

INTRODUCTION

Consent is the concept of giving and receiving permission or agreement in various situations. It involves teaching children about their own boundaries and respecting the boundaries of others. In *My Bubble, My Choice*, discover the basics of consent in early childhood. Consent is more than 'yes' or 'no'; it is asking, listening and being aware of non-verbal communication and feeling empathy. Turn the listening inward to 'trust your gut' if things feel off. Learn to practise speaking up on behalf of yourself and others and celebrate the decisions of others rather than feeling rejected by their body autonomy choices.

With these concepts, we can empower children to create healthy boundaries while fostering community and connection.

QUESTIONS FOR UNDERSTANDING

1. Why is it important to respect other people's personal space and boundaries?
2. When someone says "no," what does that mean? When someone says "yes," what does that mean?
3. What does the word "consent" mean to you?
4. Do you think it's important to ask for permission before borrowing someone's belongings? Why or why not?
5. If you ever feel uncomfortable or someone doesn't respect your boundaries, who can you talk to about it?

ACTIVITY AND ENGAGEMENT

1. Personal Space Bubble: Use hula hoops or drawn circles to create "personal space bubbles" for each child. Discuss the importance of respecting these bubbles and not entering someone else's without permission.
2. Role-Playing Scenarios: Set up scenarios where children can practise asking for and giving consent. This could include activities like sharing toys, playing together, or giving and receiving hugs. Encourage them to use verbal cues or simple phrases to express consent.
3. Empathy Building: Use dolls or stuffed animals to act out situations where consent is involved. Ask children to think about how the characters might be feeling and discuss why respecting boundaries is important.
4. Interactive Stories: Create interactive stories where children participate in decision-making. For instance, "What should the character do? Ask for consent or just go ahead?" This allows them to explore the concept in a playful and engaging way.
5. Feelings Faces Matching: Create a set of cards with different facial expressions depicting various emotions. Ask children to match the faces to corresponding emotions and discuss how these feelings relate to personal boundaries.
6. My Body Belongs to Me Colouring Book: Provide a colouring book or draw simple pictures illustrating parts of the body. Discuss with children that their bodies belong to them, and they have control over who can touch certain areas.
7. Bubble Boundaries: Blow bubbles and talk about personal space bubbles. Explain that everyone has an invisible bubble around them, and blowing bubbles helps visualise the concept of respecting each other's personal space.
8. Greetings Board: Create a "greetings board" with various greetings such as hug, high five, smile, wave etc. Each morning when greeting the children, allow them to tap the greetings board in order to choose a greeting they are comfortable with.

THINKING POINTS FOR EDUCATORS

1. Consider how discussions about consent can contribute to the development of empathy in students. Encourage them to understand and respect others' feelings and perspectives, fostering a culture of kindness and consideration.
2. Reflect on your role as a model for respectful behaviour. Demonstrate active listening, empathy, and the use of consent in your interactions with students and colleagues.
3. Acknowledge and respect cultural differences when discussing consent. Consider how cultural norms and values may influence children's understanding of boundaries and relationships.
4. Reflect on how to create a classroom environment where children feel safe discussing sensitive topics. Establishing trust and open communication is essential for fostering an atmosphere where students feel comfortable expressing their thoughts and concerns.

EARLY YEARS LEARNING FRAMEWORK OUTCOMES V2

OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and agency
- Children develop knowledgeable, confident self-identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work

Foundation
<ul style="list-style-type: none"> ● investigate who they are and the people in their world ● practise personal and social skills to interact respectfully with others ● express and describe emotions they experience ● explore how to seek, give or deny permission respectfully when sharing possessions or personal space ● demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe ● identify health symbols, messages and strategies in their community that support their health and safety ● explore different ways of using language to express preferences, likes and dislikes ● recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school ● respond to stories and share feelings and thoughts about their events and characters ● explore different ways of using language to express preferences, likes and dislikes
Year 1
<ul style="list-style-type: none"> ● describe their personal qualities and those of others, and explain how they contribute to developing identities ● identify and explore skills and strategies to develop respectful relationships ● identify how different situations influence emotional responses ● practise strategies they can use when they need to seek, give or deny permission respectfully ● explore language to provide reasons for likes, dislikes and preferences ● compare how images in different types of texts contribute to meaning ● investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness
Year 2
<ul style="list-style-type: none"> ● practise strategies they can use when they need to seek, give or deny permission respectfully ● identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe
Year 3
<ul style="list-style-type: none"> ● investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts ● plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty ● select, use and refine personal and social skills to establish, manage and strengthen relationships ● describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities ● explain how and why emotional responses can vary and practise strategies to manage their emotions ● rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required

- describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations
- interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours
- investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing
- analyse information and data, and identify perspectives
- propose actions or responses to an issue or challenge that consider possible effects of actions
- perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities
- refine and apply fundamental movement skills in new movement situations
- apply and adapt movement strategies to achieve movement outcomes
- demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences
- participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well

Personal and Social Capability learning continuum				
Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1-2)	Level 3 (Years 3-4)
SELF-AWARENESS				
Personal awareness	identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	describe personal qualities and how these contribute to growth	explain influences on personal qualities and how these contribute to personal growth
Emotional awareness	identify a range of emotions across different situations	identify their own emotional responses	describe the emotional responses of themselves and others	explain the influence that their own behaviour has on the emotional responses of others
Reflective practice	identify how their choices can impact their participation in or completion of a task	identify how their choices affect the development of personal abilities and achievements	describe what they have discovered about themselves by engaging with feedback	build on personal abilities and achievements using feedback and self-assessment
SELF-MANAGEMENT				
Goal setting	learn a range of	co-create goals to	collaboratively	plan for learning by

	strategies to participate in class activities	assist learning when working independently or collaboratively	develop goals to improve learning	setting improvement goals
Emotional regulation	recognise how emotions influence the way we feel and act	express emotions in familiar settings, demonstrating consideration for others	describe ways to moderate emotions in familiar contexts	manage and moderate emotions in familiar contexts, using provided strategies
Perseverance and adaptability	persevere when attempting to complete tasks	demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed	demonstrate perseverance and adaptability with unfamiliar tasks	demonstrate perseverance when faced with challenges, adapting approaches based on successes, and learning from setbacks and failure
SOCIAL AWARENESS				
Empathy	acknowledge that people have different needs, emotions and abilities	demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	discuss the value of different needs, emotions, cultures and backgrounds
Relational awareness	demonstrate an awareness of how shared interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within diverse groups	describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships
Community awareness	identify different groups within their community	describe the ways they are connected, and can contribute, to their community groups	describe how they contribute to their communities and how others care for and assist them	describe the various communities beyond their own and what they can do to support them

SOCIAL MANAGEMENT				
Communication	communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts	develop positive communication skills by initiating, joining or contributing to conversations	use a range of skills to enhance verbal and non-verbal communication	apply verbal and non-verbal communication skills when responding to others
Collaboration	engage with peers and other community members	engage with others and participate in group play, tasks and activities	participate cooperatively in groups on common tasks and activities	perform designated roles within groups, appreciating everyone's contributions to a shared outcome
Leadership	show an awareness of personal responsibility	practise self-leadership by taking responsibility for their own actions	practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach	guide and make leadership decisions with a view to how these influence others
Decision-making	make choices that address their needs and wants	identify choices that meet the needs of themselves and others when making decisions	practise individual and group decision-making	describe factors that influence decision-making and predict outcomes of individual and group decisions
Conflict resolution	demonstrate understanding that others have feelings when conflict occurs	listen to conflicting perspectives and apply strategies to calm situations	practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict	apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts