

Setting our boundaries

Learning outcomes

Students will:

- explore the concept of intimacy and the behaviours that may feel right at different levels of intimacy
- explore concepts about consent and identify what giving and receiving consent looks like.

Suggested time allocation

60 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Intimacy continuum (Appendix 5)*, one set per pair
- *Intimacy actions (Appendix 6)*, one set per pair
- *Anna and Kristoff kiss* from *Frozen*
- *Intimate relationships (Appendix 7)*, one teacher copy
- *Intimate relationships guidelines (Appendix 8)*, one teacher copy
- *Consent Explained*
- *Maybe Doesn't Mean Yes*
- Poster-making materials

CURRICULUM LINKS

Underlying concepts

- **Hauora:** understanding the complexity of the concept of intimacy and that it involves all aspects of hauora.
- **Health promotion:** developing personal skills to support the giving and receiving of consent in relationships.
- **Socio-ecological perspective:** recognising the need for mutual care and shared responsibility regarding consent and intimacy in relationships.

Key competencies

- **Relating to others**
- **Managing self**

LEARNING SEQUENCE

Getting started

If you haven't already done so, brainstorm the different kinds of relationships a person can have. Ask students to think, pair, and share their thoughts about the meaning of the word "intimacy".

- What are some examples of intimate relationships?