ideas to the graffiti walls

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Head, heart, hands

Read the overheard conversation.



Head: What is Person B thinking?

Heart: How is Person B feeling?

Hands: What might Person B do next?

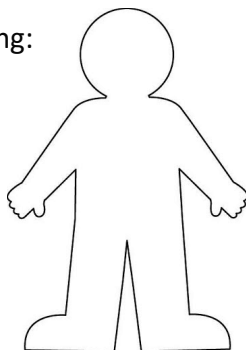
Now consider Person A: What might they be thinking, feeling and doing next?

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Head, heart, hands

Person B might be feeling:

Nervous
Uncertain
Uncomfortable
Distressed
Threatened
Afraid



Person A might be feeling:

Embarrassed
Rejected
Disrespected
Let down

However Person A is feeling, they **MUST** respect Person B's choice not to have sex.

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What now?



Last night I had sex with this person I've fancied for a while. I was excited when they came over, but then they started putting loads of pressure on me to have sex. I wasn't ready and didn't want to, but they wouldn't stop going on about it and kept telling me I'd been leading them on. I tried to push them away but they said it was 'too late now' because they were already turned on.

Anyway, eventually I just did it, as it didn't feel like I had a choice. I've woken up feeling upset, angry and confused, and wishing it hadn't happened. I'm not sure what to do now or who to speak to.

When I messaged my friend about it, she said it was my own fault for inviting them over. And I'd sent a nude before too, so it was obvious I wanted more. Maybe she's right?

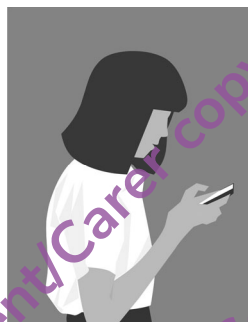
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What now?

- What might the consequences be for Person A?

Tip: Try to consider different types of consequences, for example the legal, personal, and social consequences

- Why is victim-blaming so harmful?
- What could the person's friend have said or done that would be more helpful?
- What could Person B do now to get help?



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Getting help

Person B: ...So that's what happened. I can't stop thinking about it.

Cousin: Thank you for telling me. I'm so sorry that happened to you. You know that's rape, right? I think we need to get you some help.

Person B: Really? But it was last week; what can I do about it now?

**What might Person B do next?
What might their cousin do next to help?**

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Signposting support

There is a lot of support out there for people who have concerns about themselves or someone else, related to sexual assault or rape.

- Speak to a parent, tutor, head of year or trusted member of staff
- Contact Childline www.childline.org.uk 0800 111
- Explore advice on Brook website www.brook.org.uk
- Contact Victim Support: www.victimsupport.org.uk
- Contact Rape Crisis: www.rapecrisis.org.uk
- Call the police (999 for an emergency, 101 to report a non-urgent crime)

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What has been learnt?

Three ways people show they are giving consent:

- 1.
- 2.
- 3.

Three things that would indicate that someone is being pressured, persuaded, coerced, or manipulated to give consent:

- 1.
- 2.
- 3.

Three bits of advice - where someone could seek help, guidance, or support if they were feeling pressured in a relationship:

- 1.
- 2.
- 3.

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A hope for the future

Write a statement summarising the kind of relationships you want for young people in the future.

Add an idea about how, as a society, we can all work towards this.



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More activities

Create a campaign for better relationships.

This might include:

- What does positive, enthusiastic consent look like?
- What are the features of healthy, trusting, loving relationships?
- How can young people achieve better relationships?
- Where can young people access reliable support and advice about sex and relationships?



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