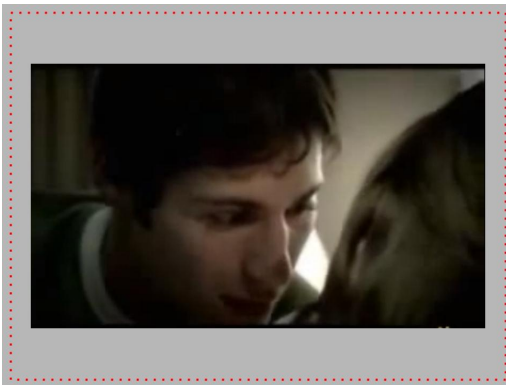


SAPET: “UnBlurred Lines” Getting Clear on Consent Workshop

Facilitator Guide

Purpose:

This workshop is designed to foster conversation and provide useful information about consent. It defines consent in terms of PLU policy and highlights the standard of “enthusiastic” consent. Additionally, this workshop helps students explore how consent can be asked for and given in a realistic (maybe even sexy!) way. Using discussion, scenarios and worksheets, students learn how to “listen and look” for consensual words and behaviors and explore their own boundaries. The workshop underscored the belief that we all have the right to ask for as much or as little physical intimacy as we want when we want it; and those we ask have the same right.



#1- Say:

- Introduce yourselves & the presentation
- We know that consent can be a really

difficult topic for most of us and often makes us think of sexual consent. While we’ll definitely talk about consent in terms of sex, we want to also point out that whether you are having sex now, will one day, or never will consent is critical to healthy relationships. Asking for and giving consent shouldn’t be a bad or scary thing. It shows that you

and your partner care about each others want and needs and want to engage in a healthy, positive relationship.

- Cover that we should be able to have our needs and wants respected by others
- We’re going to focus here on sexual consent, this is not to diminish the need to communicate in all sorts of interactions, but instead because if we’re comfortable “doing it” with sex, communicating what we want when it’s a hug or any other situation will be far easier
- Introduce Video

Do:

Open the (second) video in the link prior to starting the presentation so that later you can click back to it already open in the other window. Note also that because it is a playlist, it will continue playing, so be prepared to stop the video (or close the tab if you open up a tab for each video individually).

- (Easiest method - use key with Windows icon on keyboard to tab between open windows)

Linked to Video #2 -

http://www.youtube.com/playlist?list=PLQsCM9ZXznLKCj28jzIUuaVNxFg8Az_4x



#2 - Say:

- Talk about how we know this video is silly and a little overboard but even with the attorneys, did you notice that what they talked about doing was pretty explicit?

- Seems like it wouldn't take much to make it sexy right? Like just whispering it, or saying it with a flirty smile could be *very* sexy...

What is decidedly NOT sexy is doing something your partner doesn't like or want, which is why "Unblurring lines" and getting clear on consent is critical to any

healthy, respectful relationship - again, romantic or not.

- We know consent can be a very personal topic so before we get started, we want to let you all know that this is to be a safe, respectful space for all ideas and questions. The conversations that may happen are private and are to not be shared outside this room.



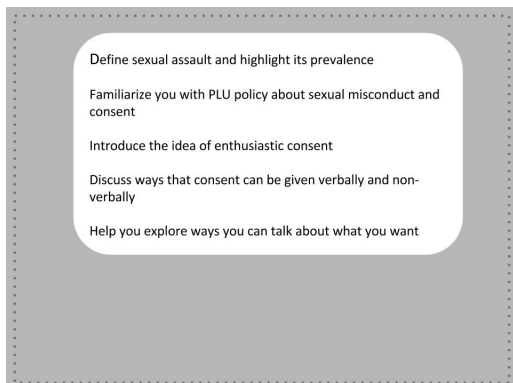
#3 - Say:

So why is it important to talk about Consent in a college context?

- (Responses will range, but make sure that people point out that some people are starting to have serious, and maybe more physical, relationships than what they've had in the past)

- **Touch on the fact that we don't talk about consent in our society**

- Note also that because of this lack of information, it is not only hard to know how to have that conversation, but also to know the difference between a relatively simple lack of miscommunication and actions that are indifferent to what others want - assault in short)



- (Click on the slide to change to the overview of the presentation)

- (Read slide)

The Stats

1 in 16 (6.1%) of male students are victims¹

1 in 5 (20%) of female students are victims²

35 per 1000 female students in any given academic year³

¹The Campus Sexual Assault Study: Final Report (National Institute of Justice, 2007)
²The Campus Sexual Assault Study: Final Report (National Institute of Justice, 2007)
³The National College Women Sexual Victimization Study (Dept. of Justice, 2000)

#4 - Say:

- These are some national statistics that we just want to start out with to paint a broader picture of why we are here. During the college years, research has shown that approximately 6% of male students and 20% of female students are victims of attempted or completed sexual assault.

- Research has also indicated that within a given year, approximately 35 per 1000 female students are victims. With that said....(next slide)



If 35 out of 1000 female students are assaulted annually, how many Lutes would that be?

#5 - Say:

- Read question

Do:

Ask for volunteers to offer guesses

70

#6 - Say:

- Here's the breakdown: we have about 3,000 students, 2/3s of them are female... so two 35s gives us 70.

- **Keep in mind that we've been talking about these numbers... but they are real people.** They may be your friends, roommates, or partners, but no matter who they are, they are human beings whose lives are being forever changed.

- To bring it down to a campus level (**click to change slide colors**) our Advocacy Program provides support to around 70 Lutes each year who have been harmed by someone else at some point in their life.
- Today we won't be talking about bystander action to prevent this violence, but please ask yourself if you are ok with this number while you're here. We know how to reduce that number substantially. Please attend one of our bystander trainings and help us make sure it isn't 280 in your four years.

Sexual Misconduct

“Any unwelcome behavior of a sexual nature that is committed **without consent** and/or by force, intimidation, coercion, or manipulation”

Includes nonconsensual sexual intercourse and/or contact, sexual harassment, sexual exploitation, and sexual intimidation.

- PLU Student Code of Conduct

#7 - Say:

- So now that we know it happens here too, what does that have to do with consent? PLU's Code of Conduct defines sexual misconduct as.. **(read slide)**
- Knowing this definition can help us better understand why this topic is SO important, and how to identify it in case someone discloses an assault to us.

PLU Resources

Health & Counseling Centers*

Victim Advocacy in the Women's Center*

Campus Ministry*

Office of Student Rights and Responsibilities

*Confidential

#8 - Say:

- Given the 1 in 5 and 1 in 16, **we are likely to know a survivor**, and if they trust us enough, there's a chance they'll share that with us as they reach out for support and help. That probably sounds overwhelming - especially if you've never thought about it - just know that what matters most is that they know you believe them and that you **help them connect with one of these resources**. (Read slide)

- Keep in mind that while all of these resources

will respect what is shared with them, **the first three are the only ones that have legal confidentiality**. In other words, they can't even be subpoenaed and ordered to disclose that information in court, much less on campus. Student Rights and Responsibilities will also keep that information private, but may be legally required to investigate in order to protect the broader campus community. Advocacy services can help walk folks through all this.

- ***Ask participants to think of other people/organizations they could go to for help. Listen for responses like RA's, coaches, trainers, etc. **NOTE: Other PLU staff and faculty members, including some student employees (like RA's), are not confidential and are required to report any abuse that they hear about. They, however, will treat your story with respect and discretion and only share necessary information with PLU departments that can help (such as the Title IX coordinator).**
- If you would like to talk about the issues discussed in this presentation further, please feel free to contact one of the confidential resources or ask the presenter to assist you in doing so.

Consent

“Permission **explicitly** granted by an individual who is physically and mentally **capable** of providing it.”

- PLU Student Code of Conduct

#9 - Say:

- Now that we’ve covered what PLU has to say about Sexual Misconduct, let’s take a look at how PLU defines consent... (read slide).
 - This may seem difficult, but hopefully by the end of this presentation we will be able to break down some of the barriers that keep us from seeing consent as something sexy and easy to talk about.
 - As we talked about with the first video, making it explicit can be sexy and can be done in a way that isn’t awkward.
- Later on in the presentation, we will go over examples of what is meant by the terms “explicitly” and “capable”. This seems like an okay standard in terms of obtaining consent...but who wants to be satisfied with just okay? Why not have great standards for getting consent? How do we set great standards? ...by being enthusiastic! Rather than being satisfied with a dull “yah, sure” get a response of “hell yeah, let’s do it!” (or whatever) before moving forward. For example...**(role play)**.

?

What does **enthusiastic** consent look like?

#10 - Say:

- Who can tell me what *enthusiastic* consent sounds like??
- Take a minute and think what it *sounds* like AND what it *looks* like... (pause)
-
- What differences did you notice between each role play? What made the second version enthusiastic? (i.e. tone of voice, what was said, body language...)

Verbal Signals of Consent

Oh yeah!
Definitely! **Don't stop!**

Woo Hoo! *I love you/this*

Can you please do... This feels right

 That feels good

I want to keep doing this

#11 - Say:

- It would sound like some of these right?
- **It does not have to sound dull and robotic or stiff and legalistic like in the video**

Verbal Signals of **NON-Consent**

Ummm...
I don't know...
Maybe...
I thought I wanted to, but..
That hurts
This feels wrong
NO.
Silence

#12 - Say:

- Does it sound like... (read slide)?
Not so much right?
- **If you think about what *enthusiastic* consent looks like, it probably isn't so much silent and unresponsive right?**
- **Touch on Silence does not = consent**

Group Agreements

Privacy
Respect for all ideas and questions
Sensitivity to others' feelings and experiences
The right to pass or step out

#13 - Say:

- We briefly addressed these agreements earlier on in the presentation, but we want to reiterate them before we move on to the next activity. (Read group agreements)
- For the next activity, we will be going through three separate scenarios and asking you all whether consent is present. You have three circles: one red, one yellow, and one green. If there is no consent, hold up the red circle. If you are unsure, hold up the yellow circle and if consent is present hold up the green

circle.

Do:

- (grab dry erase marker and prepare to write them up - if nothing comes up, **offer that if they do want to request something, just to let you know** and you'll add it to the board then.)

Scenario One

Jesse doesn't know how to ask if Jordan is interested in having sex because it feels awkward and could ruin the mood.

Yes! No. Maybe?

#14 - Say:

Jesse and Jordan have been dating for a few months and have only made out up to this point in their relationship. Jordan is unsure about having sex at this point in their relationship. One night Jesse and Jordan are making out. Jesse is interested in having sex with Jordan, but Jesse doesn't know how to ask if Jordan is interested in having sex.

Main points:

- Consent doesn't have to be awkward. Think back to the verbal signals of consent shown previously
 - The status of the relationship does not affect consent; whether you're hooking up to being married, consent must be present
 - Consent for one act is not consent for all acts
 - According to PLU policy, consent must be explicit
- ***What would you like to see in order for consent to be present?**

Scenario Two

Quinn starts dancing near Riley... and would like to get closer. Riley turns towards Quinn and is smiling while continuing to dance.

Yes! No. Maybe?

#15 - Say:

Quinn and Riley are dancing in a group with some friends. Quinn starts dancing near Riley and wants to grind. Riley turns towards Quinn and smiles while continuing to dance.

Main Points

- Consent does not only apply to sex
- Consent doesn't only happen in the bedroom
- Consent is about respecting people's boundaries and personal space

- Consent can possibly be non-verbal. Non-verbal signals are not explicit though. These signals require a "check in" point to make sure both parties are comfortable

*****What could Riley do to indicate signs of non-consent?**

*****How could Quinn receive verbal consent?**

Possible Nonverbal Signals of Consent

Nodding yes Kisses back

Laughter/smiling

Grabs condom Pulling someone closer

An active body Sounds of enjoyment

#16- Say:

- Since **93% of communication is nonverbal**, knowing what *enthusiastic* consent looks like - even from a distance - can help us know what our partner is telling us... or that our friend is really not into the attention they're getting and may need us to intervene in some way... So what might it look like? (take some examples and then offer...)

- Since these are possible signs of consent, this is **when you should check-in with your partner to make sure you have enthusiastic consent!**

- Refer back to Enthusiastic Consent role play activity from the beginning

*Possible nonverbal signals
of NON-consent*

Turns away
Shaking head no
Avoiding touch
“Just lying there”
Frowning
Quiet

Silence

#17 - Say:

If unsure... **CHECK IN**
Silence is not consent

Got Consent?

Alex and Casey move to the bedroom, Alex is stumbling and slurring words.

Yes!

No.

Maybe?

#18- Say:

Alex and Casey come home from a night of drinking... Alex and Casey move to the bedroom, Alex is stumbling and slurring words.

Is consent present?

****Reminder: PLU Policy states that you must be fully capable in order to give consent (no alcohol involved)**

Alcohol & Consent

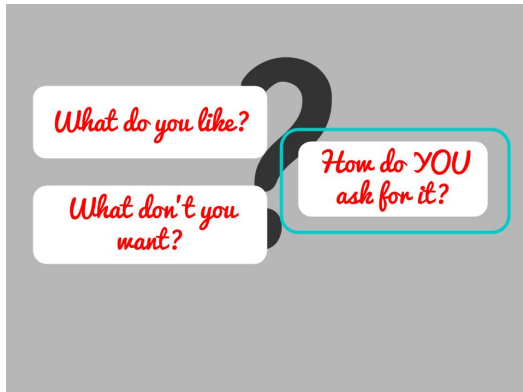
“The use of alcohol or drugs can prevent an individual from giving valid consent, even if the person appears to agree to sexual activity in the moment.”

- PLU Student Code of Conduct

#19- Say:

- PLU Policy states that alcohol can inhibit one’s ability to give valid consent to any sexual activity.
- If people ask about alcohol refer back to the policy!
- We know that there are times where people engage in sex under the influence of alcohol, but the policy in place is there to protect those individuals who are incapacitated. Think about how blurry the lines of consent are between two individuals who are sober; the use of alcohol and drugs elevates the

blurriness of the lines.



#20 - Say:

- Now that we have spent some time focusing on enthusiastic consent and how we can ensure we get it from our partners...let's flip the script and focus on our individual wants and needs. **How can you ask for what you want and state what you dislike?**
- We are going to pass out a handout that we would like you to look at for a few moments.

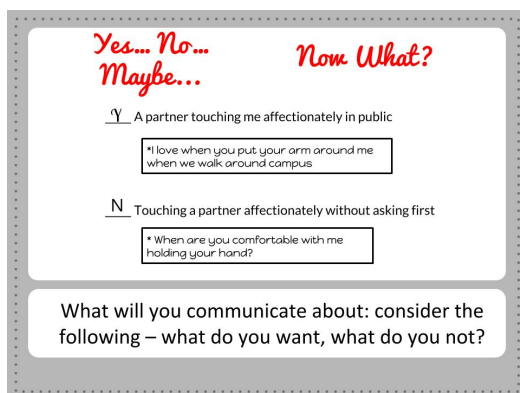


#21 - Say:

- This is a personal activity that can be used to help identify what you're comfortable with and what you aren't comfortable with in a variety of situations. A "Y" stands for a 100% yes, an "N" is an absolute no, and an "M" symbolizes a maybe, but not all the time. We're going to ask that you just take a look at what is on the worksheet and think to yourself about what you want sexually as an individual.

• There are four sections included on this checklist. Each section represents an area which requires some individual reflection on personal boundaries and comfortability. These four sections also indicate the complexity of consent because they show how consent is not only important to sex explicitly. There are a variety of sexual and non-sexual activities that require thought as to whether or not you enjoy them.

- This worksheet is yours to keep to reflect back on at any point. **The answers you put down won't necessarily remain the same for your entire life. Your responses are fluid, meaning they can change at any point in time in your life.**



#22 - Say:

- Now that you have had some time to reflect on the worksheet, let's talk about how you can make these boundaries known. We are going to use the same scenarios from the previous slide, but this time we will include possible ways of verbalizing your level of comfortability.

- * **We have chosen two examples that are**

opposite from one another to demonstrate that consent is mutual; not a one way street. It is important to not only make sure you check in with your partner to make sure they are comfortable, but to also make sure you are able to verbalize your likes and dislikes so your boundaries are respected as well.

- Go ahead and read the slide to them.

Do: After going through the slide, ask students to think of some other possible ways to verbally express boundaries. Allow some time to share other ways with the entire group.

Consent + Time

Two-Month Relationship
N Directing or deciding for a partner in some way with sex

Three Year Relationship
Y Directing or deciding for a partner in some way with sex

#23- Say:

- The way consent is expressed and obtained changes over time. Take this statement for example. If you were in a relationship for two months, you wouldn't necessarily feel comfortable with trying out something new with your partner because you wouldn't be fully aware of all of their likes and dislikes.
 - However, say you have been with your partner for three years. One would assume that extensive conversations would be had in order to better understand yours and your partners sexual wants and

needs. This does not go to say that consent is not present in a long-term relationship. It just means that those conversations have evolved to encompass more prior to engaging in the actual acts.

Recap

- Consent should look and sound **ENTHUSIASTIC!**
- Consent can be both verbal and nonverbal. Nonverbal signals aren't always explicit so remember...
When in doubt.. Check in!
- Consent cannot be given by someone who is under the influence of alcohol (**its PLU policy!**)
- Consent looks different depending on context!
- Consent is mutual...Learn what you and your partner like (and don't like) and don't hesitate to talk about it.

#24- Say:

- Read slide

S.A.P.E.T
Sexual Assault Peer Education Team

Serve members of your campus and community

Become an activist for gender equity

Educate others about important topics

Engage in meaningful, personally-fulfilling work

Gain important skills for your resume

Sapet@plu.edu

#25 - Say

- : Plug in for other SAPET presentations after the activity, especially healthy relationships. for example: **“If you want to continue exploring about your boundaries and how to communicate them within relationships, come to the healthy relationship workshops”**

Community Resources

- **Scarleteen**
 - Inclusive, comprehensive, and smart sexuality information and help for teens and 20's
 - www.scarleteen.com
- **Babeland**
 - Woman-friendly sex toy shop in Seattle
 - <http://www.babeland.com/>

#26- Say:

- (Read slide)