

## **HOW DO YOU KNOW IF SOMEONE WANTS TO HAVE SEX WITH YOU? Using Consent Videos to Model Respect and Communication**

### **Objectives**

By the end of this lesson, participants will be able to:

1. Define consent.
2. Demonstrate 3 ways to ask for consent.
3. Identify when consent is or is not present in a variety of typical scenarios.

### **Audience**

Late high school or college-aged youth (ages 17-22)

### **Time**

1 hour

### **Rationale**

Teaching consent and sexual communication skills is an important component of sex education. Without the ability to communicate and respect a partner's boundaries, young people are not able to implement healthy decisions and may be put at risk of sexual assault perpetration or victimization. Classroom settings are limited in their ability to illustrate what healthy consent practices look like in real-life situations. Videos modeling consent offer new and compelling ways to show teens what healthy and respectful communication looks like when young people are in sexual situations. The videos on which this lesson is based were designed to allow young people to learn what consent is, as well as how to recognize when it is, and is not, present. These videos can be used to supplement in-person, interactive activities, including brainstorming, group discussion, and skills practice about consent.

### **Materials**

- Flip chart paper or board, markers, tape
- One flip chart paper with the following pre-written on it:
  - Consent is...
  - ✓ Clear
  - ✓ Freely given
  - ✓ Informed
  - ✓ Changeable
  - ✓ Enthusiastic
- A computer with Internet access, projector, and speakers to show the videos:
  - Playlist of all 4 videos: <http://p.ppfa.org/Consent101>
- Educator Resource: Consent Role-Play: Scenarios
- Optional: Extra pens or pencils for participants to fill out handouts.

### **Introduction (2 minutes)**

- Tell the group that today's lesson is about talking with a partner about sex. It can be hard to know whether or not someone is into you, and on top of that it can be hard to know what they are and aren't comfortable doing sexually. The only way to really find out is to talk about it. Tell the group that today's lesson is about consent – both communicating what you do/don't want, and reading and respecting your partner's signals.

### **Defining Consent (20 min)**

1. Tell participants: "Let's talk about what we mean by 'consent' in sexual situations. What words or phrases come to mind when you think about consent?" Allow participants to respond and write down their responses on the board/flip chart.
2. Tell participants: "Thank you for brainstorming this list. A lot of people think of consent as simply a "yes" or "no," but actually it can be more complex than that. Consent has many pieces. Let's watch a video to learn more about what those pieces are."
3. Show "How do you know if someone wants to have sex with you?" video at this link: <http://p.ppfa.org/ConsentIntro>, or via the playlist.

#### 4. Discussion questions:

- a. What are the different pieces of consent that were talked about in this video?  
*Take responses from the group and add them to the original list.*

Show flip chart/white board with the following pre-written on it:

Consent is...

- ✓ Clear
- ✓ Freely given
- ✓ Informed
- ✓ Changeable
- ✓ Enthusiastic

Ask for volunteers to explain what each piece is, based on their understanding of the video.

- b. How are these definitions of consent similar or different from ones you have heard in the past?
  - c. How do you think these definitions of consent are similar or different from what most people in your life believe?
5. Summarize: "As you can see, there are lots of different elements to consent. But knowing what consent is and knowing how to ask and answer are two different things. So let's see what consent looks like in real life."

### **Enthusiastic Yes (7 minutes)**

1. Tell the group that now we're going to watch a video that shows what a clear, enthusiastic, "Yes!" looks like.
2. Show "When you know they're into it" video at this link: <http://p.ppfa.org/ConsentYes>, or via the playlist.
3. Discussion questions:
  - a. What are some phrases people used to ask if the other person wanted to do something sexual?  
*Make sure at least one example is given from each video.*
  - b. What signals were given that made it clear that the other person was also interested?  
*Make sure at least one example is given from each video.*
  - c. What exactly did each pair consent to?  
*Make sure at least one example is given from each video. For the first scenario, make sure to note that there was consent to make out, and consent to go to the bedroom. This is NOT the same as consent to sex.*

### **Definitive No (7 minutes)**

1. Tell the group that now we're going to watch a video that shows what a clear "no" looks like.
2. Show "When they're just not into it" video at this link: <http://p.ppfa.org/NotConsent>, or via the playlist.
3. Discussion questions:
  - a. What are some phrases people used to ask if the other person wanted to do something sexual?  
*Make sure at least one example is given from each video.*
  - b. What signals were given that made it clear to you that the other person was not interested?  
*Make sure at least one example is given from each video.*
  - c. What was the "asker's" reaction when they got a "no"?  
*Make sure at least one example is given from each video.*
  - d. How might you think differently about one of these situations if you knew the person said "yes" yesterday, or an hour ago?

*Make sure to note that consent can be taken back at anytime – just because you've had sex before, or sexted before, or are in a relationship doesn't mean you can't change your mind about your boundaries.*

### **Unclear Messages (7 minutes)**

4. Tell the group that now we're going to watch a video that shows what you can do when you're not sure if you have consent.
5. Show "When they're kinda into it" video at this link: <http://p.ppfa.org/ConsentMaybe>, or via the playlist.
6. Discussion questions:
  - a. What are some phrases people used to ask if the other person wanted to do something sexual?  
*Make sure at least one example is given from each video.*
  - b. What signals were given that made it clear to you that the other person was not completely comfortable?  
*Make sure at least one example is given from each video.*
  - c. What was the "asker's" reaction to find out for sure what their partner needed?  
*Make sure at least one example is given from each video.*

### **Scenarios Practice (15 minutes)**

1. Tell the group that now we're going to get into smaller groups and practice consent skills. Arrange the group into pairs. Once they're in their groups, explain that they'll each get 2 scenarios, and will each have a chance to practice while their partner listens.
2. Give each pair two cards from the **Consent Role-Play: Scenarios** and ask the pairs to work together for 2 minutes to answer the 3 questions on the card. Each person in the pair will have a chance to go.
3. After 2 minutes, tell them to switch to the second card and have the other person in the pair answer the 3 questions.
4. Ask for one or two volunteers to role-play in front of the large group what they said for question 3 on the card, and ask the following process questions after each role-play.

#### Discussion Questions:

- a. What worked well?
- b. How could they have paid more attention to their partner's boundaries? How could they have been clearer?

Process the role-plays using the following discussion questions:

- a. What happened during the role-plays?
- b. How did it feel to practice asking for consent?
- c. How did it feel to hear “no”?
- d. What could happen if you don’t hear “no” from someone?  
*(Answers may include: you might hurt someone you care about; you might get in trouble with parents, school, or even the law.)*
- e. What are the benefits of having consent?  
*(Answers may include: you can get what you want; your partner can also get what they want; you can have a healthier and safer time together; it’s the right thing to do, etc.)*
- f. What could make it difficult to give clear consent in certain situations?
- g. What could you do to make it easier?
- h. What will you do differently now that you’ve seen the videos and practiced the role-plays?
- i. How confident do you feel about practicing consent in your life?

### **Summary and Conclusion (2 minutes)**

Thank the participants for their efforts and emphasize the following key messages:

- Consent is more than “yes” or “no.” It’s about asking, listening, and paying attention to the signals your partner is giving you. And then you also have to respect those signals.
- Consent means both people are really, truly into what’s going on. This means nobody’s being pressured or guilted into doing anything. And nobody’s wasted, passed out, or asleep.
- Communication doesn’t always happen with words – body language can say a lot if we pay attention. It’s important to pay attention to ALL the signals, including body language AND words. But of course no one can read minds, so it’s always a good idea to talk about it.
- The more respect you show for the other person, the more they’ll trust you enough to relax and enjoy. And the more honest you are about what you want and don’t want, the better things will go.

## Consent Role-Play: Scenarios

Copy and cut this page into cards. Each pair will share two cards. You may need to make multiple copies if you are working with a larger group. It's okay for multiple groups to get the same card.

<p><b>Scenario:</b></p> <p><i>You are at a party and you see your crush. You start flirting with them and put your arm around them. They get a little quiet and look away.</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>		<p><b>Scenario:</b></p> <p><i>You start kissing your partner, and they tell you they're really tired.</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>
<p><b>Scenario:</b></p> <p><i>You ask someone you like for their number, and they say they're not sure they want to give it to you.</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>		<p><b>Scenario:</b></p> <p><i>You're making out with someone on a bed, and they're just kind of laying there not doing much.</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>

Educator Resource

<p><b>Scenario:</b></p> <p><i>You ask if your partner has been tested for sexually transmitted infections (STIs), and they say they're "clean."</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>	<p><b>Scenario:</b></p> <p><i>You walk your crush home and ask if you can come inside. They don't really answer with anything but "ummm."</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>
<p><b>Scenario:</b></p> <p><i>You ask your partner if they're using any kind of birth control. They respond "don't worry about it."</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>	<p><b>Scenario:</b></p> <p><i>You're hanging out with someone you had sex with for the first time a few days ago. They seem quiet and stand-offish when you start kissing them/taking off your clothes, even though they were really into it the other night.</i></p> <p><b>Answer these questions for your partner:</b></p> <ol style="list-style-type: none"> <li>1. How does this make you feel?</li> <li>2. What do you think they're trying to communicate?</li> <li>3. How would you clarify what they want/don't want – what would you say?</li> </ol>