

Objective:

Students will examine misconceptions about consent in order to determine how to recognize effective consent in various situations.

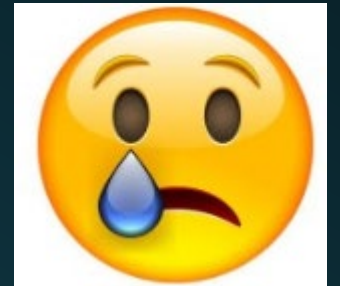
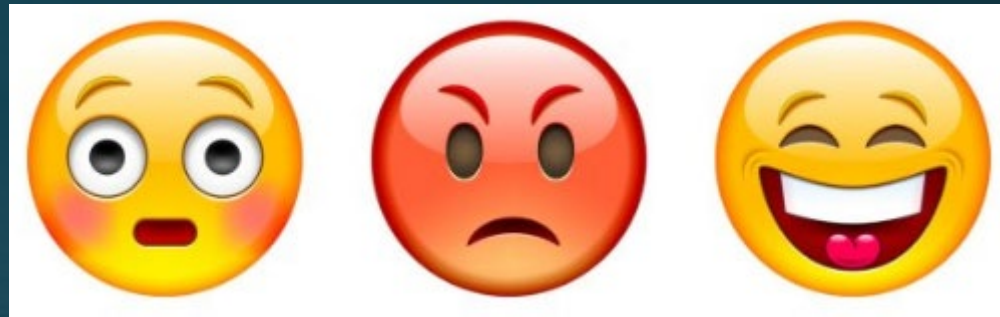
JUST THINK about...

1. How did you learn how to share? What were the expectations for your sharing?
2. How does setting appropriate boundaries help in friendships?

Something to ponder...

no writing necessary

*Do you always feel bad
saying "No"?*



Consent can be so Confusing!


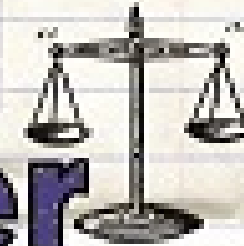
Something to think about:

NO writing necessary

1. What are common misconceptions about giving/receiving consent?

2. When do people usually consider consent as a requirement?

CONSENT is:

- 1. Active**  **2. Equal Power** 

Just because a partner didn't say "no" doesn't mean they have given consent. Ask, because only "YES" means "YES."

If someone is underage, drunk, asleep or in another vulnerable position, they cannot consent.

- 3. Choice**  **4. Process** 

We must make sure our partners feel free to say "yes" or "no" without pressure. If we aren't willing to take "no" for an answer, consent cannot happen.

Consent requires ongoing conversations with lots of trust. Just because someone says yes to making out doesn't mean they want to do anything else. You can change your mind at any time.

http://www.viewpure.com/IOS5_I3Yzog?start=0&end=0



IF you can not view video, you can still complete the required handout. The video helps reinforce the concept of CONSENT



Before we talk about how to learn to say no, we must know the reasons for our “yes behavior.”

- We are taught to respect other. *How many times in childhood did you hear that you shouldn't argue with adults but do whatever they say?*
- We avoid conflict. *Saying no leads to a confrontation, and you will have to stand your ground and explain your position.*
- We are afraid of hurting others; *and it does not matter if we hurt ourselves when saying yes.*
- We think that every proposal has opportunities. *If we go to get pizza with friends, we might meet someone important. If we help our superiors, our career path might go up.*
- We do not want to feel guilty. *Do you feel guilty if you refuse to help someone? We often punish ourselves even though we know that the decision was perfect for us at that moment.*

How can you know WHEN to say NO?

Below are 6 Helpful suggestions:

Make a list of your values and priorities. If the things people ask you for have nothing in common with your list, you have the full right to refuse.

Value your health. If you say yes to everything but do not really want to do these things, it will definitely raise your stress level.

Do not be afraid to lose people. Do you really need them if they do not appreciate you and your choices?

Take time to think the situation over. What are the pros and cons? How will it impact your life? Is it worth doing? How is it aligned with your personal goals?

Do not make excuses. *You do not have to explain your answer*

Be polite. But firm. Show that you respect the feelings and opinions of others, but **set your personal boundaries.**



Look at the top 5 Myths of consent!

As a class, read the explanations about consent, think about how you feel in any of the relationships you are currently in.

<https://www.joinonelove.org/learn/five-big-myths-consent/>



What is Consent?

- Consent is a clear and enthusiastic "yes"
- Consent is an **active**, **voluntary**, and verbal agreement
- Consent is a **process** and a **conversation**
- Consent can always be withdrawn



Who can give CONSENT?

- Age 16
- Someone who is thinking and acting rationally
 - Not under the influence of alcohol or other illegal drugs
 - Not under pressure from someone in a position of authority



What is Sexual Consent?


Consent is an agreement between participants to engage in sexual activity.

There are many ways to give consent. Consent doesn't have to be verbal, but verbally agreeing to different sexual activities can help both you and your partner respect each other's boundaries.


When you're engaging in sexual activity, **consent is about communication**. And it should happen every time.

Giving consent for one activity, one time, does not mean giving consent for increased or recurring sexual contact.


What is **Positive** Consent?



Using physical cues to let the other person know you're comfortable taking things to the next level



Communicating when you change the type or degree of sexual activity with phrases like "Is this OK?"



Explicitly agreeing to certain activities, either by saying "yes" or another affirmative statement, like "I'm open to trying."

What is “Free and Informed” consent?

Someone is able to give their free and informed consent if they:

- Know what they are consenting to

- Are able to choose whether or not to do something

- Know what their feelings are about the particular situation

- Are able to communicate their choice without coercion

- Are able to understand if something is harmful

- Are able to prevent being harmed, physically or emotionally, by another for refusal

CONSENT



Freely Given

Reversible

Informed

Enthusiastic

Specific

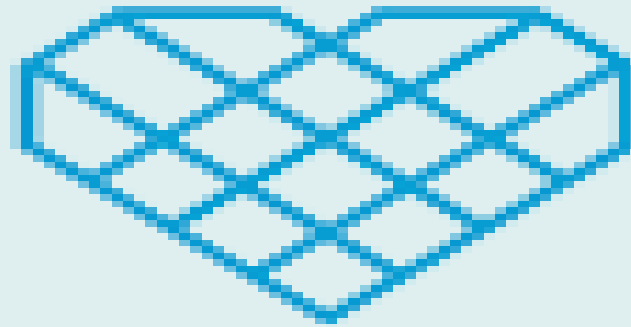
Contact with
another
person's body,
whether
sexual or not,
must **ALWAYS**
include
consent.

No one should touch another
person without their consent!



Healthy Relationship Characteristics

Unhealthy Relationship Characteristics



one1love

<https://www.joinonelove.org/signs-healthy-relationship/>

<https://www.joinonelove.org/signs-unhealthy-relationship/>

IF you can't view articles, you can still complete the required handout (use next slide)



Do you recognize a healthy/unhealthy relationship when you see it?

10 Signs of a HEALTHY Relationship

- Comfortable pace
- Trust
- Honesty
- Independence
- Respect
- Equality
- Compassion
- Taking responsibility
- Loyalty
- Communication

10 Signs of an UNHEALTHY Relationship

- Jealousy
- Manipulation
- Isolation
- Sabotage
- Belittling
- Deflecting responsibility
- Volatility
- Guilting
- Betrayal
- Intensity





Explain how effective consent and appropriate boundaries will influence the following situations:

1. A freshman athlete has been invited to a party and thinks alcohol may be present. **How can this athlete establish boundaries for this party?**

2. A person in a healthy relationship wants to start the process and conversation about consent in their relationship. **Explain what must be present in the conversation and process for consent to be effective.**

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Closure

- How could alcohol/drugs affect the 4 rules of consent?
- Provide examples

A graphic of a traffic light with three circular lights stacked vertically. The top light is red, the middle light is yellow, and the bottom light is green. Each light has a black outline and a thin white border.

CONSENT
just ask.