



# Queering Consent

Kat Duvall (she/her) and Caroline Wheeler (they/them)

Through These  
**DOORS**

Domestic Violence Resources & Advocacy

**SARSSM**

SEXUAL ASSAULT  
RESPONSE SERVICES  
OF SOUTHERN MAINE

**What does consent mean to  
you?**



slido



**What does consent mean to you?**

① Start presenting to display the poll results on this slide.

# CONSENT IS...

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- ... permission to do something or an agreement for something to happen.
- ... something to practice every day, in all parts of our lives.
- ... something that must be obtained before engaging in any sexual activity.
- ... something that can be withdrawn at any point.





# CONSENT



**F**reely Given  
**R**eversible  
**I**nformed  
**E**nthusiastic  
**S**pecific

# What affects someone's ability to consent?



slido



# What affects someone's ability to give consent?

① Start presenting to display the poll results on this slide.

# Consent is affected by POWER! ---

**Power coming  
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**Therefore, power and identity affect consent, communication, and relationship dynamics.**

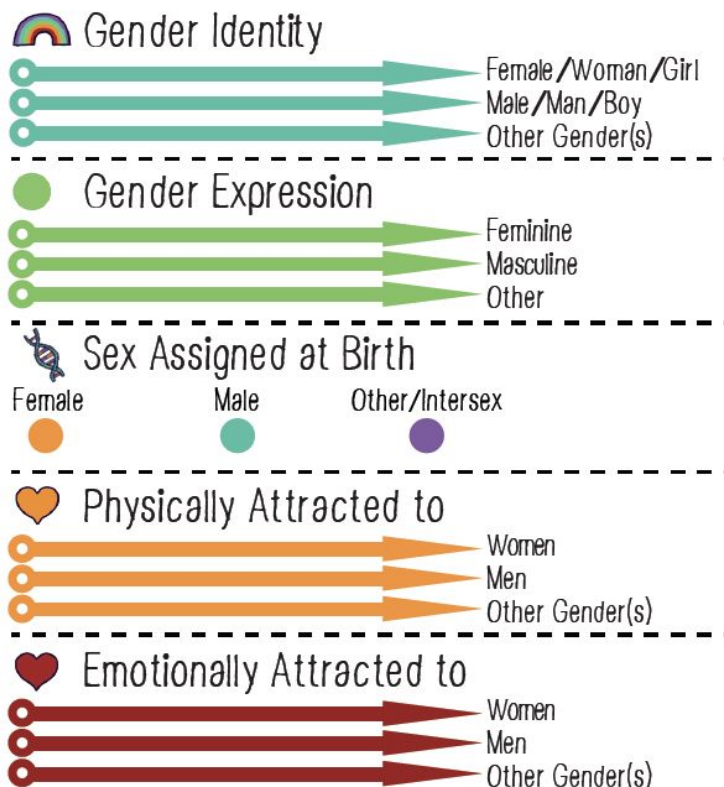
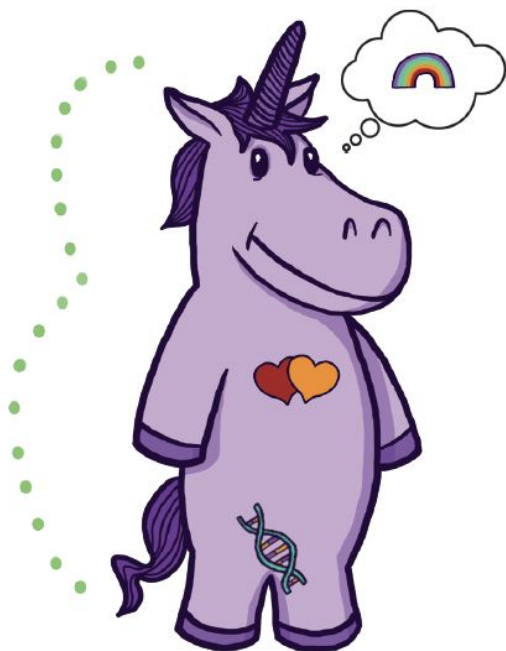


**Although we're going to be using queerness as a lens for exploring these factors, keep in mind that all identities are intersectional!**



# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore





# LGBT Student Health



High school-level data from the 2019 Maine Integrated Youth Health Survey

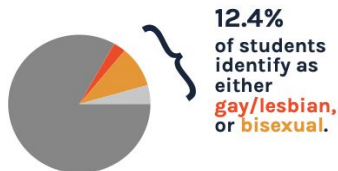
**13.6%**

of Maine high school students identify as LGBT (about 7,500).

That's nearly 1 in 7 students.

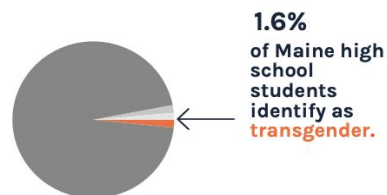


## Sexual Orientation



■ Heterosexual (83.2%)  
■ Gay/Lesbian (2.8%)  
■ Bisexual (9.6%)  
■ Not Sure (4.4%)

## Gender Identity



■ Transgender (1.6%) ■ Cisgender (95.4%)  
■ Not sure (1.6%)  
■ Did not understand question (1.4%)

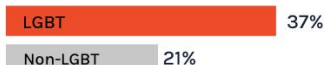
**LGBT students experience more violence and discrimination at school, at home, and in the community.**



LGBT students are twice as likely to **feel unsafe at school**.



LGBT students are **more likely to be bullied at school** (in the past 12 months).



LGBT students are more likely to experience **offensive comments or attacks at/on the way to school** because of:

their perceived sexual orientation

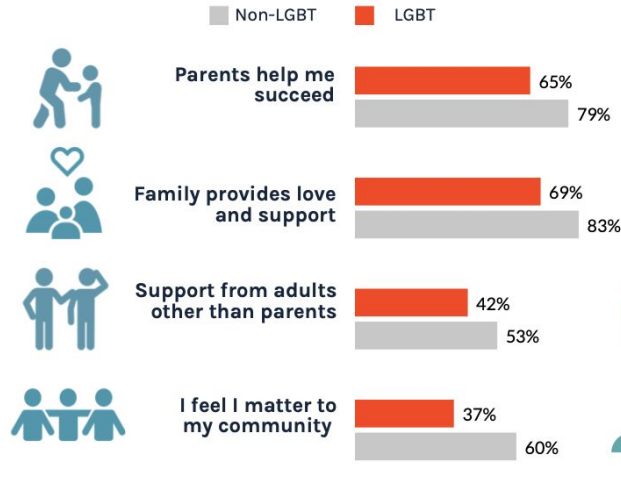


their gender expression





## LGBT students are less likely to have support from adults, and more likely to experience violence.



LGBT students are significantly more likely to say that **violence in their home or the threat of violence made them consider leaving home.**



LGBT students are three times more likely to have been **forced to have sexual contact** in their lifetime.



LGBT students are twice as likely to have four or more adverse childhood experiences\* (LGBT: 44% vs Non-LGBT: 18%).

\*For more information see Adverse Childhood Experience infographic at: <https://data.mainepublichealth.gov/miyhs/files/Snapshot/2017ACESMIYHSInfographic.pdf>

## LGBT students face many challenges and fewer supports. Their mental health outcomes are significantly worse.

LGBT students are more than twice as likely to **feel sad or hopeless** (for two or more weeks in the past year).



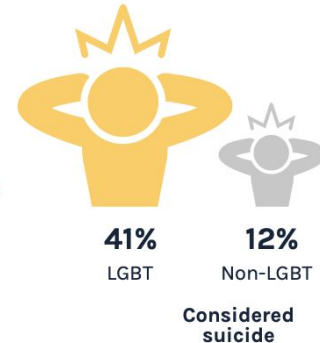
Nearly half of LGBT students have **long-term emotional or behavioral problems** expected to last 6 months or more.



LGBT students are nearly four times more likely to have **seriously considered suicide** in the past year.



2,800 LGBT students seriously considered suicide in the past year. That's enough to fill 58 school buses.



# Health Disparities faced by Transgender Youth in Maine



NEW

High school-level questions from the 2017 Maine Integrated Youth Health Survey

\*Transgender (trans): those who identify with a gender other than the one they were assigned at birth.

\*\*Cisgender: those who identify with the gender they were assigned at birth.



**1.5%**  
of Maine high school students identify as transgender\*

(More than 800 students)



**i** Transgender students experience health disparities -- differences linked to social disadvantage, such as a history of exclusion or discrimination.

## Not Sure

**1.6% of high school students say they are not sure if they are transgender.**



Their health risks are similar to transgender students.

## Violence

Transgender students are more likely to experience physical, emotional, and sexual violence compared to cisgender\*\* students.

**25%** of trans students:



Have dated someone who physically hurt them on purpose (vs 8% of cisgender)



Were forced to have sexual contact (vs 4% of cisgender)

**1 in 2** trans students



Have been bullied on school property (vs 1 in 5 cisgender)

**1 in 3** trans students

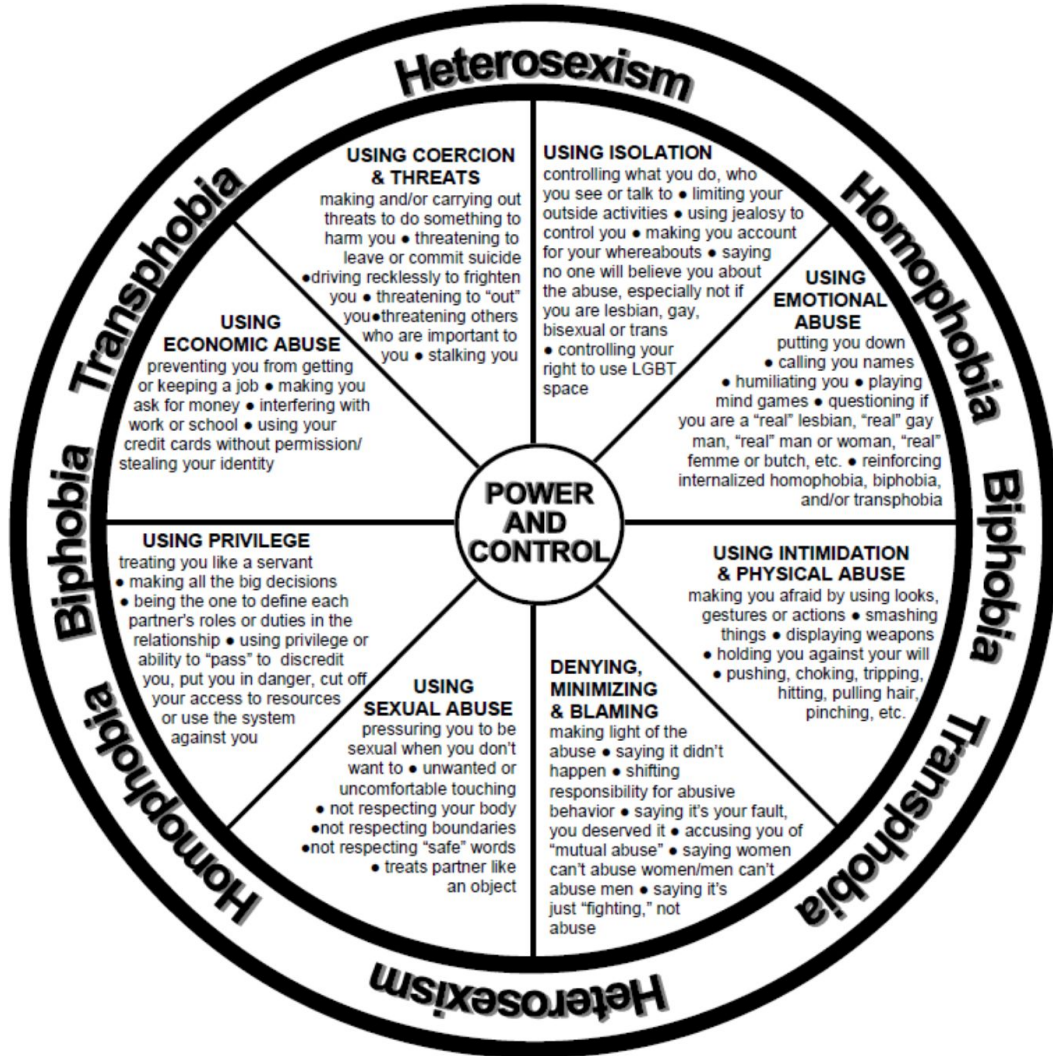


Have been threatened or injured with a weapon in the past year (vs 1 in 10 cisgender)

**1 in 5** trans students



Skipped school because they felt unsafe in the past month (vs 1 in 20 cisgender)





# Questions?

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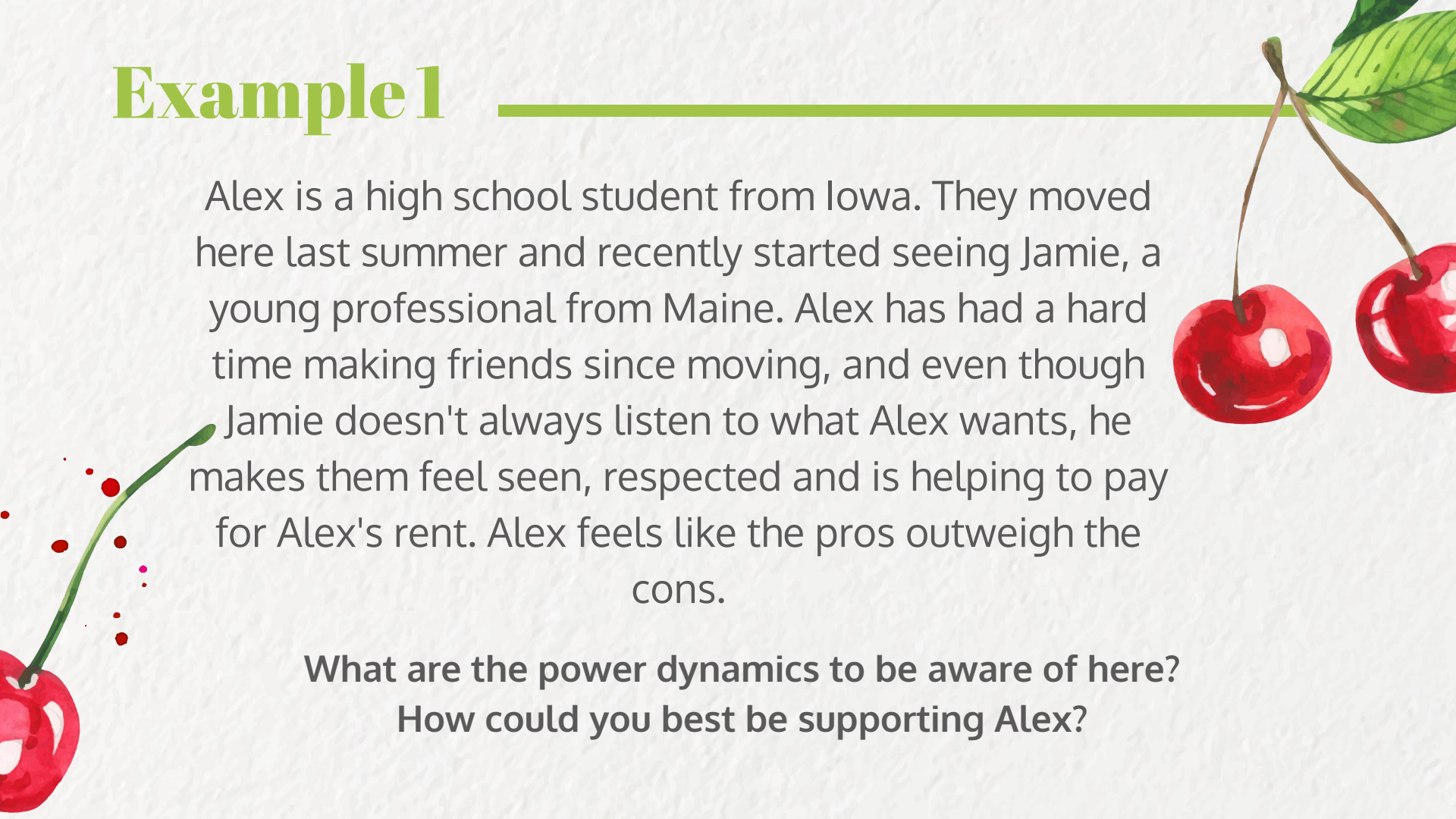


# Example 1

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Alex is a high school student from Iowa. They moved here last summer and recently started seeing Jamie, a young professional from Maine. Alex has had a hard time making friends since moving, and even though Jamie doesn't always listen to what Alex wants, he makes them feel seen, respected and is helping to pay for Alex's rent. Alex feels like the pros outweigh the cons.

**What are the power dynamics to be aware of here?  
How could you best be supporting Alex?**





# Fast Forward

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Jamie is not letting Alex go anywhere without him. Jamie gets extremely jealous when Alex speaks to anyone else, tells Alex they are a bad partner for thinking Jamie isn't enough for them, and that Jamie is just acting this way because he loves them. When Alex tries to break up with Jamie, Jamie threatens to stop paying their rent and tells Alex they'll be out on the street.

**Given the way this has escalated, how can you be supporting Alex now?**

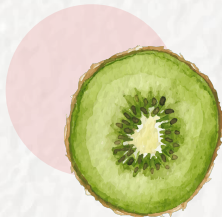


# Key Points

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Extensive community networks are not always available to queer youth.



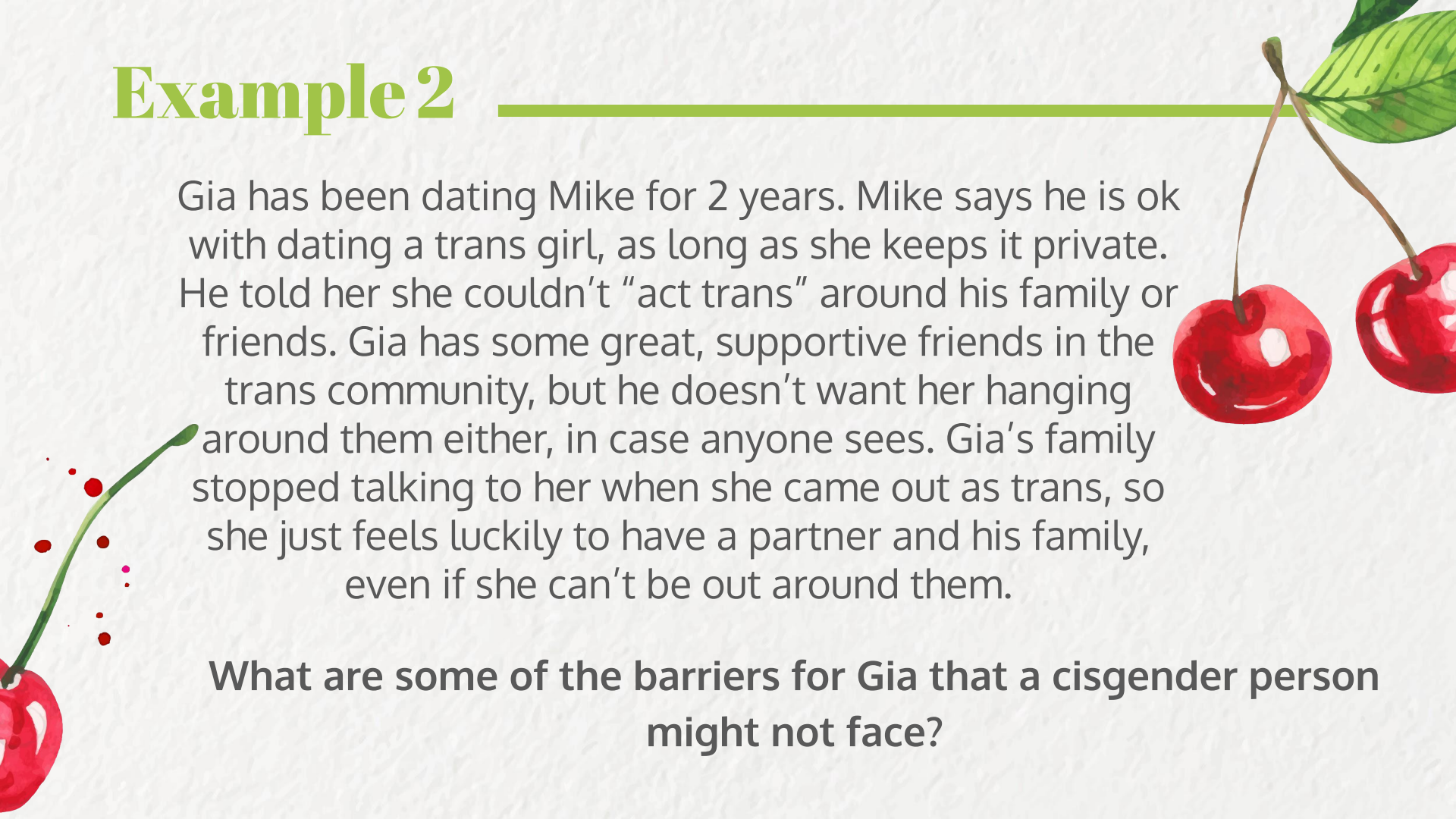
Older queer folks sometimes “mentor” or support younger queer folks; in healthy and unhealthy ways.

## Example 2

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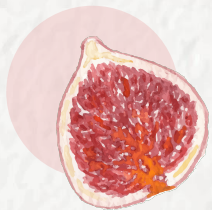
Gia has been dating Mike for 2 years. Mike says he is ok with dating a trans girl, as long as she keeps it private. He told her she couldn't "act trans" around his family or friends. Gia has some great, supportive friends in the trans community, but he doesn't want her hanging around them either, in case anyone sees. Gia's family stopped talking to her when she came out as trans, so she just feels luckily to have a partner and his family, even if she can't be out around them.

**What are some of the barriers for Gia that a cisgender person might not face?**

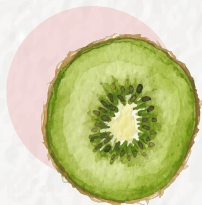


# Key Points

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Support systems may look different for queer youth.



Power and control tactics can look different in non-cis het relationships.



## Example 3

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Cam has been hooking up with Eric for a few months. Eric has had multiple boyfriends, while this is Cam's first experience dating. Eric doesn't always respect Cam's body, or how he feels about being touched in certain places or in certain ways. It makes Cam feel uncomfortable, and can sometimes trigger feelings of dysphoria. He tries to tell Eric about it, but Eric says that he has more experience hooking up with people, that "this is just how gay men have sex", and Cam should just get used to it.

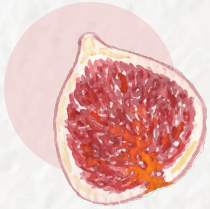
**What are the dynamics to be aware of? What are some ways you could support Cam?**



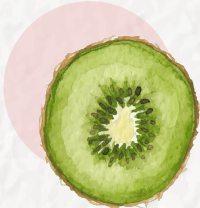


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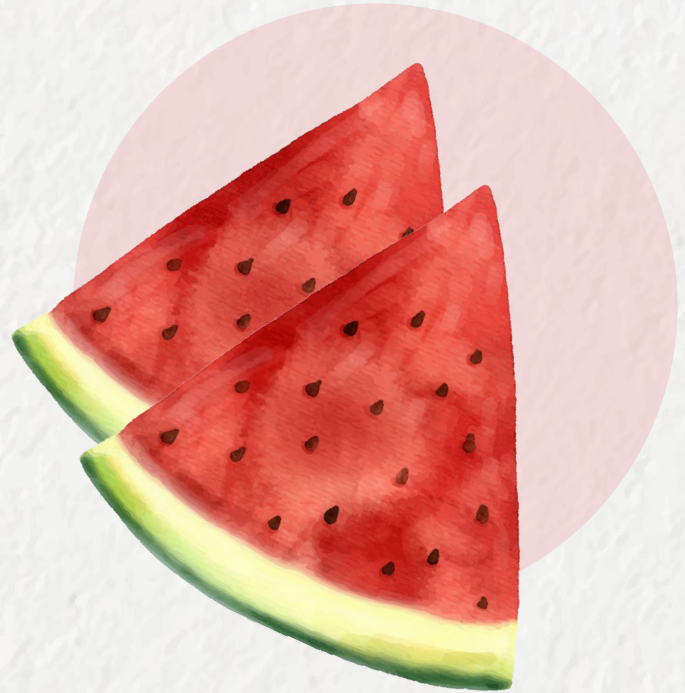
There is a LACK of available and accurate LGBTQ+ sex education information; so oftentimes knowledge is being passed on through relationships.



Consent is not a “one size fits all”.

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# Questions?



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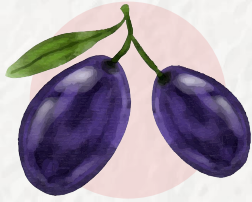
**How can you change your current practices/curricula/behaviors to reflect what we've talked about today?**

**Are there barriers to making those changes? If so, how do you plan on overcoming them?**



# The Grander Scheme

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Use inclusive language the **WHOLE** time you're teaching about bodies, safe sex, consent, etc.



Have a plan in place for if a student discloses to you.



Seek out and engage in ongoing education for yourself and for your colleagues.



THANK  
YOU!

Through These  
**TDOORS**

Domestic Violence Resources & Advocacy

1-800-537-6066

@ttdteen

**SARSSM** | SEXUAL ASSAULT  
RESPONSE SERVICES  
OF SOUTHERN MAINE

**Sexual Assault Helpline:**  
**1-800-871-7741**  
free | private | 24/7

@sarssm\_edu

*This project and its components were supported by Grant No. 2018-CY-AX-0002 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.*