VERMONT NETWORK

CONSENT CAMPAIGN GUIDEBOOK

Classroom teaching tools, planning information, and resource lists for middle and high school educators teaching consent and sexual violence prevention.

2ND EDITION

SPECIAL THANKS:

The Vermont Consent Campaign was created in collaboration with the Vermont Sexual Violence Task Force, The Vermont Network Against Domestic and Sexual Violence and the Vermont Approach: A Strategic Plan for Comprehensive, Collaborative Sexual Violence Prevention in Vermont. We would like to give a special thanks to the dedicated members of the 2010 Consent Campaign workgroup:

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Additionally, many thanks to the advocates from the Vermont Network member programs who provided valuable insights for this second edition and who do the work every day to create a world free from sexual violence.

Thanks to the many stakeholders
who shared valuable experiences and knowledge!

VERMONT CONSENT CAMPAIGN
2ND EDITION, 2012

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WELCOME TO VERMONT'S CONSENT CAMPAIGN!

INTRODUCTION

Thank you for joining us in creating opportunities for teens to learn more about consensual sexual activity. Through education, we can help end sexual violence and support youth in developing safe sexual relationships.

The Consent Campaign is designed to be a piece of more in-depth education around sexuality and sexual health. Teaching the four provided lesson plans in a health education class will strengthen students' skills and encourage pro-social behaviors, but alone they cannot create the social change needed to really address the prevalence of sexual violence in our communities.

In this handbook we will talk more about creating a consent "campaign" in your school; ways to reach beyond the classroom to create opportunities for youth to hear the same message repeatedly. The more times the information is repeated, the more likely it is to be heard and remembered. Creating a campaign in your school community can help create clear and consistent messages for youth and end the tide of violence.

VERMONT NETWORK

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SEXUAL VIOLENCE IN YOUTH LIVES

According to the 2011 Youth Risk Behavior Survey in Vermont:

- **41% of high school students reported ever having sexual intercourse and 45% reported ever having oral sex.**

- **6% reported being forced to have sexual intercourse.**

This means that over 13% of high school youth who have engaged in sexual activity report having been forced at some point already.

- **44% of sexual assault and rape victims are under the age of 18.[1]**

- **93% of juvenile sexual assault victims know their attacker.[2]**

- **Sexual violence continues to be one of the least reported crimes, with high estimates stating that 54% are ever reported.[3]**

These statistics give us an overview of the reality of sexual violence in youth lives today. It is important to note that the definition for sexual assault usually refers to forcible rape and often leaves out youth experiences of being pressured or coerced into unwanted sexual activity. When we add these experiences in, the numbers become truly overwhelming.

Education about sexual consent is not going to end all sexual violence, but it will help. We will create opportunities for youth to see how to do things differently and avoid using coercive tactics, and how to identify coercive behaviors so they can seek safety and support if they experience them.

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[1] U.S. Bureau of Justice Statistics, *Sex Offenses and Offenders.* 1997
[2] U.S. Bureau of Justice Statistics. *2000 Sexual Assault of Young Children as Reported to Law Enforcement.* 2000.
[3] Justice Department, National Crime Victimization Survey: 2006-2010

A BRIEF BACKGROUND

The Vermont Sexual Violence Prevention Task Force (SVPTF) surveyed schools and published a 2008 report of its findings, "*A Snapshot of Sexual Violence Prevention in Vermont: Programs offered by K-12 schools and community-based agencies.*" The survey revealed that most educators were not aware of the 2006 consent law change shifting the age of consent away from a simple "16" and that **many schools were not adequately addressing sexual violence prevention through healthy sexuality education.**

The Legislature responded to these findings in the 2009 passage of ACT 1; which among other actions changed the definition of "health education" in Vermont education law, 16 V.S.A.§ 131 (11), to include the study of:

"how to recognize and prevent sexual abuse and sexual violence, including ***developmentally appropriate instruction about promoting healthy and respectful relationships,*** *developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources."*

Sexual violence prevention educators know that when youth have access to age appropriate information on sexuality and the opportunity to talk to safe adults, they are more likely to:

- make healthy sexual decisions,
- increase communication skills,
- develop respect for boundaries and differences, and
- know what to do if they or someone they know has been assaulted or abused.

Youth are therefore less likely to become perpetrators of sexual violence, more likely to be active bystanders and address violence when they see it and more likely to seek support if they are victimized.

In 2010, the SVPTF created the Technical Assistance Resource Guide (TARG) to support schools in incorporating sexual violence prevention and healthy relationship skills into their health education across the K-12 spectrum. You can find the TARG on the Vermont Department of Education website, using the search

feature to search for "TARG." In another section of this guidebook, we will highlight which heath grade expectations the Consent Campaign addresses as aligned with Act 1 and the TARG.

In 2011, the SVPTF in collaboration with the Vermont Network Against Domestic and Sexual Violence created the Consent Campaign and did two rounds of trainings, one in the spring and one in the fall. More than 125 youth and adults were trained on the consent campaign resources, reaching more than 40 schools and agencies in Vermont.

In 2012, the SVPTF surveyed schools again to see how things had shifted in response to Act 1. Findings indicated, among other things, that:

- Respondents feel like they should be doing more than they are almost across the board, but especially in the 7-8 and 9-12 grade ranges.

- Most schools completed 1-5 hours of sexual violence prevention education across prek-8th grades during the school year, however, in 9th through 12th grades, 32% of respondents reported no educational hours dedicated to prevention.

These findings encouraged us to create the Second Edition of the Vermont Consent Campaign and hit the road with another round of training opportunities throughout the state to continue to support schools as they address sexual violence. Consent Campaign materials are available to all schools and agencies regardless of participation in one of the trainings.

Electronic materials and the most current handouts can be found on the Vermont Network Against Domestic and Sexual Violence website, www.vtnetwork.org, under "publications."

FITTING CONSENT IN TO COMPREHENSIVE HEALTH EDUCATION

As previously stated, we encourage schools to move beyond the classroom and create multiple opportunities for youth to receive clear and consistent messages about consent. However, the classroom experience is a vital cornerstone of any school campaign work.

Lesson plans, concepts and handouts in this Consent Campaign guidebook are applicable and appropriate for use in planning health education activities for students in grades 7-12. These activities address many of the Vermont Health Grade Expectations from the Comprehensive Health Education Guidelines for Vermont. We have highlighted a few of them below:

Grade Clusters 7-8

Stem	This is evident when students….
HE1: Self Management	Demonstrate strategies to void or prevent fighting, bullying and other forms of violence. (VIP)
HE2: Core Concepts	Differentiate between hazing, harassment, bullying and respectful interactions and relationships. (VIP) Describe the characteristics of healthy and harmful relationships. (VIP)
HE3: Analyzing Influences	Describe how school, family and peers influence the choices and behaviors of individuals related to safety and violence. (VIP)
HE5: Interpersonal Communication/ Advocacy	Demonstrate resistance/refusal and negotiation skills to enhance health and interpersonal relationships. (FSSH) Demonstrate ways to respond appropriately to feelings expressed by others. (MEH)
HE7: Decision Making	Apply individual and collaborative decision-making processes to resolve safety and violence-related situation, including responding to witnessing harassment, bullying or other interpersonal violence. (VIP)

Grade Clusters 9-12

Stem	This is evident when students….
HE1: Self Management	Recognize and avoiding situations and persons that can increase risk of assault, acquaintance or date rape. (VIP)
HE2: Core Concepts	Analyze situations that could lead to different types of violence (e.g. bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence). (VIP)
HE5: Interpersonal Communication/ Advocacy	Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationship, (e.g. positive peer support, assertive "I" messages). (FSSH) Demonstrate strategies for dealing with hazing, harassment and to avoid or escape a potentially violence dating situation. (VIP)
HE7: Decision Making	Apply a decision-making process that results in reducing risks of injury or violence. (VIP)

Education IS for everyone.

Learning about the elements of consent, making sure you aren't pressuring anyone or being pressured into sexual activity and having open conversations about issues around sex and sexuality is for EVERYONE. All youth deserve open, honest, age appropriate information about sexual activity. The more information we give our youth, the more chances they have to make safe choices. Create education opportunities for ALL youth and the adults that support them, including GLBTQ people and people with disabilities.

Educating IS NOT for everyone.

Talking with youth about healthy sexuality and consent can be uncomfortable and hard for some educators. Students will sense if you are not comfortable talking openly about sex or sexuality with them and their learning will be affected. Please find support and assistance from another teacher or community organization if you have difficulty with this subject. See the resource lists included in this handbook help.

PLANNING A CONSENT CAMPAIGN

The following section provides a framework and ideas for developing and implementing a campaign for students and adults in your school community about consent. A school or community wide campaign enhances classroom learning and creates a culture of safety. It is important for youth to have multiple opportunities in a number of different venues to hear the same messages.

Much of the sexual violence that is occurring happens to youth before they reach adulthood and is committed by peers or someone the victim knows. Some of it is the result of the perpetrator ignoring that consent can't be given in certain circumstances because of power or age differences or lack of sobriety or ignoring the signs that true consent is not present. Youth are also bombarded with societal influences that suggest that "scoring" and attaining sex is necessary to fit in, no matter what the cost; or that their worth is defined by how sexually appealing and available they are.

It is vital that we offer counter messages to youth and information about respect, communication, and healthy sexuality and relationships.

Below are some steps to help your school plan an effective Consent Campaign that reaches out to both students and adults in the school community. We know that schools are busy places and asked to do a lot in the community. We've aimed high with what an ideal planning process may look like, and while you may have a champion in your school that can coordinate such an effort, ***any level of group thinking and planning will help with the achievability of a school campaign.***

ASSISTANCE IS AVAILABLE

The local, state and national organizations listed in the resource section of this handbook are key links for ongoing training and technical assistance. Part of their work is capacity building for individuals and agencies doing community prevention education and advocacy, they are always developing and sharing new ideas and materials.

IMPLEMENTATION PLANNING CHECKLIST

QUESTIONS TO GET YOU STARTED:

Who else needs to be on your planning team?

- A school administrator?
- A community member/content expert/ally?
- Or?

What do you know/can find out about your school community's rates of sexual and relationship violence?

- Use YRBS data?
- Annual school incidents report?
- Other source?

What's a message that you can all get behind?

- Respect for self and others?
- Informed choices?
- Other idea?

What's a simple, first year, "first step"?

- One health class, one dialogue night?
- Attach a consent day to existing "healthy relationship week" or other annual health and safety education program?
- What else?

Should we start with one audience?

- Freshman advisory program?
- Parents/PTO?
- Other group?

How will we evaluate how we're doing?

- Audience pre-test/post-test?
- Annual focus groups?
- Short survey?

STEP 1: IDENTIFY AND DEVELOP A PLANNING TEAM

Planning an education campaign about consent in your school or local community will be strongest and most effective when done collaboratively, including youth and adult leaders. Inquire about whether there are existing committees, work groups or other school-wide programs which naturally align with this work, both in-school and with wider community partners and allies. Planning can happen in your school or district level to combine resources.

Share responsibility:
Involve a broad range of stakeholders.

Invite key members:
Send out a letter about the campaign initiative to potential partners.

Engage:
Talk to potential partners to find ways to connect the campaign to their experience and find out what meeting times work best for them.

Early on in your planning, ***arrange a meeting with your school administrators*****,** providing information about your goals and ideas. Any school-based effort will need administrative support. Administrators will appreciate that initiating a consent campaign helps your school work towards fulfillment of Act 1 mandates.

Engaging ***students*** in the planning will also help ensure that the message is getting out in the right way. Peers know best! Peer educators and other student groups can be energetic allies in the planning process.

Other key partners are ***youth serving community organizations*** like teen centers or scouting groups and local domestic and sexual violence service providers. One thing prevention educators have learned is that when you start increasing knowledge about sexual violence and prevention efforts, more students and adults often come forward needing support for experiences they now identify as violence, or because they know that there is help now when they didn't before (for more information on how to handle this, see the Disclosures section.)

Keeping your local community crisis support agency in the loop will help them be ready to support callers who might reach out once the campaign is launched.

STEP 2: GETTING STARTED WITH YOUR TEAM

Whether you hold a single meeting, a series of meetings or some focus groups, you want to:

- Frame the issue of consent, take some time to define the topic for the group;
- Engage stakeholders in dialogue;
- Listen and share ideas, concerns, and questions;
- Think about what works best for your school, considering capacity, sustainability, and what attitudes need to be addressed within your community.

There are many ways you can structure these sessions; keep them simple, straightforward and interactive. Schedule them at times convenient to both school and community needs. Serve refreshments!! Creating this foundation with stakeholders will help build community buy-in from the start.

STEP 3: AUDIENCE(S) AND ACTIVITIES

1. Define the school and community audiences for your consent campaign. Who will you be reaching out to? Who is the information for? What do they need to know? What change do you hope to see in each audience group?
2. Use stakeholders to gather information to help you define and understand who makes up your audience(s).
3. Clarify the messages or activities for each audience. How will each activity impact the audience group? What will the audience get from it?
4. How to the activities build on each other and support the message?
5. Think about success measures. What will show you that your efforts have made a difference? How will you evaluate your campaign?

USING MEDIA NOTE: Think about how local and social media, like your school or community newspaper, cable access channel or facebook can help get your messages out. Youth are surrounded by media that is often filed with negative messages. Using media to push back against those messages and replace them with messages that support healthy and respectful choices is a key strategy for many campaigns. Students are the experts in social media, ask them how to best use those tools as part of a campaign.

With this second edition of the Consent Campaign, we are excited to be introducing a new facebook page that you can "like;" find us at VTConsent and encourage your students to "like" us too!

STEP 4: CREATE A CAMPAIGN TIMELINE

1. Establish dates for your activities, whether classroom-based, school-wide, or community based.
2. Establish milestones to measure your planning process. What will you have done by when? What are the tasks that need to be accomplished to reach the end goal?
3. Engage a strong core of stakeholders in taking on responsibilities every step of the way.

STEP 5: IMPLEMENT AND EVALUATE

You are off and running now! Celebrate the small successes along the way as you move into implementation. Did you get posters up in all the bathrooms? Success! Did you have a parent meeting and 20 people showed up? Super success!

Remember to keep checking in on those evaluation measures you identified in Step 3. Measuring your success and marking indicators of change will help create ongoing support and buy in for the campaign.

All of the following are examples of evaluation that can help review and revise the campaign as the work progresses:

- Lesson plan evaluations (*We have provided an evaluation tool for your lesson plans in the appendices)*
- Pre and Post-activity/event participant knowledge "quiz"
- Post-event survey
- Regular planning group process reviews
- School or community polling
- Focus groups

Conducting an evaluation provides useful information for ongoing, effective implementation of any prevention project. One way to think about the **goal of evaluation** is to answer the question**:**

"How are students/adults/the audience different after participating in the program?"

Evaluation measures to what degree an activity or message influences or changes knowledge, attitudes and beliefs, skills and behavior or behavioral intention. Most evaluations, realistically, only capture "proximal" measures, short-term or before and after kinds of information about an audience.[4] This basic information can help determine whether or not program content is having the intended effect.

Evaluation design specialists[5] often recommend the following **basics** for best results:

- Keep the evaluation **simple and brief;**
- **Don't assume no knowledge** on the part of the respondents;
- State clearly that **all responses are confidential;**
- If possible, try to capture **some measure of behavior or behavior intent**;
- A **short pre and post test is practical** in many settings.

Some **points to consider** in deciding what kind of evaluation tool to use:

- **Resources** – Who will be conducting the evaluation and what material and design costs are involved?
- **Time frame and format of prevention activity** – Is it a one-time event or series of lessons? Do you want before and after information?
- **Size of audience** – Will the evaluation be used with several small groups or school-wide, for example?
- **Implementation logistics** – Is it practical to use a real-time pen and paper form or an online survey? Do you also want do conduct some interviews or focus groups?

[4] Evaluating prevention programs: challenges and benefits of measuring outcomes. Schewe, P.A. and Bennett, L.W. In Preventing Violence in Relationships: Intervention Across the Life Span. Ed. Schewe, P.A. American Psychological Association, 2002. p. 247-261.
[5] Op.cit.

- **Information sought** – What key pieces of audience knowledge do you want to measure? Do you also want to measure attitudes or behavior/behavior intent?
- **Results analysis and use** – Who will compile the evaluation results and how will they be used, internally for project improvement, externally for project promotion and sustainability or both?

Consider asking if the local school district or supervisory union has an evaluation coordinator or committee available for consultation, or, find out if a local higher education institution has faculty whose course requirements or service learning options might provide assistance with your evaluation design.

Below are some sample questions that might be useful for evaluating participants knowledge after education activities.

SAMPLE QUESTIONS FOR PRE AND POST TESTS

1) __T __F
A thirteen year old can have sex with a sixteen year old.

2) __T __F
A twenty-five year old can have sex with a sixteen year old.

3) __T __F
Someone under the age of fourteen can consent to sexual activity.

4) __ T __F
A person who is under the influence of alcohol or other substances cannot legally give consent to sexual activity.

5) Define what it means to "consent" to sexual contact with another person.

6) What does it mean for someone to be in a role or situation where he/she has power over someone else? Give an example.

7) Whose responsibility is it to check in and ensure there is consent?

8) __ Yes ___ No
Can a high school senior have power over a high school freshman? Explain.

ADDITIONAL POST TEST QUESTIONS:

1) Consent is:
__ a term defined by law
__ a person's clearly communicated willingness to do something
__ permission given by one person to another for some purpose
__ all of the above

2) Name three things you learned about consent….

3) After participating in this program, I understand
__ the meaning of consent
__ the Vermont consent law
__ both
__ neither

4) I can apply what I learned to situations
__ with friends
__ at a party
__ at school
__ at work
__ in the community

ONGOING IMPLEMENTATION – KEY POINTS TO REMEMBER

- Throughout each step of your consent campaign planning and implementation, you are paving the way toward sustainability.

- In a way, the community is part audience, part consumer and part supporter. When they are engaged on all levels from the start, you will have buy-in that builds ongoing support.

- Time taken to evaluate and review the work as you go, demonstrates there is value in what you are doing, and how it benefits the community – a key selling point to potential funders and supporters, whether public agencies, private foundations or community members who write checks or donate time to help with your consent campaign activities.

DISCLOSURES: WHAT YOU NEED TO KNOW

Due to the prevalence of sexual violence in our society, it is possible that when we talk to youth and adults about consent, some of them will have already been victimized. Below are some tips on how to be a safe person to disclose abuse or violence to.[6]

ADULTS NEED TO USE STRATEGIES THAT INCREASE THE LIKELIHOOD OF DISCLOSING.

- Establish safe environments and nurture consistent, positive relationship through open and respectful communication.
- Ensure youth have the skills needed to describe a situation that makes them uncomfortable and that they feel they have permission to use these skills.
- Teach youth about healthy sexual development.

ADULTS NEED TO KNOW HOW TO RECOGNIZE SIGNS OF ABUSE AND DISCLOSURES.

- Disclosure is not always obvious and can easily be missed.
- Disclosure is often a process rather than a one-time event.
- While full disclosure happens occasionally, more often information is provided a little at a time--the process may span hours, weeks, months or even years as youth test the reactions to their hints by the adults around them.
- Accidental full disclosure can also occur.
- A youth is likely to seem hesitant, confused, uncertain or agitated during a disclosure. A youth may disclose, then retract it and deny abuse. None of these things mean you should disregard the information.
- Much of what a youth expresses is through their behavior rather than their verbalizations. It is important to know what to look for as alerting signals that something is amiss.

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[6] *Adapted from Vermont's Sexual Violence Prevention Technical Assistance Resource Guide for school communities' K-12 incorporating sexual violence prevention into their health education curriculum.*

HOW TO RESPOND TO DISCLOSURES OF ABUSE[7]

- Find a place that is private to talk to the person. Make sure that you won't be interrupted.
- Don't sit behind a desk. Sit near the person to put him or her at ease.
- Don't touch the person without permission. Touch may be associated with physical and/or emotional pain.
- Remain calm.
- Listen.
- Recognize and respect the variety of feelings the person may be experiencing. Each youth may be different in how he or she expresses feelings about what happened.
- Encourage the youth to tell you what happened but don't press for details.
- Honor the person's method of disclosure. If someone is making a disguised disclosure (for instance, claiming that the abuse happened to someone else), encourage the person to tell you about the situation.
- Respect and honor the person's relationships which may include the reported offender.
- Try to get enough information to determine the youth's safety. Immediate action is needed if you think the child is in imminent danger.
- Support the person. State clearly that you believe him/her.
- You may need to file a report following the Vermont mandated reporting statute.
- The most important first step is to stay with the content of what you are hearing – not rush to the "we have to report" part of the conversation. Any self disclosure of import is an unusual gift of trust for a young person to offer so spending time really listening and neither getting upset nor jumping to problem solving is critical.
- Moving the conversation to a place of safety is an important part of response. This is difficult if the person disclosing does not see safety as part of the issue. This is sometimes possible in talking about power and control issues, or discussing how this behavior may emerge with others beyond the person disclosing and the situation/person they are disclosing about.

[7] Adapted from CWS-569: Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators. Virginia Commonwealth University VISSTA eLearning Center. 2009

- The conversation should also include the law and the concept of mandatory reporting. A report **has** to be made so the conversation needs to be moved to what is a way of reporting that takes into account the safety and needs of the victim. This includes how and when a report is made and by whom. There also should be a conversation about what is likely to happen as a result of a disclosure, including how the process works and advocating for any special considerations with DCF – particularly around safety concerns.

HELPFUL LOCAL RESOURCES

Vermont Sexual Violence Hotline: 1-800-489-7273 (489-RAPE)

Vermont Department for Children and Families, Protect Kids Vermont: www.protectkids.vt.gov

Vermont Department for Children and Families Child Abuse Hotline: 1-800-649-5285

Useful State and National Organizations

Centers for Disease Control and Prevention: National Center for Injury Prevention and Control
800.CDC.INFO (800-232-4636) www.cdc.gov/injury/

The National Center for Missing and Exploited Children
1.800.THE-LOST (1-800-843-5678) www.missingkids.com

The National Sexual Violence Resource Center (NSVRC)
717.909.0710 www.nsvrc.org

Planned Parenthood of Northern New England
CENTRAL OFFICE: 800.287.8188 www.plannedparenthood.org/ppnne

Prevent Child Abuse Vermont
800.CHILDREN (800.244.5373) www.pcavt.org

SafeArt
802.685.3138 www.safeart.org

The Vermont Network Against Domestic and Sexual Violence
802.223.1302
www.vtnetwork.org

VT Sexual Violence Hotline:
1-800-489-7273
Free and confidential, 24/7

COMMUNITY-BASED DOMESTIC AND SEXUAL VIOLENCE PROGRAMS BY COUNTY: *A map can be found at www.vtnetwork.org/get-help/member-programs/*

Addison County and Rochester:
WomenSafe
Hotline: 802.388.4205 or 1.800.388.4205
TTY: 802.388.4305 www.womensafe.net

Bennington County:
PAVE
Hotline: 802.442.2111
www.pavebennington.com

Caledonia, Orleans, & Essex Counties:
Umbrella, The Advocacy Program
Hotline: 802/748.8645
Newport Office
Hotline: 802/334.0148
Web: www.umbrellanek.org

Hardwick area of Caledonia, Washington & Orleans Counties:
AWARE, Inc.
Hotline: 802/472.6463
Web: www.awarevt.org

Chittenden County:
H.O.P.E. Works
Hotline: 802/863.1236
Web: www.hopeworksvt.org

Steps To End Domestic Violence
Hotline: 802/658.1996
Web: www.stepsVT.org

Franklin & Grand Isle Counties:
Voices Against Violence
Hotline: 802/524.6575
Web: www.voicesagainstviolence.org

Lamoille County:
Clarina Howard Nichols Center
Hotline: 802/888.5256
Web: www.clarina.org

Orange & Northern Windsor Counties:
Safeline, Inc.
Hotline: 1.800.639.7233
Web: www.safelinevt.org

Rutland County:
NewStory Center
Hotline: 802/775.3232
Web: www.nscvt.org

Washington County:
Circle
Hotline: 1.877.543.9498
Email: vtbwss@sover.net

Sexual Assault Crisis Team
Hotline: 802/479.5577
Email: sactwcdirector@gmail.com

Windham & Southern Windsor Counties:
Women's Freedom Center
Hotline: 802/254.6954 or 1.800.773.0689

Springfield Office
Hotline: 802/885.2050
Email: advocates@womensfreedomcenter.net

Central Windsor County & Towns of Thetford & Fairlee:
WISE
Hotline: 603/448.5525 or toll-free 1.866.348.WISE
Web: www.WISEuv.org

Specialized Statewide Services

Pride Center of Vermont SafeSpace Program
Support Line: 802/863.0003 or toll-free 1.866.869.7341
Web: www.pridecentervt.org/programs/safespace

Deaf Vermonters Advocacy Services (DVAS)
Videophone & Hearing & Hotline: 802/661.4091
Test Line: 730.235.6539
Web: www.dvas.org

DIVAS (Discussing Intimate Violence & Accessing Support)
Support for women incarcerated in Vermont
Email: divas@vtnetwork.org

Green Mountain Self Advocates
802/229.2600 or 1.800.564.9990
Email: gmsa@sover.net

Vermont Center for Independent Living
802/229.0501 or 1.800.639.1522
Web: www.vcil.org

NATIONAL SEXUAL VIOLENCE PREVENTION EDUCATION RESOURCES

Youth Specific

Amplify Your Voice
peer to peer education for teens about sexual health.
www.amplifyyourvoice.org

For GLBTQ:
www.amplifyyourvoice.org/youthresource

For young women of color:
www.amplifyyourvoice.org/mysistahs

Love Is Respect: National Teen Dating Violence Hotline
Live peer online chat, videos and quizzes.
Hotline: 866.331.9474 |866.331.8453 TTY
www.loveisrespect.org

That's Not Cool
Information for teens on textual harassment and how to deal with pressure
www.thatsnotcool.com

The Safe Space
Information on dating violence,
www.thesafespace.org

Netsmartz
Online safety for youth
www.netsmartz.org

Break the Cycle
Empowering youth to end domestic violence
www.breakthecycle.org

For the Disability Community

Can Do! Project Disability, Abuse and Personal Rights Project (DAPR)
310.473.6768
www.disability-abuse.com

SafePlace/ Disability Services ASAP
512.267.7233
www.safeplace.org

My Body! My Choice!
217.875.1910
spaceley@maconresources.org

Sexuality and Sexual Assault Awareness for Empowerment (S.A.F.E.): A Preventative Educational Curriculum for Individuals with Physical Disabilities
717.728.9740 www.pcar.org

For Men and Boys

Men Can Stop Rape, Inc.
202.265.6530
www.mencanstoprape.org

Mentors in Violence Prevention
407.823.3337
www.sportinsociety.org/mvp

My Strength is Not for Hurting
www.mystrength.org

For Adults

100 Conversations, Power of Prevention
Tools for adults to have 100 conversations about relationships and sexuality with youth.
www.100conversations.org

Child Sexual Abuse Prevention Parent Guide and Protect Kids Vermont Information for Adults
Protectkids.vt.gov

Darkness to Light
Child sexual abuse prevention
www.d2l.org

Engaging Bystanders in Sexual Violence Prevention
National Sexual Violence Resource Center
www.nsvrc.org

Stop It Now!
Child abuse perpetrator prevention
www.stopitnow.com

The Vermont Consent Campaign materials and other useful information and resources about sexual violence prevention and services can be found online at www.vtnetwork.org

APPENDIX 1:

Sample Pre and Post Surveys

EVALUATION

Pre and post-test examples for use with all grades.

PRE-TEST

Please answer the following questions

1) __T __F
   It is legal for a 19 year old to engage in sexual activity with a 15 year old

2) __T __F
   A 15 year old can legally consent to sexual activity with a 13 year old.

3) __ T __F
   Consent means that the person said yes out loud.

4) Five types of sexual activity I need to get consent for are:
   1.
   2.
   3.
   4.
   5.

5) Circle the situation below in which consent not possible:
   a. Both people are 15, they have talked about protection.
   b. One person is 16 and the other is 18, one of them has not told the other about an STD they have.
   c. One person is 24 and the other is 16, they are not dating.
   d. Both people are 14, they have been dating for two years.

POST-TEST

1) Name three things you learned about consent:
    1.
    2.
    3.

2) Knowing my boundaries and values helps me understand consent because:

3) Explain what this means: Consent is a process

4) Circle the situation below in which consent is not possible:
    a. Both people are 15, they have talked about protection.
    b. One person is 24 and the other is 16, they are not dating.
    c. One person is 17 and the other is 19, the 19 year old is the 17 year old's manager at work.
    d. One person is 16 and the other is 18, one of them has an STD but the other knows.
    e. Both people are 14, they have been dating for two years.

5) Which of these is not a part of consent, circle it:
    1. Decision making together
    2. Identifying the other person's feelings
    3. Convincing one partner that it is okay to do it
    4. Knowing the consequences
    5. Knowing the STD status of each other

APPENDIX 2:

Consent Lesson Plan

Grade 7/8

CONSENT LESSON PLAN, GRADES 7/8

Length: 1 hr 30 m *or* two 45 m sections.

Evaluation: Administer the pre-test found in the resource packet to students prior to the lesson planning to help identify what your students already know and what concepts might need extra focus. The post-test should be administered between a couple of days and a couple of weeks after you've completed the lesson plan if possible to evaluate retained learning, but right after the lessons works too.

Learning Objectives:

Students will

- Be able to restate the legal age of sexual consent.
- Examine and apply the elements of consent.
- Practice verbal consent communication.
- Translate non-verbal cues around consent.
- Apply consent to a broad range of physical activities (consent for any touch, not just sexual touch).
- Value personal responsibility to ask for and communicate about consent.

SECTION 1: An Introduction to Consent (45 minutes)

INTRODUCTION: *(5 minutes)*

Trainer TIPS:

- You can ask students where else they give consent beyond the examples offered.
- You may want to write the various forms of sexual activity listed in paragraph two on a flip chart or chalk board so that students can read them as well as hear them.
- Trainers can also ask students to populate the list of forms of sexual activity and then add on the ones they left out.

(This is a suggested script, use language that is comfortable for you.)

Many of you may have heard the term "**consent**", today we are going to tease out what it means and what needs to be present for consent to be possible. Consent is words and actions that show that someone really wants to do what they are about to do. Consent is talked about in many different places, we sign consent forms to let doctors see our health information, we have consent waivers that say we agree to play on a sports team and abide by the rules of that team. Today we are going to talk about consent and communication around **sexual and physical touch and activity**. There is no form to sign when we ask someone if we can touch them and so we have to be careful to make sure that we are very clear about what we want to do and if we have permission to do that with the other person.

This kind of consent applies to a wide range of sexual touch and activity including:

- kissing
- holding hands
- hugging
- touching or rubbing under or over clothes
- being fully or partially naked with or in front of each other
- sending fully or partially nude pictures (sexting) of ourselves or someone else
- All other forms of sexual contact

Each activity needs to have clear consent from each person involved every time. If you want to touch someone or be sexual with them in a non-touching way, it is **your responsibility** to make sure you have the other person's consent. **It is not the other person's responsibility to have to say no or yes once you start**, though they have the right to do that or even change their mind part way through if they want. **The responsibility of consent falls on the person who is initiating the touch or activity.** We are going to get back to this, but first, let's see how good we are at using our powers of observation to see if consent exists between two people.

YES or NO *(15 minutes)*

TRAINER MATERIALS and PREPARATION:

- Cards that say YES and cards that say NO, enough for each person to have a set. Card template provided with this lesson plan.
- Images of people in embrace or kissing- it is helpful to use images of popular celebrities or other recognizable characters, though not necessary. We have provided some in this packet, though celebrity shifts quickly and the images may need to be updated every year. Images can be printed out in 8.5 x 11 photocopies or presented in PowerPoint. Images should show both clearly consenting people and non-consenting people, having some ambiguous images will help generate discussion.

** This activity may need to be adapted for groups with people who may have barriers to reading body language in pictures due to developmental or physical disabilities. Alternatives could include having two people demonstrate using sounds and body language (not words) that might mean yes or no and have the group discuss together.*

ACTIVITY
Pass out yes/ no cards.

EXPLAIN that you are going to show a few images and if you think that both people in the picture are into what is happening hold up your "yes" card, If you think one person might not be enjoying what is happening, or not feeling into it, or not sure hold up your "no" card. Explain that we don't have a lot more information other than what we can see in the picture for some images, for other images many of us may know the story behind it (ex: twilight picture). Students should use their best judgment based on what they see and might know.

*Go through a few images then **ASK**:*

- What clues were there that people were into it when you held up "yes" cards?
- What about the "no" clues?

COMPLICATE:

- After showing an image that may be ambiguous or that students are split on, add some information that complicates the situation:

  EX: Image with blonde woman hugging man with glasses and dark hair who looks uncomfortable (slide 10 on the PowerPoint)- What if we knew they were dating? What if we knew that she had a crush on him but they weren't dating? What if she was drunk and he didn't ever drink? What if they are best friends?

OR

(Slide 6) Peeta and Kat from the Hunger Games. (Many students will know the story, but not all) We know that Peeta has a huge crush on Kat and Kat has not really reciprocated, she doesn't hate him, but also doesn't really have those same love feelings back. In the book, we learn that she kisses Peeta because she realizes that Haymitch, their mentor who can help give them live saving supplies, will give her what she needs if she plays along and shows affection for Peeta. In the book we get to hear her inner dialogue about how conflicted she is, she doesn't really want to kiss him but feels she has too. She also feels she has to make it look like she really does want to for the cameras.

ASK as you introduce complications:

- How does this information impact our impression of whether this was okay touch or not?
- Do you think that person A asked if they could touch person B?
- What might have happened if they did ask?
  - *They might have said "no, I don't want to hug" or they might have said "sure" and been more into it and ready for it and therefore made a hug that both people liked more.*

CONCLUDE: We can't really tell if there was active and enthusiastic consent in any of these pictures because we didn't hear the conversation that was happening or see other body language clues.

Let's try to see if we can tell how someone is feeling using body language clues in person. How good are we at understanding someone's clues?

READING CLUES (*10 minutes)*

TRAINER MATERIALS and PREPARATION:

- 6 "feelings cards" for each pair (3 each person). There should be a mix of easily identifiable feelings and more difficult ones. Feeling cards are provided in the Consent Resource Packet.
- Something to time one minute with.

ACTIVITY

Divide participants into pairs. GIVE each person in each pair three "*feeling cards" (found in resource packet)* face down, tell participants not to look at the cards until they are instructed to. If there is an uneven number of people in the group, have one person join another group, each person in that group will get two feeling cards instead of three and both "receivers" can guess what the "sender" is trying to convey at the same time.

***Have each pair decide who will go first and* EXPLAIN:**

We communicate with each other in many ways without using words when seeking consent, faces and body language can give us many clues that we need to pay attention to.

Each of you will have a turn to try to read a feeling the other person is trying to convey with their body language. The first person to go will look at one of the cards they were given, without showing it to the other person, and then "send" the feeling to their partner ***using facial expressions and body language only, no sounds***.

The other person, the receiver, will try to guess the feeling. If they guess correctly, the sender will say "yes" and go to the next card they have. You will have only one minute to go through all three cards. If one feeling seems really hard, the sender can choose to set it aside or the receiver can say "pass." After a minute I will tell you to switch and the person who was trying to guess will now try to express the feelings on their three cards to the other person.

After each person has had a chance to send and guess, ASK:

- Was anyone not able to identify a feeling their partner was sending? What feeling was it?
- Why do you think this feeling was hard to express or guess?
- When might someone be feeling this feeling?

CONCLUDE: While body language can't tell us everything, it is important to observe. Sometimes, even though someone may have said "yes" with words, their body may be saying "no" or "I'm more nervous than excited". We need to check in with our words too in those situations.

The best case scenario is that we are making sure that the words we see and the body language we observe line up. That way we really know what is going on. If we aren't sure, if there seems to be a disconnect between words and actions, then we need to stop and check-in with the other person.

Alright, let's take a second to define consent together. Consent is more than just a yes or a no. Those words, yes and no, have to have some other pieces in place around them before they mean anything.

DEFINING THE ELEMENTS OF CONSENT: (15 minutes)

TRAINER MATERIALS and PREPARATION:

- *Consent: Got It?* handout for each student.

PASS OUT *Consent: Got It?* handout to every student, allow students a couple of minutes to read the handout.

Have a student read out loud the bracketed paragraph on the right:

> *Consent means: At the time of the act, there are words and physical actions indicating that both partners freely agree, and really want to do the same thing. Checking for consent is a process that each person needs to keep doing.*

Great- so let's check in with what we will call the "elements of consent", these are the bold sentences on the left. These elements need to be considered for there to be real consent.

(Read the first BOLD sentence of each element on the handout and lead brief discussion about each)

- **There is a sufficient balance of power in the relationship.** This balance of power piece is important but probably a new concept for a lot of us. An example you might remember from when you were little or maybe you've seen somewhere is when a little kid is told to give his aunt or grandfather a hug or kiss but doesn't want to. You may have heard a parent say "come on now Johnny, give your aunt a hug, you won't see her for a while." Johnny can't really say no because he is just a kid and will get in trouble with his parents. **What are some examples of where there might not be a sufficient balance of power in your relationships with other people now?**
    - Teacher and student
    - Senior and a 7th grader (the senior has more information about engaging in sexual activity and also a lot more life experience to base decisions on.)
  - *What about someone who is popular with someone who is maybe an outcast or less popular? Do they have a balance of power?*
    - This is what we call a status difference and it is important because a popular person may be more likely to be believed, especially by other students, if they say something did or didn't happen. So if the popular person does something bad, they might not be held accountable for their actions and the less popular person might not get the support or help they need.

- This doesn't mean that people with different levels of popularity can't be together, but the popular person, with more social power, needs to be really careful around checking in for consent.

- **Look at the age chart on the back? How do you think age plays into power differences?**
    - *People under 15 may not have had access to information about all of the potential consequences of sexual activity. It might also be too awkward for them to be able to talk openly with the person they are engaging with, which is a really important thing to do.*
    - *Adults have more power than teenagers. It's not okay for an adult to ask a teenager to consent to any kind of sexual activity with them.*
    - *They changed the law to say it was okay for people between the ages of 15 and 18 to consent together because these people could be in high school together and have balance of power.*
    - *Society believes that someone 16 years old has had a chance to learn about safe sexual activity and can make informed choices and not give into adult pressure if they are consenting with someone 18 or over.*
    - *The law does not say that people who are minors cannot consent with each other. It is really about adults (18 and over) not engaging in sexual activity with minors (under 18).*
    - *Regardless of age, the rest of the elements of consent need to be in place.*

- **What do you think the piece around consequences means? How do you make sure that there is awareness?**
    - Talking about all this stuff is the only way to make sure you know about consequences. You need to think ahead of time, not just in the heat of the moment, about what is important to you, why you might do what you do and how to stay safe.

    - *Here is an example of NOT knowing about consequences:*

Ron is 13 years old and at a teens-only pool party at the public pool in his town. Gabby is a 17 year old girl who lives on his street, he has had a crush on since he can remember. Gabby walks up to Ron at the pool party, she may have been drinking, and tells Ron he wants to make out with him right then.

Ron can't believe it. He instantly breaks out into a sweat, he has never even talked to her but he doesn't want to say no because he really wants her to like him and he wants to seem cool. Gabby grabs his hand and they walk towards her blanket. Ron is already thinking of the flowers he will get for her tomorrow, the movie he will ask her to next weekend and what else he will do with his new girlfriend. What he doesn't know is that Gabby was dared by her friends to pick the youngest looking boy and make out with him. To her, it is just a joke.

- **ASK: Does Ron know the consequences? What might those consequences be? Whose responsibility is it to initiate more talk about "making out" in this scenario?**

- **"It's safe to say no" is really important. What are some examples of what someone might say that would make it unsafe?** (Ask why the example would make it unsafe.)
    - "If you loved me you would do this"
    - "I'm going to tell everyone you did it anyway"
    - "you're such a tease, just do it"
    - "If you don't do this, I'll break up with you"

- **Why is it important to ask if you can touch someone?**
    - *We each have the right to set boundaries around our bodies and the right to expect that they will be respected.*
    - *It is the right thing to do.*
    - *It makes our experience with each other more comfortable.*
    - *Without clear and enthusiastic consent, we might be pressuring someone to do something they don't want to.*

- **What do you think is meant by "consent is a process?"**
    - *You have to ask about what you are doing along the way; not assume or guess if it is okay. Someone might like something or be willing to try it once, but not again or not now. We don't know unless we check in about it each time and make a habit out of talking about what we like, don't like, and do or don't want to do.*

- **What else stands out for you about the *Consent: Got it?* handout or about consent in general?**
  Try to answer questions as openly as you can. If you can't answer it then, write it down on a flip chart and say you will come back to it in the next session. ***Invite kids to talk to you in private at any time if they have things they don't want to talk about in front of the whole class. Suggest other people they can talk to.***

SECTION 2: Applying Our Skills (45 minutes)

DECISION MAKING: *(15 minutes)*

TRAINER MATERIALS and PREPARATION:

- Write the below bullet pointed questions on a flip chart or chalk board but hide it from the students.

INTRODUCE:

In the last section we talked about the elements of consent and started to think about how we check-in with ourselves and with others. Knowing if there is consent is all about making decisions TOGETHER about what you want to do. In this next activity we are going to try out our decision making skills.

Turn to someone near you. In your pairs, you are going to have two minutes to decide to do something together that you both really want to do. Try to make it something that only one of you or neither of you has done before.

Give them two minutes; ask a couple of the pairs what they decided to do together. Reveal the bulleted list of questions below. Ask those same pairs that reported out if they talked about any of these things?

- When you are going to do it?
- How you are going to get there?
- How long you are going to stay there?
- What you are going to do if one of you is ready to go before the other one?
- How does thinking about doing it make the other person feel?

Tell them to talk in their pairs again and answer all of these questions. Give them another two minutes.

DISCUSS:

- How did the conversations feel? Was it awkward?
- Where there any pairs that decided to do something one of them had done already?
    - What was that like?
    - Did it seem that the person who had done it already was in charge of figuring out how you would do it together?
    - Did the person who hadn't done it defer to the experienced person because they knew what they were doing?
- Did anyone have a conflicts come up during the discussion? What was the conflict about and how did it feel for each person?
- Why is it more important to think about all these other questions when thinking about consent?
    - Decision making together can be difficult. There are lots of different parts that need to be agreed upon. You can't assume that if you agree on one part of it that you will agree on everything else too, so you have to talk about it all.

CONCLUDE: Talking about what we like and don't like with people we might engage in sexual activities with is important, but not always easy or comfortable. As a general rule though, if you can't talk about it, don't do it.

Talk about the little things first, like holding hands and hugging- this is really good practice for the bigger stuff that you might want to do in the future. As you get to know your partner more, talking will become easier and easier. Check in with them often. Check in with yourself often. Making sure EVERYONE is into it means everyone is having more fun.

Now we are going to look at some scenarios and apply what we have learned about consent.

CASE SCENARIOS: *(20 minutes)*

TRAINER MATERIALS and PREPARATION:

- *Copies of the grade 7/8 case scenarios, Attachment A provided in the resource packet. Each student should get all three.*

*As an alternative**, you can have the full class watch this brief video:***

Me, Myself and I from Scenarios USA, 12.5 minutes

http://www.scenariosusa.org/watchfilms/films/2007/06/me_myself_and_i.html

SYNOPSIS

A high school girl learns to make choices for herself regardless of what others think. *Me, Myself and I* addresses gender stereotypes, peer pressure and self-confidence. Discussion questions are provided via the lesson plans link on the web site.

Break class into three smaller groups. Assign each group a scenario and have each group read and discuss. One person in the group should read the scenario out loud, another person should scribe notes about their conversation, and the group should also identify someone to report out at the end.

After about 10 minutes of small group discussion time bring the class back together to discuss. Have each group report out briefly about their scenario.

DISCUSSION:

- What do you think about how consent played out in your scenario? Was it awkward? Was it easy? Was it there?
- What feelings were involved for each person in the scenarios you looked at?

- What pressures might these kids have been facing to do or not do something?
- Whose responsibility was it to check for consent? Why?

CONCLUSION: *(10 minutes)*

Let's review what we have learned and tie things together.

- **What did we learn about body language?**
  - It is an important clue around how people are feeling but can't be the only way we are checking for consent.

- **What kinds of activities do we need to ask permission to do?**
  - Any kind of touch or sexual activity like sexting.

- **What do we mean by sufficient power balance?**
  - One person isn't a lot older, in a position of authority, have more social power or have a lot more experience.

- **Can someone give me an example a statement that makes it unsafe to say no?**
  - "If you loved me you would do this"
  - "I'm going to tell everyone you did it anyway"
  - "you're such a tease, just do it"
  - "If you don't do this, I'll break up with you"

- **Whose responsibility is it so check in around consent?**
  - The person initiating the activity.

- **Can you think of other ways to apply this besides just with a boyfriend or girlfriend?**
  - Hugging a friend, with siblings, any time you touch anyone you should ask first.

- **What are some phrases we can use to ask if something is okay?**
  - May I?

- Do you like it if I..?
- Want to?
- Can we?

- **What makes it hard to ask?**

- **Why is asking better?**

- **What other questions do you have?** Remind students that they can find you after class or another time if something comes up and they want to talk more about consent.

TRAINER NOTES:

SCENARIO ONE: Holding Hands

Ellie and Chris are both in 7th grade. They started hanging out a few weeks ago. They mostly just see each other at school, but they talk on the phone on the weekends and sometimes during the week. They are in the same homeroom but that is the only class they have together. It is the first time either of them has dated anyone and they both feel a little shy sometimes, not knowing exactly what to say to each other.

In their school, lots of 8th graders date and a few 7th graders. Couples often walk to class together holding hands and give a kiss before going into the classroom. Chris does walk her to a lot of her classes, but Chris and Ellie haven't kissed or even held hands yet. Ellie's friends are starting to ask her if she wants to hold hands with Chris and if she has kissed him yet. She hasn't done either. She would like to hold his hand when they walk to class, but he keeps his hands in his pockets or holding his book. She is also excited for her first kiss, but doesn't know if she wants it to happen at school in front of everyone.

That Friday, while walking to the last class of the day, Ellie tries to grab Chris's hand. Chris pulls it away. Neither of them says anything but both feel awkward and Ellie gets really bummed and thinks Chris may not really like her. They part quickly when they reach the classroom. Chris doesn't meet her after class to walk her to the bus.

That night, Ellie calls Chris. She is mad and sad and not sure what is going on. She asks Chris if he wants to break up. Chris says he doesn't. She asks why he wouldn't hold her hand. He pauses for a bit and then says he doesn't know, he doesn't like it, it makes him uncomfortable.

He really is thinking that he doesn't want to hold hands because Ellie makes him nervous and his palms sweat. He's embarrassed and doesn't want Ellie to know. Ellie assumes that he is embarrassed about holding HER hand though and gets mad at him, says she doesn't like him anymore and hangs up.

DISCUSSION QUESTIONS:
(Have one student take notes and be prepared to report to the class)

1. What pressures do you think Ellie and Chris were feeling and from whom?

2. Why do you think it was hard for them to talk?

3. What might have made it easier?

4. What could each of them have done differently to avoid confusion and discomfort?

5. How does this relate to consent?

SCENARIO TWO: License to Drive

Dave is an 11th grader who is 17; he has his license and a car. He is on the soccer team and is really popular. A couple of months ago he met his sister's friend Julie, who is in 8th grade and 14 years old, Dave thought she was cute. He would hang out with her when she came over to see his sister, he started offering her rides home. Julie couldn't believe he was interested in her; she wasn't popular and was still in Jr. high.

They started dating. They both updated their Facebook pages to say they were in a relationship together. Julie's friends were jealous that she was dating someone so much older who was so popular and had a car. They would talk on the phone every night and he texted her all the time during the day asking what she was doing and who she was with. If she said she was with any other boys though, he would text things like "you better not be sitting too close to them". At first she thought he was joking, but then he would bring it up when he saw her and one time told one of her guy friends to "get his own girlfriend" when they were walking together. She thought his jealousy was a sign of how much he liked her.

They kissed a lot, and Dave had felt Julie's breasts over her shirt. One time, after they had been dating about 3 months, they were making out in Dave's car in the parking lot after the movies. Julie noticed that Dave had unzipped his pants and exposed his penis. He held her hand tightly and pulled it onto his lap. She wasn't really ready for this and tried to resist, but her was stronger than her. He said "you know you want to". Julie didn't feel like she did know what she wanted to do and she gave in, thinking she better do what he wanted so he wouldn't get mad.

She kept her hand where he had put it, he was still holding her wrist but she wasn't moving her hand. Dave stopped kissing her and told her he wanted her to rub his penis. She still didn't. He said "lots of girls do it, don't you like me?" Julie did it for a second and he let go of her wrist, but then she leaned away, crossed her arms and asked if they could just go now. Dave muttered "bitch" and gave her a dirty look but zipped his fly up and started the car to drive her home.

DISCUSSION QUESTIONS:
(Have one student take notes and be prepared to report to the class)

1. Was there sufficient power balance in the relationship? Why/ why not?

2. Why does having a sufficient balance of power matter?

3. Was there consent? Explain.

4. What pressures do you think Dave and Julie might have been experiencing from friends that impacted this situation?

5. What actions of Dave's were not okay, why?

SCENARIO THREE: Friends or More?

Justin and Sarah have been friends for a long time. They are both in 8th grade. They hang out with a group of other friends all the time, some of whom are dating each other. One weekend, they are all hanging out listening to music. They all decide to start playing a version of spin the bottle where the person who the bottle points towards has to kiss the spinner. Everyone seems to have a lot of fun playing the game, and Justin and Sarah kiss a couple of times during it.

The group moves on to doing other things and it is soon time for them all to head home. Justin and Sarah live in the same direction and start walking together. On the way home, Justin says to Sarah that he really liked kissing her and that he'd like to do it again. He asks her if she wants to kiss him.

Sarah says she does want to kiss him, but asks if it means that he also wants to date her or if he just wants to be friends. He says he really likes her and has had a crush for a while, he asks her if she would be his girlfriend. She says yes. They stop walking and kiss each other. It's just a closed mouth kiss, and then they hug. Then they open mouth kiss. Justin asks if that was okay, if she liked it. She giggled and said she liked it a lot and asked if he wanted to do it again. They kiss some more.

They realize they need to get home, so they start walking, both of them let their hands dangle and touch each others, they start to hold hands, look at each other and smile.

DISCUSSION QUESTIONS:

(Have one student take notes and be prepared to report to the class)

1. What do you think about how they communicated with each other?

2. When and how was consent communicated?

3. Was it safe for Sarah to say no if she wanted to?

4. How do you think Sarah feels that Justin has asked her if the kissing is okay?

5. What might have happened if Sarah didn't want to do anything?

APPENDIX 3:

Consent Lesson Plan

Grade 9/10

Consent Lesson Plan, Grades 9/10

Length: 1 hr 30 m *or* two 45 m sections.

Evaluation:
Administer the pre-test found in the resource packet to students prior to the lesson planning to help identify what your students already know and what concepts might need extra focus. The post-test should be administered between a couple of days and a couple of weeks after you've completed the lesson plan if possible to evaluate retained learning, but right after the lessons works too.

Learning Objectives:

Students will

- Identify potential consequences of sexual activity
- Understand the importance of consent
- Be able to define what consent means
- Define the elements that need to be present to be able to give or get consent
- Understand and interpret non-verbal cues around consent
- Identify when someone may not be able to reasonably give consent

SECTION 1: An Introduction to Consent (45 minutes)

INTRODUCTION: *(10 minutes)*
(This is a suggested script, use language that is comfortable for you.)

Today we are going to talk about communication and consent around engaging in sexual activities. Many people may be familiar with the term "consent".

ASK:

- **What is consent?**
  - *Try to pull the definition out of the students. Here is our brief definition: Consent is words or actions that show that someone really wants to do what they are about to do.*

- **Consent applies to a wide range of physical and sexual touch. What kinds of sexual activities do you think you need consent for?**

• kissing,
• holding hands,
• touching or rubbing under or over clothes,
• being fully or partially naked with or in front of each other,
• sending fully or partially nude pictures (sexting) of ourselves or someone else,
• vaginal and anal penetration,
• oral sex on males or females,
• watching someone masturbate or touch themselves.

Each activity needs to have clear consent from each person involved every time. If you want to touch someone or be sexual with them in a non-touching way, it is **your responsibility** to make sure you have the other person's consent. **It is <u>not</u> the other person's responsibility to have to say no or yes once you start**, though they have the right to do that or even change their mind part way through if they want. **The responsibility of consent falls on the person who is initiating the touch or activity.**

ASK:

- **Why is it important to ask if you can touch someone?** (Write up the answers so they can be seen throughout the class.)

- *We each have the right to set boundaries around our bodies and the right to expect that they will be respected.*
- *It is the right thing to do.*
- *It makes our experience with each other more comfortable.*
- *Without clear and enthusiastic consent, we might be pressuring someone to do something they don't want to.*
- *It's better*

Those are all great reasons. Consent is important for all kinds of touch. Consent is more than just a yes or a no though. Those words, yes and no, have to have some other pieces in place around them before they mean anything.

DEFINING THE ELEMENTS OF CONSENT: (25 minutes)

TRAINER MATERIALS and PREPARATION:

- *Consent: Got It?* handout for each student.

PASS OUT *Consent: Got It?* handout to every student, allow students a couple of minutes to read the handout.

Have a student read out loud the bracketed paragraph on the right:

> *Consent means: At the time of the act, there are words and physical actions indicating that both partners freely agree, and really want to do the same thing. Checking for consent is a process that each person needs to keep doing.*

Great- so let's check in with what we will call the "elements of consent", these are the bold sentences on the left. These elements need to be considered for there to be real consent.

(Read the first BOLD sentence of each element on the handout and lead brief discussion about each)

- **There is a sufficient balance of power in the relationship.** This balance of power piece is important and probably the hardest to wrap our heads around. Let's tease it out.
    - What are some examples when someone has the power of authority? (Have them give examples and state why):
        - Teacher and student: Teacher can give student bad grades, teacher has authority over student.
        - Boss and employee: Boss can fire employee if they don't do what the boss wants.

    - What about status?
        - Someone who is a lot more popular than the other person. A popular person may be more likely to be believed, especially by other students, if they say something did or didn't happen. So if the popular person does something bad, they might not be held accountable for their actions and the less popular person might not get the support or help they need. (This doesn't mean that people with different levels of popularity can't be together, but the popular person, with more social power, needs to be really careful around checking in for consent)
        - Another example of a status difference might be if two people of the same sex are engaging in sexual activity and one of them is "out", meaning many people know that s/he is gay, and the other is not. The person who is out could tell people about the other person if they wanted to, which might make is scary or unsafe for the person who is not out to consent.

    - Developmental differences?
        - Someone who may have a learning disability and may not understand all the consequences.
        - Someone who is much younger or much more immature even if there isn't a huge age difference.

    - What about someone who has used violence on the other person or has threatened to? How does this impact power?

        - The person who used violence or threatened to has more power because the other person would be scared to make them angry. If one person is scared of the other there isn't a sufficient balance of power.
        - Violence can also mean emotional threats too. For example, if someone says no and their partner says that they are going to tell everyone they did it anyways or starts to name call.

    - Look at the age chart on the back? How do you think age plays into power differences?
        - People under 15 may not have had access to information about all of the potential consequences of sexual activity. It might also be too awkward for them to be able to talk openly with the person they are engaging with, which is a really important thing to do.
        - Adults have more power than teenagers. It's not okay for an adult to ask a teenager to consent to any kind of sexual activity with them.
        - They changed the law to say it was okay for people between the ages of 15 and 18 to consent together because these people could be in high school together and have balance of power.
        - Society believes that someone 16 years old has had a chance to learn about safe sexual activity and can make informed choices and not give into adult pressure if they are consenting with someone 18 or over.
        - The law does not say that people who are minors cannot consent with each other. It is really about adults (18 and over) not engaging in sexual activity with minors (under 18).
        - Regardless of age, the *rest of the elements of consent need to be in place.*

- **What do you think the piece around consequences means? What are potential consequences to engaging in sexual activity with another person?**
        - Pregnancy and STDs
        - Taking the relationship to another level

        - On person might tell others about what you did together
        - You might have a really good time and enjoy yourself

    - How do you know about the consequences?
        - Talking about all this stuff is the only way to make sure you know about consequences.

    - What are some questions you can ask to help find out about the potential consequences and make sure you and your partner are on the same page?
        - What does this mean for our relationship? Are we just hooking up or are we dating?
        - Do you have any STDs? Have you ever been tested?
        - Have you done this with other people before?
        - Are you on the pill or using some other form of birth control?
        - When we do this, are you going to want to do more right away, or is this it?
        - If you change your mind part way through, will you tell me? Or will you be able to stop and be cool with that?

    - These might seem like awkward things to ask, but it will make the experience much safer and more pleasurable. It is best to talk about these things ahead of time, not in the heat of the moment.

- **"It's safe to say no" is really important. What are some examples of what someone might say that would make it unsafe?** (Ask why the example would make it unsafe.)
    - "If you loved me you would do this"
    - "I'm going to tell everyone you did it anyway"
    - "you're such a tease, just do it"
    - "If you don't do this, I'll break up with you"

- **What do you think is meant by "consent is a process?"**
    - You have to ask about what you are doing along the way; not assume or guess if it is okay. Someone might like something or be willing to try it once, but not again or not now. We don't know unless we check in about it each time and make a

habit out of talking about what we like, don't like, and do or don't want to do.

- **What else stands out for you about the *Consent: Got it?* handout or about consent in general?**
  Try to answer questions as openly as you can. If you can't answer it then, write it down on a flip chart and say you will come back to it in the next session. ***Invite kids to talk to you in private at any time if they have things they don't want to talk about in front of the whole class. Suggest other people they can talk to.***

VALUES AND BOUNDARIES FREE WRITE: *(10 minutes)*

TRAINER MATERIALS and PREPARATION:

- ***My Values and Boundaries*** handout for each student.

INTRODUCE:

We are going to take these next few minutes to think about what your values are around sexual activity. A value is a belief or feeling that is important to you and helps you make decisions. **An important piece of consent is knowing what YOU want and don't want to do- which make it easier for you to talk to someone else about what they want to do and respect their boundaries and values if they are different than yours.**

- Where are some places we get information that might influence our values?
  - Parents
  - Television
  - Songs
  - Friends

We may get a lot of different messages about what we should or should not be doing with our bodies. It is really helpful to think about our values before we are in the "heat of the moment" with someone and think about what might be

influencing them- **we want our values to reflect what WE FEEL IS RIGHT FOR OURSELVES**, not what might make us popular or cool or please someone else.

Take a couple of minutes to fill this sheet out. YOU WILL NOT BE ASKED TO SHARE THESE. This is for your eyes only.

Give 5 minutes for students to write.

ASK:

- What did it feel like to fill that out?
- What does it feel like when your boundaries and values are respected?

CONCLUDE:

Talking about what we like and don't like with people we might engage in sexual activities with is important, but not always easy or comfortable. We need to practice communication, build trust and make sure we get enough information about what the other person likes. Keep thinking about your values and boundaries, these might shift for you as you move through your life and that is okay and normal.

It is important that we understand what consent is. **We are each responsible for checking in every time and backing off if the person we are with doesn't want to do something or isn't sure.** Check in with them often. Check in with yourself often. Making sure EVERYONE is into it means everyone is having more fun.

SECTION 2: Applying Our Learning (45 minutes)

REVIEW: *(10 minutes)*

Let's review what we have learned about consent so far:

- **What kinds of activities do we need to ask permission to do?**
  - Any kind of touch or sexual activity like sexting.

- **What do we mean by sufficient power balance?**
  - One person isn't a lot older, in a position of authority, have more social power or have a lot more experience.

- **Can someone give me an example a statement that makes it unsafe to say no?**
  - "If you loved me you would do this"
  - "I'm going to tell everyone you did it anyway"
  - "you're such a tease, just do it"
  - "If you don't do this, I'll break up with you"

- **Whose responsibility is it so check in around consent?**
  - The person initiating the activity.

Great. Now let's dig a little deeper.

- **What are some phrases we can use to ask if something is okay?**
  - May I?
  - Do you like it if I..?
  - Want to?
  - Can we?
  - Would you be into…?

- **What makes it hard to ask? Why is this awkward?**

- **Why is it important to do anyways?**

        - If you think it is awkward to talk about before you do it, imagine being in the heat of the moment with someone and not knowing what they want to do or like.
        - You want to make sure both people feel safe and are totally into what you are doing.
        - Legally, without consent it is sexual assault.

- **What are some ways that enthusiastic consent is given?**
    - Through the word yes.
        - Tease this out, what if "yes" was said in a quiet or hesitant way- is that still yes? [no- you would need to check in more]
        - What about a yes said in a really bored or apathetic way? [no]
        - What if yes was said like this (say yes and shake your head no at the same time)? [no]
            - Why isn't that a yes?
                - Words and body language need to match. If someone's body is all tense or shaking or showing some other signs of resistance, you need to stop what you are doing and check in, even if their words said yes.

Well done. Let's take all this learning we have done and check out some case scenarios.

LOOKING AND LISTENING FOR YES OR NO: *(30 minutes)*

TRAINER MATERIALS and PREPARATION:

- ***Copies of the scenarios provided in the resource packet, Attachment B, grade 9/10 scenarios, for each student.***
- ***Students should also have their Consent: Got it? handouts for reference. If doing this activity on a different day than section 1, you may want to bring extra copies for anyone who forgets theirs.***

Break into 4 small groups; pass out the scenarios to each group and assign each group a number. Have one student read the scenario out loud while the others follow along. Each group will have a few minutes to discuss the questions at the end of their scenario. One student from each group will need to report out in the end. After about 10-15 minutes of discussion time, call the students back together.

ASK each group in turn to share a bit about their scenario and what they focused on in their discussion about the questions.

POINTS TO MAKE WITH EACH GROUP:

Group 1-

- *Guys don't always want to "do it" or rush into things, even though we see a lot of messages in media about how guys are always ready.*
- *It can be really hard to say no at this point, in the heat of the moment, but hopefully Joe feels like he can and Jesse won't be offended.*
- *They should be using protection.*
- *Jesse should be checking in with Joe and asking if he is ready.*

Group 2-

- *It isn't cool that Gary took a picture of Chris in an intimate moment without his permission.*
- *Sending pictures like this is called "sexting" and it is a really bad idea. Pictures are too easy to forward or post, or your phone to easily lost or set down somewhere where people might look through it and see things you don't want them too.*
- ***It is illegal for anyone to show, forward or post a sext that someone sent to them**.*
- *There is not a sufficient balance of power in this relationship because Chris has not told anyone he is gay, therefore Gary has a secret that he could use to manipulate, threaten or tease Chris with.*
- *We hope he doesn't do that and that they can talk about the sexting and come to an agreement on what BOTH of them feel comfortable with.*

Group 3-

- *This is a good example of talking ahead of time AND checking in with each other in the moment.*

Group 4-

- *ANY SEXUAL ACTIVITY BETWEEN THESE TWO, as defined by law, IS ILLEGAL. Consent is not possible in this scenario because of the ages of each player. No one under 15 can legally consent.*
- *Even if Anna was 15, Mark would still be too old. The oldest he could be would be 18.*
- *Even if she was old enough (or he was young enough) Anna does not have all the information she needs to make an informed decision about whether to engage in sexual activities with Mark. It seems clear that Anna has a crush on Mark and might assume that doing things with him means they would be dating, but that is not what Mark is thinking.*

CONCLUDE: *(5 minutes)*
Good job grappling with those scenarios. Consent is not complicated, but it can be awkward to talk about when we first get started. Starting with talking about the little things will make you more comfortable talking about the larger topics. REMEMBER, without clear and enthusiastic consent, it could be sexual violence. Let's keep our relationships healthy and happy and make sure we got it!

TRAINER NOTES:

ALTERNATIVES TO THE SCENARIOS:

Here are a couple of videos that you can watch for free online instead of or in addition to the scenarios we provide in Attachment B. **Both of these videos are teen written and include lesson plans with discussion questions.**

Just Like You Imagined?

Runtime: 15 minutes
Found at: Scenariosusa.org
http://www.scenariosusa.org/watchfilms/films/2006/08/just_like_you_imagined.html

SYNOPSIS
This short clip deals with HIV, pregnancy, homosexuality, communication, self awareness, compassion and taking responsibility.

All Falls Down

Runtime: 13 minutes
Found at: Scenariosusa.org
http://www.scenariosusa.org/watchfilms/films/2006/08/all_falls_down.html

SYNOPSIS

All Falls Down addresses decision-making by looking at the influences of friendship, communication, peer pressure, substance abuse, and self-esteem.

CONSENT SCENARIOS
Grade 9-10 Consent Campaign Lesson Plan

#1
Jesse, a senior, and Joe, a junior, had been dating for 2 months, they really like each other and have been kissing and holding hands a lot but haven't done more than that. Jesse wants to do more. Joe feels that some of his friends are having sex with their girlfriends and he wants to know what it is like, he also thinks it will bring him and Jesse closer together and he is worried that she might dump him if he doesn't do it with her soon. He's not sure if he's ready yet though and he is worried about getting Jesse pregnant.

Jesse has had sex before with a guy she met at a party last summer. She didn't really know much about him, and she didn't have protected sex. She told Jesse that she had sex before, but didn't tell him that it wasn't protected.

Jesse and Joe go to a bonfire party together and Jesse brings a blanket. They go into a nearby field to look at the stars and start making out. Things get pretty heated up and Jesse starts to unbutton Joe's jeans and she gives him oral sex. Next thing Joe knows, Jesse has taken her pants off and rolled Joe on top of her and whispers "do it" into his ear.

DISCUSS: Use your "*Consent: Got It?"* handout for reference.

- What pieces of consent are present? Not present? (Example: it is not safe to say no)

- Can there be consent in this scenario? Why or why not?

- What are the consequences or the outcomes of sexual activity happening this way?

    - Positive:

    - Negative:

#2

Chris and Gary have been dating for a month, but it is a secret since Chris hasn't told anyone that he is gay and he is afraid what might happen to him if people find out. Gary likes to joke that he has been "out" since the 3rd grade, he is part of the school's pride group and everyone knows he is gay. Chris is on the hockey team and he hears his team mates make homophobic comments all the time, they are always saying "that is so gay" when something is stupid and other comments that make Chris think coming out would mean he couldn't play hockey anymore and he would lose his teammates who are his friends.

Chris really likes Gary though and Gary has been really cool about everything so far, not hanging out in school, coming over only at night and not telling anyone they have been hanging out- even though they have been fooling around with each other. Chris still doesn't want to tell anyone that he is gay yet. Gary has started to text Chris during the day with some pretty racy messages and even sent Chris a picture of his bare chest and stomach. Chris is really worried that someone will see these texts, he deletes them as soon as he gets them but hasn't asked Gary to stop. Then, during school one day, Gary sent another picture and it was of Chris kissing Gary's stomach. Gary must have taken it the other night without Chris knowing.

DISCUSS: Use your "*Consent: Got It?*" handout for reference.

- What pieces of consent are present? Not present? (Example: it is not safe to say no)

- Can there be consent in this scenario? Why or why not?

- What are the consequences or the outcomes of sexual activity happening this way?

    - Positive:

    - Negative:

#3

Rachel and Miguel, both sophomores, have been dating for a year. They haven't had sex yet, or done anything more than kissing, holding hands, cuddling and taking naps on the couch next to each other. They are very happy and say they are in love. They have talked about having sex before and have decided that they wanted to wait until they were both at least 16, which they have both been for a month now. Rachel has talked to her mom about birth control and safe sex. Her mom took her to the doctor and they talked about options, Rachel decided not to start taking the pill yet, but when she and Miguel did start having sex she would. She told Miguel about the visit and what she had found out and they agreed that Miguel would start carrying condoms with him in case they felt the time was right, but they didn't want to plan the first time, just go with the flow. One day after school they were at Miguel's house, his parents weren't home yet. Rachel and Miguel started making out and one thing led to another and things were really heating up. They both had their shirts off and were starting to touch each other's genitals when Miguel asked if he should get up and get his condoms. Rachel shook her head 'yes' enthusiastically.

DISCUSS: Use your "*Consent: Got It?*" handout for reference.

- What pieces of consent are present? Not present? (Example: it is not safe to say no)

- Can there be consent in this scenario? Why or why not?

- What are the consequences or the outcomes of sexual activity happening this way?

    - Positive:

    - Negative:

#4

Mark is 19; he met Anna at a party this summer. She told him she was 16 at first, but he found out later that she was actually only 14. Mark wasn't that interested, but Anna kept following him around and friended him on Facebook, which he accepted because he didn't think that it mattered that much. Anna kept texting him, asking him to meet up with her here and there. He would text back saying he was busy, maybe next time. She was really cute, but he thought she was too young. One day they ended up at the same party again and they were both drinking. Anna was all over Mark. He thought she was looking hot, not 14 at all. Mark waited until no one seemed to be looking and took her hand leading her upstairs. He doesn't plan to date her, but thought he could at least get a little action since she was throwing herself at him.

DISCUSS: Use your "*Consent: Got It?*" handout for reference.

- What pieces of consent are present? Not present? (Example: it is not safe to say no)

- Can there be consent in this scenario? Why or why not?

- What are the consequences or the outcomes of sexual activity happening this way?

    - Positive:

    - Negative:

APPENDIX 4:

Lesson Plan Supports

YES
or
NO

YES
or
NO

YES
or
NO

YES
or
NO

YES
or
NO

YES
or
NO

YES
or
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YES
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YES
or
NO

YES
or
NO

YES

YES

NO

NO

FEELING CARDS

Make a copy and cut these up. Each participant should get 3 cards.

Playful

Surprised

Relaxed

Nervous

Loved

Courageous

Annoyed

Ashamed

Scared

Shy

Happy

Tired

Sad

Hesitant/ unsure

Confused

Good

Rejected

APPENDIX 5:

Handouts

CONSENT: *Got it?*

Before you engage in any kind of sexual activity, you need to make sure you have your partner's consent.

Sexual consent can only be FREELY given if:

- **There is a sufficient balance of power in the relationship.** There is no significant age*, developmental or status differences. One person doesn't have authority over the other. No one has used or threatened to use violence over the other. ** See the law on the flip side.*

- **Both people are aware of the consequences of sexual activity, both positive and negative, and know what will happen next**. Decisions have been made together about birth control and STD/HIV protection, both people agree to what types of contact are okay, both people understand what it means for their relationship together.

- **It is safe to say no.** There is no pressure, tricks or manipulation to say yes, no threats of harm or embarrassment. There are no negative consequences for saying no, no teasing, no pressure, no jokes or telling other people.

Consent means:

At the time of the act, there are **words** AND physical **ACTIONS** indicating that both partners ***freely*** agree, and ***really*** want to do the same thing. *Checking for consent is a process that each person needs to keep doing.*

- **If you say yes you can change your mind or stop at anytime.** You feel comfortable that if you change your mind at any point you will be respected and listened to.

- **Neither party is under the influence of drugs or alcohol.** If someone is drunk or high, they can't really say yes for sure. Save sexual activity for when you're both sober.

Don't guess: ASK.

By law:

People 18 and over cannot engage in sexual activity with people younger than 16 *unless* both people are between the ages of 15 and 18. The age of consent in Vermont is 16.

(13 VSA § 3252)

EXAMPLES			
Person 1 Age	Person 2 Age	Is It Legal?	
18	14	NO	⊘
18	15	YES	✓
18	16	YES	✓
19	16	YES	✓

Remember:

Vermont law defines sex as contact between any genitalia or breasts (without clothing) and any other part of the body including the mouth; any penetration, however slight, by any part of a person's body or any object into the genital or anal opening of another; and masturbation in front of someone else.

You really need consent for ALL sexual activity including kissing, touching or rubbing under or over clothes, being naked with each other, sending fully or partially nude photos or sending provocative messages via email or text (sexting). ***Each activity needs to have clear consent from each partner every time.***

You have a right to your feelings, what might feel right one time may not feel right the next time. You don't have to do something again just because you did it once. You have a right to set your boundaries and talk about them.

If you or someone you know has had non-consensual sex, help is available.

Call Vermont's 24-hour sexual violence hotline:

1-800-489-7273

It is free and you don't have to give your name.
You can talk about your own experience or find out how to help your friend.

ASKING = RESPECT.

VERMONT NETWORK

My Values and Boundaries

A value is a belief or feeling that is important to you and helps you make decisions. An important piece of ***consent*** is knowing what YOU want and don't want to do- which make it easier for you to talk to someone else about what they want to do and respect their boundaries and values. When you are in the heat of the moment sometimes your judgment may get foggy. Thinking about these things ahead of time will help us resist pressures to act in ways that don't fit with how we are thinking. Take a moment to think about what you value and how you can respect others!

---

1. What don't I feel ready to do or want to try?

2. What do I feel ready to do or want to try?

3. These are some ways I can let someone know what I want to or don't want to do:

4. These are some ways that I can ask someone else what they like:

5. If we don't agree on what we want to do together, these are some things I can do or say:

6. I know it is important to never pressure anyone into something they don't want to do. I can make sure I don't do this by:

7. I might be uncomfortable talking about it, but I know it is important to because:

8. These are the questions I still have and where I might go to talk about them:

There are lots of places online for more information, and you can also talk to a safe teacher or another adult you trust. Information is power. Get some! Here are a couple more of our favorite websites for teens:

Sex, Etc: Sex Information for teen, by teens. Sexetc.org

Scarlet Teen: Sex ed for the real world. Scarleteen.com

VERMONT
NETWORK

Talk about it…

Tips for ADULTS talking to youth about consent.

Youth benefit from the opportunity to talk to trusted adults, like parents, coaches and teachers, about healthy sexuality and relationships. **Your student is currently learning in school about the concept and law regarding sexual consent.** We encourage you to use the "*Got Consent*" handout and talking tips below to start a valuable dialogue with the youth in your life about the values that are important to you.

Whether you feel confident and comfortable having planned conversations, or using spontaneous teachable moments, any and all opportunities are valuable.

Remember: Talk early and often

Be open and non-judgmental, listen and respond appropriately from your experience. Send a clear message that you are open to talking and listening about sexuality and healthy relationships. Acknowledge that it can be uncomfortable and awkward, and that's okay. Consent is all about communication.

Here are some conversation starters:

- **Is there equality in the relationship?**
  - *Equality in relationships describes a situation in which **neither** partner has a clear power over the other. A sufficient balance of power is important in a relationship so that each person has as much say over what happens as the other.*

Examples where there is NOT equal power:

- one person is a teacher, coach or caregiver of the other person;
- one person is significantly older (example, a 20 year old person should not date a 15 year old person);
- one person lacks the ability to understand what is happening or the potential consequences due to developmental differences or lack of access to information;
- one person lacks the ability to say no (e.g. is intoxicated) or is too afraid to.

- **Sexual activity and consent questions:**
  - How do you tell that you are ready for sexual activity?
  - How do you know that your partner is ready for sexual activity?
  - How would you ask if your partner is ready for sexual activity?
  - Why do you think it is important to ask?
  - If you feel pressured, manipulated, or like someone is tricking you, what do you do? What do you say?
  - What do you do if you feel like you want to kiss someone but you aren't sure yet?
  - What if you decide to kiss your partner, and he or she wants more?
  - What if it feels good and you want to do more but your partner says "no"?
  - Does it feel o.k. to say no when you're not ready? Why or Why not?
  - Do you know what to do and who to call if you feel scared or like you need help?

- **Consent law:**
  - Why do you think there is a consent law?
  - How old do you have to be to give consent for sexual activity?
  - If someone has been drinking or getting high, can they give consent?

- **Bystander situations:**
  - What would do if your friend told you she was being pressured to have sex and didn't feel ready?
  - What if your friend is boasting about how he is going to get this girl he knows high or drunk and have sex with her?
  - What would you do if you see someone bullying or harassing someone in a sexual way?
  - Do you know how to get help if one of your friends has been hurt or is hurting someone?

It may be awkward, but giving kids the chance to think and talk about consent and safe sexual activity BEFORE they need to put these skills into action will help them make safe choices when the time comes.

For more information, see the documents your students received titled: "Consent: Got it?" and "Are You Ready?"

VERMONT
NETWORK

Are you READY to do it?

You should know your own boundaries and desires before you engage in any kind of sexual activity with someone. Below is a list of questions to help you think about whether this is the right person, right time, and right thing for you to do now.

ASK YOURSELF:

- Am I doing this because I WANT to? No pressure from anyone else?
- Do I know my partner well enough? Do I know what they will share about me and trust them to respect my boundaries?
- Do I know how to have safe sex and have access to things like condoms and other safe sex and birth control tools?
- Can I talk to my partner about this easily?
- Does having sex now fit with my beliefs and morals?
- Do I think I might regret this at some point down the road?
- Am I having sex because I really love the person I'm with or just because other people seem to be doing it and I don't want to be the only virgin?

Some people are NOT READY to have sex yet, even if they **LOVE** their boyfriend or girlfriend or have been with the same person *forever*. Some people can't wait to express their affection physically.

There is no "normal" time for people to feel like they are ready for sexual activity; some people abstain from intercourse until marriage, and some people don't. Each of us makes the choices that feel right for us.

Don't rush. **Take the time to think about what you do and don't want to do and how you will talk about it.** If you're not sure, **wait.** Your partner should always respect your choices and ***you have the right to say no*** to anything, anytime- even if you have said yes before.

CHECK IT OUT!

Learn more on the web→

Amplify Your Voice: a national project for peer to peer education for teens about sexual health; features blogs, message boards and a rich online community, including special sections for GLBTG and young women of color.

Amplifyyourvoice.org
For GLBTQQ: Amplifyyourvoice.org/youthresource
For young women of color: Amplifyyourvoice.org/mysistahs

Love Is Respect: National Teen Dating Violence Hotline- Live peer online chat, cool videos and quizzes.

Hotline to call anytime: 1-866-331-9474 | 1-866-331-8453 TTY
Loveisrespect.org

That's Not Cool: Information for teens on textual harassment, how to communicate your boundaries and deal with pressure to send risky pics or engage in other sexual activity.

Thatsnotcool.com

The Safe Space: information on dating violence, how to support a friend, and how to be an anti-violence activist.

Thesafespace.org

Right here, Right now→

Vermont Sexual Violence Helpline: for information and support if you or a friend has been forced to have sex or engage in any kind of sexual activity.

Vtnetwork.org
Call anytime 24/7: 1-800-489-7273 (1-800-489-RAPE)

SafeSpace: emotional support, referrals, and advocacy to GLBTQQ survivors of violence. Hotline available Monday through Friday 9am-6pm.

Ru12.org/safespace
Hotline: 802-863-0003/ toll free: 866-869-7341

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