Consent Resources for Educators

Amaze.org -- Honest & informative videos on a range of sexual health topics for students ages 10-14. Videos on consent, such as *Maybe Doesn’t Mean Yes* and others, can be found under the *Healthy Relationships* section.

Teachconsent.org -- *Ask, Listen and Respect* video and discussion guide. Provides examples of how to ask for consent, what enthusiastic, consent looks like, and how to accept “no” as normal boundary-setting in relationships.

Teachingsexualhealth.ca -- Two lesson plans on *Understanding Consent* for teens. Lessons include video, kahoot quiz, and activities that help students understand and apply consent.

vtnetwork.org/consent-campaign -- From the Vermont Network, *The Consent Campaign Guidebook* contains step-by-step advice for creating a Consent Campaign, lesson plans for grades 7-10, and helpful materials and resources.

Planned Parenthood - Consent Videos include a series of videos for older teens that walk through scenarios that demonstrate what consent looks like. plannedparenthood.org/learn/teens/sex/all-about-consent
Other Consent Resources I Learned about Today

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Other Notes:
WHAT CHALLENGES DO YOU FACE WITH ADDRESSING CONSENT WITH YOUTH?

- Lack of time and resources to teach it in school
- Support from Administration, hesitant to talk about it
- Parents’ support
- Student buy-in
- Needing to learn about the topic myself
- Knowing how to really teach someone how to accept someone else’s boundaries
- Feels like it’s only taught in health vs. ongoing throughout the school
- Knowing when to start talking about consent, and how to scaffold
- Adults aren’t modeling consent at home or at school and it’s not consistently reinforced
- Some teachers have different perspective of what consent is
- Addressing consent in other areas—not just sex
- General misunderstanding and lack of basic understanding of what consent actually means
- Teens understand in the classroom, but it’s tougher to know when there is consent “in the moment”
- How to get creative in teaching about consent
- Sparking useful debate vs. intentionally stirring the pot
- Feelings of awkwardness to discuss it and squeamishness of adults (specifically around female pleasure)
- Talking about consent and pleasure is frowned upon in society
- There is a lot of pressure from social media
- Consent is sometimes assumed, and people don’t think they need to check in
- Students want to discuss false accusations from the news, instead of learning what consent is.
- False sense of empowerment that turns into a YES without really wanting to
- Language barriers (ASL and English) as well as communication barriers
- How one’s tone and body language can be interpreted
- Ways to address consent in more individual, one-on-one settings
- When kids don’t always understand what they want, it’s hard to communicate consent
- Negative responses and push-back when someone sets boundaries
- How do we help in situations where teens don’t know who holds the power in a relationship?
- Toxic masculinity and assumption that boys always want “it”
- People feel vulnerable talking about consent
- Negotiating consent while under the influence
- Judging and censoring our discussions around consent
- When is it serious? When can we have fun?
- Understanding criminalization and disclosure
- Getting kids to understand that consent is dynamic
CHAT ROOM DISCUSSION NOTES – SAYING YES! TO INFORMED CONSENT

HOW IS CONSENT RELEVANT TO TEACHING SEXUAL HEALTH TODAY?

- It has to be talked about—everything in sexual health relates to consent
- Important for people to know and talk about
- It’s bigger than just what’s legal or not legal—consent is bigger than that
- So topical!
- Relates to social media
- People still think consent is “no means no”
- Part of refusal and negotiation skills
- Sex trafficking
- It’s political, cultural, current #metoo
- Laws and social boundaries
- It’s the language we’re using to describe a concept about respect and boundaries
- It’s imperative because it’s not healthy if it’s not consensual
- Consent promotes communication and empathy, which is missing for our youth
- Time are changing, there’s more casual sex—we need to make this conversation more comfortable
- How ISN’T consent relevant?!
- Addresses cultural barriers
- Can expose some kids to something different than their home life and own biases

HOW CAN WE ENGAGE/COLLABORATE WITH THE COMMUNITY TO ADDRESS CONSENT?

- Start a chatroom
- Work with Maine Family Planning
- Talk about personal space
- Be a good role model
- As nurse’s—learn to ask someone “is it okay to check your lungs”, etc.
- Hire professionals! i.e., local sexual assault prevention organizations like SARSSM, SAPARS, Safe Voices, Partners for Peace, P.C.A. VT, YAAPP
- Keep the conversation going—not just a one-shot deal!
- Provide workshops and get parents involved
- Teach communication skills, like how to withdraw consent and how to get comfortable talking about consent
- Explain to others the relevancy of the topic
- Contact PTOs for buy-in and support
- Educate other teachers so consent is not just discussed in health
- Show research to gain support
WHAT LESSONS/ACTIVITIES/RESOURCES DO YOU USE IN ADDRESSING CONSENT?

- The video Consent: It’s as Simple as Team demonstrates consent by showing how someone may offer another person tea. (Note: may not work as well for younger youth and those who are very concrete thinkers/learners). https://www.youtube.com/watch?v=QDhKM8qWWBM
- The video 2 Minutes Will Change the Way You Think About Consent. https://www.youtube.com/watch?v=laMtr-rUEmY
- Maine Family Planning curriculum resources -- Best Practices and Middle School Scope and Sequence. https://mainefamilyplanning.org/for-educators/teaching-materials/
- Use hugs and hand massage examples for people to identify what they are comfortable/uncomfortable with and how to communicate that with others.
- Get information using focus groups.
- Step up program – monthly meeting talking about consent incorporating SAPARS resources
- Activities that include communication, healthy boundaries, etc.
- One-on-one conversations
- Use non sexual situations as a starting point for consent conversation, then make connections to sexual situations.
- Ask youth to describe “how do you/did you know you had permission to do something?” and define and break down the elements of consent.
- Talking about consent across lots of social situations, not just about sex. Include what mutual, enthusiastic consent looks like, pointing out what communicating alternative options might look like.
- Use inclusive language and situation to include all sexual orientations and relationships.
- Role play assertive communication skills.
- Create a Relationship Bill of Rights
- Use outside organizations
  - MECASA (Maine Coalition Against Sexual Assault) list of all member centers around the state http://www.mecasa.org/member-centers/
  - Maine Family Planning
  - Mabel Wadsworth, Bangor
  - Boys to Men
  - Hardy Girls, Healthy Women
  - Speak About It
  - Safebae (hosting a Southern Maine regional summit for youth on May 22)
  - Prevent Child Abuse Vermont (PCAVT)
  - TeachingSexualHealth.ca
  - Amaze.org
  - Planned Parenthood all about consent videos
  - NYU Let’s Talk About Consent video
  - Girls on Fire workshops by Jennifer Weissner
HUG, HANDSHAKE, HIGH FIVE
modeling affirmative consent

Instructions:

Tell students that they will do an activity in which they can hug, shake hands with, or high-five (or fist bump) their classmates.

During the first round, tell students to walk around the room and greet other people with either a hug, handshake, or high-five nonverbally. Students can only communicate what level of contact they want using their facial expressions and body language. Students have to try to agree on what type of contact they want before greeting each other. Have students walk around and repeat the process until they’ve greeted 3-4 people.

During the second round, tell students to do the same thing, only this time half the students are allowed to talk, and half must remain silent (try to divide the class by birthday month or shirt color, etc).

Finally, do a third round where everyone is allowed to talk.

Ask the students the following processing questions:

1. How did it feel to navigate personal boundaries when no one could talk?

   Affirm that it is uncomfortable to be close to or intimate with someone when you can’t communicate your comfort level or boundaries. Students might say that they could read other people’s body language, and this is good—there are many different ways to communicate, and body language is important. But remind students that in intimate situations, body language might be harder to read and there are many factors that might influence body language (i.e. intoxication, nervousness).

2. How did it feel to know someone might misinterpret your body language?

   Students might answer that they felt nervous that someone was going to misinterpret their body language when they couldn’t talk, or that they exaggerated their body movements to ensure that their message got across. Affirm that it’s common for people to be in a situation where one person communicates more easily and more openly than the other, and this makes asking questions and checking in even more important.

3. In pairs where only one person could talk, how did you make the decision about what kind of contact you were going to have?

   Affirm that in every relationship and intimate situation, there are different power dynamics at play that influence who has a louder voice. Sometimes it is gender, other times it is experience level, social standing, or some other factor. We can’t erase power dynamics, but by acknowledging them, we can make people more aware of how they might be influencing another person’s choice.

4. When everyone could talk, was there any change in the type of contact people had?

   A lot of times, communication makes things feel easier! Students might find that they felt more comfortable hugging each other when they were able to talk about it. Affirm that affirmative consent doesn’t mean telling people not to have sex—it means making sure everyone is on board when you decide the time is right.
FREE COMMUNITY FORUM FOR HIGH SCHOOL GIRLS

**Those who identify as female 14-18 years only will be admitted**

3rd Annual

GIRLS ON FIRE
A FORUM ON HEALTHY SEXUALITY

CONTACT FORUM LEADERS FOR MORE INFORMATION OR FOR A PARENTAL CONSENT FORM:
Kristin Arellado Hurley, LCPC, CST 650-8101 and Jennifer Wiessner, LCSW, CST 400-7808

www.karegladosurley.com and www.jenniferwiessnerhealthysexuality.com

WHEN:
April 28, 2019, Sunday, 9AM-1:30 PM

WHO:
Those who identify as female 14-18 years of age ONLY

WHERE: CoworkHERS co-working space at 411 Congress St. Portland, ME

PARENTS/CAREGIVERS
Sexual Literacy 101 for Parents and Caregivers
Come get your own questions answered about yourself and your daughter! One hour event at drop off for parents/guardians of participants 9AM-10AM

WHAT:
- Professional panelist discussion, breakout sessions in sexuality education, gynecology, sexual health, and healthy and consensual relationships led by Sex Therapists, a midwife, and sex educators
- *Parental consent forms MUST be signed at registration for participants under 16 yrs of age
- **Only those who identify as female between 14-18 yrs will be admitted**
- Snacks will be provided
WHAT: Kristin Arellado Hurley, LCPC, CST and Jennifer Wiessner, LCSW, CST created Girls on Fire to provide what is missing for young females today ages 14-18 years; accurate, timely and focused information about healthy sexuality, relationships and consent. Information that currently exists out there is too late, too scant and does not address the topics young women have been asking for and desperately need to mature into a sexually healthy person.

WHY: In more than 70 interviews with young American women between the ages of 15 and 20, Peggy Orenstein, author of Girls and Sex, discovered a striking sense of sexual disempowerment. The teenagers tended to be preoccupied with how men saw them, to prioritize male satisfaction over their own. This is often the case of high school girls who are not empowered in their bodies; lacking sexuality education, understanding of their bodies and making healthy choices that feel right to them in relationships versus focusing on a partner. This is mirrored in dozens of other research literature on sexual education in the US. Our Girls on Fire workshop provides a forum for young female-identified women to ask questions, gain knowledge about themselves and learn from experts in the field.

WHO: Experts including three certified sex therapists, gynecology midwife, consent and sexuality educators and other female past attendees and graduate students who are volunteering their time to create better outcomes for girls.

CONTENT: We will be offering a one hour program called Sexual Literacy 101 for parents and guardians of participants who wish to attend to address their questions about how to raise a sexually healthy, aware and confident young adult. Programming this year is 4.5 hours for youth.

Workshops include (choose two):
- Healthy Relationships
- Consent: Finding your YES and your NO
- The Anatomy of Pleasure

All participant content:
- Thinking outside the BOX- Q/A with the Professionals
- Diversity Bingo
- Sharing Take Aways

2018’s workshop drew 17 participants and here is some of their feedback:

"Learning about what we are not taught in school and meeting wonderful women. Thank you so much! What you do is so important!"
"It was helpful to learn about myself as a sexual being."
"It was helpful comparing everyday hobbies/dislikes to consent and knowing what it feels like."
"Learned about the parts of the vulva (which is NOT the vagina!) and learned about faux-empowerment."
"Super awesome way to learn about consent...great job!"
"Anatomy of Pleasure was fun and engaging session. Best part of the day was hearing what everyone else has to say."

2019 GIRLS ON FIRE will be at CoworkHERS at 411 Congress Street 9-1:30 PM
Saturday, 4/28/2019: 9:00 - 1:30pm

PARENTAL CONSENT

I, _______________________, do hereby allow my daughter _____________________, age _____,

Parent / Guardian Participant’s Name

to participate in the Girls on Fire Forum. I understand that my daughter will be learning about, and participating in discussions including, but not limited to:

1) Sexual anatomy and sexual health, female genitalia, understanding arousal, sexual pleasure, and sexual protection.

2) Consent: understanding the importance of being able to say “No” and “Yes”.

3) Healthy Relationships: exploring the importance of self-advocacy, honoring one’s voice, and self-respect; discussing the impact of online communication (SnapChat, Instagram, texting, etc) and cultivating healthy skills to cope with peer pressure.

4) Questions and Answers: Forum participants will be invited to submit questions into an anonymous question box, and our panel of experts will respond as time allows.

This workshop is a free community event, and is being organized by Kristin Arellado Hurley, LCPC, CST and Jennifer Wiessner, LCSW, CST. Our panel of experts, and the facilitators of mini workshops includes four AASECT Certified Sex Therapists / licensed mental health practitioners, a local sexuality educator, a Certified Nurse Midwife from Whole Women Health and high school and graduate student assistants.

In signing this form, I give my daughter permission to participate in the Girls on Fire Forum.

*I have reviewed this document, and taken the opportunity to connect with one of the co-organizers of Girls on Fire, and have gotten my questions and concerns addressed. I understand that this program is not affiliated with CoworkHERS and I, and will not take any actions against the co-facilitators, or other professionals, in the unlikely event that I am not satisfied with my daughter’s experience.

_________________________                __________________________
Parent / Guardian Signature              Date