Planned Parenthood of Greater Washington and Idaho
Teen Council
2025 – 2026
Consent

Enduring Understanding:

I know how to recognize, ask for, and express consent.

Essential Questions:

1. What is consent?
2. What do consent and non-consent look like?
3. What factors influence the ability to give or seek consent?
4. How can someone seek consent and refuse consent in a respectful way?

Assessments:

- Participant responses in Four Corner Exercise
- Placement of cards and contributions made during Sexual Consent Card Sorting Activity
- Participants responses of questions related to WA State laws regarding consent while under the influence of alcohol or drugs
- Participant responses to brainstorm and scenario discussion
- Participant responses given in Consent Scenarios

Agenda:

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1. Introduction
2. Defining Consent - Four Corners Exercise
3. FRIES
4. Consent Card Sorting
5. Break
6. Consent Laws in WA State
7. Influences on consent
8. Consent scenarios
9. Protecting Self, Protecting Others
10. Conclusion + anonymous questions

Materials:

- Scripts
- PPT + clicker
- Four Corners signs (blue)
- Consent cards (blue) and headings (green, red, yellow)
- Consent voting cards for class (green and red)
- Consent Scenario ½ sheets

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INTRODUCTION (5 MIN)

♥ ☺ Introduction of individual presenters (name/pronouns/grade/school)

♥ This is our Facilitator, Pamela/Tramanh, who's here to help us out with the lesson. They're also a Mandated Reporter. Pamela/Tramanh, could you please remind everyone what that means?

Group Agreements

(Note: If this is your FIRST visit to the class, elaborate on each agreement. If this is a REPEAT visit to the class, just read the bold agreements, but leave out the elaborations to save time).

☺ Let's quickly review our group agreements before we begin today's workshop.

♥ **Create a supportive space** – this looks like creating the environment where everyone can learn.

☺ **Participate please!** – the lesson is way more fun and engaging when everyone is participating.

♥ **Respect different perspectives and experiences** – we all have different backgrounds, and our learning increases when we respect each other's unique experiences.

☺ **Listen to understand (vs. judge)** – don't discount or discredit the valuable insights your classmates give.

♥ **Ask questions** – you can raise your hand to ask, or wait until we have time at the end for anonymous questions.

☺ **Remember that we're all learning** – even us as presenters, and even our Facilitator!

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♥ **Identity is not up for debate** – you might not agree with everything that is said during our presentation, and that's okay. But part of being respectful of everyone means that we are not debating or asking someone to prove their identity.

☺ **Take care of yourself and others**

- We really want to emphasize this one because talking about consent may bring up past experiences of trauma. Feel free to practice self-care during this lesson. That may mean taking a break, stepping outside, and coming back when you're ready. Follow your regular classroom procedures for taking a break.

♥ **Finally, be present, be brave, have fun!**

☺ One of Teen Council's main goals is to help people have relationships that are supportive, safe, and fun. That's why we're talking about consent today. Has anyone heard the word "consent" before? Pause for show of hands. What does consent mean to you? Pause for responses and validate positive examples or ideas.

- A general definition of consent is permission to do something.

♥ Consent is something we hope everyone gets the freedom to exercise and exists in healthy sexual experiences. We also want to acknowledge that there are situations of abuse where a person doesn't get that opportunity. We want to be clear that it is never someone's fault if another person crosses their boundary.

☺ If you are currently, or have ever been, in a situation where you were unable to express consent or your boundaries were not respected, we strongly encourage you to seek help. We will be providing a resource at the end of our lesson.

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♥ Today we will be focusing on situations where a person *is able* to express their consent.

☺ During today's lesson, we will be talking about sexual consent, but in what other situations is consent important? *Possible answers: medical consent, consent for borrowing, consent to take/post a photo, consent to hut, etc.*

♥ Consent is important to seek and express in every day life! It often comes up in consideration of personal boundaries, especially in intimate or otherwise significant situations.

DEFINING CONSENT (10 MIN)

Four Corners Exercise

☺ Let's further define consent. Around the room, there are four possible definitions of consent. We want you to choose the one that you think is the best definition, and if you are able, please move and stand beneath that sign. Read all four definitions out loud, then invite people to get up and move.

♥ The four definitions are:

- When there is a verbal yes from each person
- It's a process. Consent to one thing does not mean consent to something else
- When each person is having a physiological sexual response, like getting wet or an erection
- When each person is emotionally FEELING into what's happening sexually

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☺ Go ahead and move, if you are able, to the definition that you feel best defines consent. Talk with people in your group and explain why you chose that definition.

If no one is standing under a sign, a TC member should stand there!

Debrief

♥ Let's hear from *this* corner. Why did you choose this definition? Prompt a response from each corner, use the responses provided to help participants as needed.

- **Verbal yes** – Hearing someone verbally express agreement might be an indicator that they are consenting.
- **Is FEELING into what's happening** – this might come from body language or verbal cues (pleasurable sounds, "that feels good").
- **Physiological Response** – if a person's body is responding, it *may mean* that they are feeling enthusiastic about what's happening and they consent.
- **It's a process** – Consent is ongoing, so a person needs consent for kissing and then consent for sex.

Takeaway

☺ There is no right or wrong answer because consent is actually a combination of all of these definitions and none of these is enough on its own. We want to consider all of these factors to ensure we can respect people's boundaries. For example, if someone verbally says "yes" but their body language is showing discomfort, then that is not consent.

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♥ If someone's body is showing a physiological response, but they're showing other signs of being uncomfortable, then that is also, not consent, but rather, an indication to check in with your partner.

- Keep in mind, the way consent is navigated and communicated might look different with different people.

☺ Why is consent important? Why are we talking about this today? Pause for responses. Validate any responses given by participants.

- Understanding consent allows us to better advocate for ourselves and respect others. You should care about your partners consent and pleasure because sex should be an enjoyable experience for all parties involved, at all times. Ask class to sit down.

WOULD YOU LIKE A CUP OF TEA? + FRIES (5 MIN)

Consent is like Tea (video)

♥ Let's watch a video that shows another way to think about consent, some of you might be familiar with it already AND its always a good refresher and good fun. Play video.

Consent is like FRIES

☺ Another way to think about consent is using the acronym FRIES.

♥ **Freely Given –** Doing something sexual with another person is a decision that should be made without pressure, threat or manipulation.

☺ **Reversible –** Anyone can change their mind about what they want to do, at any time. Even if they've done it before or are in the middle of having sex.

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♥ **Informed –** This means that a person knows exactly what they are consenting to. This includes being aware of a partner's STI status, preferred protection and/or birth control methods.

☺ **Enthusiastic –** Everyone should be enjoying what's going on and excited to be there.

♥ **Specific –** Saying yes to one thing (like going to the bedroom to make out) doesn't mean you've said yes to other things (like having sex). This requires a person to self-reflect on what they're comfortable with or interested in AND to communicate that with a partner.

CONSENT CARD SORTING (10 MIN)

Seeking Consent Brainstorm

Post "Seeking Consent" heading to left of the board, leaving room for other headings.

☺ We're going to look at different ways consent is expressed. Let's start with seeking consent.

♥ Seeking consent means asking a partner for consent. This doesn't mean that consent has been established – that depends on the partners' response. It's important to know that consent can be asked for in lots of ways!

☺ What are some examples of how someone could seek (or ask) for consent? Turn and talk with a partner to come up with some ideas and then we'll share as a class. Write responses beneath category.

***If not mentioned, be sure to include: ***

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- *Does that feel good? Is this, okay?*
- *Can I kiss you? I'm interested in trying this, what do you think?*
- *Would you like to _____?*

Consent Card Sorting Activity

Post "Giving Consent," "Not Consent", and "Unsure" headings in that exact order. Wait to pass out activity cards until "FLIRTING example has been given and is up on the board.

♥ Now we're going to do a card sorting activity. We are going to pass out cards with potential responses or scenarios on them and ask you to place them into one of four categories.

- **Giving Consent** – this card is giving or expressing consent in some way.
- **Not Consent** – this card is clear that one person is NOT into what's happening or is a scenario that does not equal sexual consent.
- **Unsure** – this response or scenario is not clear, or you don't know where to place the card.
- If you get a card that is asking or seeking for consent, you can place it under the **Seeking Consent** category.

☺ Consent is necessary for many things, but for this activity we are talking specifically about consent to touch another person's body or engage in sexual activity with a person.

♥ For example: **Flirting**. If someone is flirting, are they giving consent for a person to touch their body? No! (Place under Not Consent). Someone MIGHT interpret them 'being nice' as flirting and sometimes people want to flirt without doing anything more or getting physical.

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Pass out sexual consent cards to the class and ask them to place the cards underneath the category they think is appropriate.

☺ Now, we're going to read the cards aloud and ask you to give us a THUMBS UP if you think that activity or scenario IS consent and give us a THUMBS DOWN if you think the activity or scenario IS NOT consent.

Except for the **blatantly obvious cards**, ASK a student to explain why they think it is or is not consent. Give your own explanation, tying back to FRIES, and adjust the cards as needed.

Giving Consent (5)	Not Consent (10)	Unsure (0)
• Keep going • Yes! • That feels good • I would love to • A verbal yes while one person is age 15 and the other is age 18	• Flirting • People involved sexually aroused • Silence, no verbal "no" • Can we slow down? • This doesn't feel good • A verbal yes while someone is under the influence • A verbal yes while one person is age 18 and the other is their teacher • A verbal yes while being threatened • A verbal no after a yes was given earlier • …I guess so	

Debrief

♥ Now that there are no cards in the "Unsure" category, **why do you think that is?** If consent is not clear, voluntary, and enthusiastic, then there is no consent!

☺ If a card is under the "Not Consent" category, it means sexual activity is not welcome and should stop immediately.

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♥ For those cards in the "Giving Consent" category, keep in mind that they still need to be accompanied by all aspects of FRIES.

☺ Consent is going to look different with different people. That is why there should always be a discussion to establish what is and is not consent. We all deserve that respect.

BREAK (5 minutes)

Encourage participants to stretch, go to the restroom or get a drink of water. During break, collect consent/not consent cards and clear board.

CONSENT LAWS (5 MIN)

♥ In the last segment we saw a couple of scenario cards that had to do with consent laws, let's get into those now! Consent laws vary around the country, so today we will be focusing only on Washington State. It's important to know the laws around consent, but more importantly a person should care about consent because they care about respecting their partners' boundaries and pleasure.

Legal Definition

☺ Let's go over the legal definition of consent in Washington State. Consent to any sexual activity must be clear, knowing, and voluntary. Anything less is equivalent to a no.

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♥ Consent is active; silence or passivity is not consent. Sexual activity is nonconsensual when the person is asleep, unconscious, or physically unable to communicate their unwillingness to engage in sexual activity.

Age of Consent

☺ Whether someone can legally establish consent depends on their age, and their relationship to the sexual partner(s). The laws we are about to review are the age of consent laws for Washington State.

♥ In Washington State, the age of consent for sex is 16 years old.

- At this age, a person can consent to sex with any other adult, regardless of the age difference between them, as long as the older person is not in a position of power over the younger person, such as a teacher or coach

☺ It is illegal for a person in a position of authority to have a sexual relationship with any youth they supervise. This means that school employees may not have a sexual relationship with any enrolled student, even if that student has reached the age of consent.

♥ These laws are important because school employees have built-in power over students, making it easier for a student to be manipulated or forced into a sexual relationship.

☺ Coaches, bosses, youth group leaders and other adults in positions of authority over teens cannot engage in a sexual relationship with young people under the age of 18.

♥ These are called Sexual Misconduct Laws, and they are put in place to protect teens from experiencing coercion and abuse by adults with more systemic power.

Close-in-Age Laws

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☺ Teens younger than 16 may give sexual consent, as long as the partners are close in age. The law says that:

- If the younger partner is **under** 12 years old, the older partner must be within 24 months older (2 years)
- If the younger partner is 12 or 13, the older partner must be within 36 months older (3 years)
- If the younger partner is 14 or 15, the older partner must be within 48 months older (4 years)

- If the age difference is too large, consent cannot be given legally.

Sexting Laws

♥ Consent laws also apply to sexting (the sending of explicit digital images or videos usually by cell phone. Sexting can also refer to exchanging words.)

☺ In 2019, the Responsible Teen Communications bill was passed in Washington State. This law states that:

- Teens 13 years or older may send sexually explicit images of themselves to another consenting minor (someone under the age of 18.)
- Teens 13 years or older may possess and view sexually explicit images of themselves or another consenting peer under the age of 18.
- It is not a crime for a person under the age of 18 to consensually share a nude photo of themselves. It is a crime to sell sexually explicit material of a minor.

♥ We want to be clear, it is illegal for anyone over the age of 18 to have nude photos of someone under the age of 18. So, if a young couple shares nude photos of themselves

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with one another, and then one of them turns 18, the 18 year old will need to delete any nude pictures they have of their partner *before* their 18th birthday, to avoid the potential for any legal consequences.

☺ It is also illegal for anyone of any age to distribute someone else's nude photo without consent. What questions are there about these consent laws?

INFLUENCES ON CONSENT

♥ Consent can, and should, come up in different situations. We've put together some common questions from teens about consent and what influences it.

Romantic Relationships

☺ Let's start by talking about romantic relationships. We need to talk about this today because, unfortunately, many sexual assaults occur within the context of relationships.

♥ We're going to read the questions, then give you a minute to turn and talk to someone near you about it. Then we'll ask for people to share out as a class.

☺ Does being in a romantic relationship change the need for partners to seek or express consent? After 1-2 minutes, ask for volunteers to share their thoughts.

> ♥ No, romantic or sexual involvement doesn't ever give you permission to have sex with someone. Consenting to be in a relationship or consenting to other sexual activity within a relationship does not apply to future or different situations because consent must be specific.

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☺ How might communicating consent be different in a 1 month relationship vs a 1 year relationship? After 1-2 minutes, ask for volunteers to share their thoughts.

♥ Consent is bound to look different with different people, and different depending on how long people have known each other or been sexually active together.

☺ In a one-month relationship, while boundaries are still being set and people are getting to know each other better, partners may ask more explicitly or directly for consent. This is good practice anytime you are not sure or wanting to learn more.

♥ In a one-year relationship, asking for explicit consent can still be the case! And, it is not uncommon that partners will no longer ask directly for every kiss or hug, as they may understand their know their partners boundaries and preferences more and refer to other verbal and physical cues after being together for a while.

☺ Unfortunately, there are situations of abuse or assault that exist within relationships of many different lengths. Again, being in a romantic relationship with someone doesn't ever replace the need for consent. How partners communicate and express consent may evolve over time.

Alcohol + Drugs

♥ Another thing that can influence consent is the use of substances, like alcohol or drugs. We need to talk about this today because alcohol and drugs can impair the ability to seek or give consent, although while it's difficult to give or seek consent while under the influence, there may be situations where it is possible.

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☺ We're going to read the questions, then give you a chance to think and respond. We'll then ask for people to share out as a class. Pose each question, give think time (count to 5 in your head). Then, ask for the class to respond. Follow up by having volunteers share their thoughts.

♥ When I say go, give a thumbs up if you agree, or a thumbs down if you disagree: **Sex is *always* nonconsensual when people have been drinking or doing drugs.** (Give think time by counting to 5 slowly in your head, then say 'Go'.)

☺ *Sometimes* people have consensual sex after having a drink or two, but most of the time consent cannot be given when alcohol or drugs are involved because it affects the ability to think and communicate clearly. If you or your partner has been drinking, make sure to check in regularly by asking things like: Do you still want to do this? Is this okay? Do you need a break? Are you having fun? What do you want to do next?

♥ Think about this question, then raise your hand to respond: **How can you tell if someone is too intoxicated to consent?** (Give think time for participants to consider their responses, validate any class share outs.)

☺ Ask yourself: can this person communicate clearly? Are they coherent? Are they sober enough to 100% understand, know and enjoy what is going on? We should never try to convince ourselves that someone is less drunk than they are.

♥ When I say go, give a thumbs up if you agree, or a thumbs down if you disagree: **If someone said no to sex when sober, but then said yes when intoxicated,**

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that still counts as consent. (Give think time by counting to 5 slowly in your head, then say 'Go'.)

☺ Alcohol and drugs significantly lower inhibitions, so in that situation it's best to wait until the person sobers up and then check in about whether or not they really want to have sex.

♥ **What if you're both intoxicated? Is that still consent?** When I say go, give a thumbs up if you think it's still consensual, and a thumbs down if you think it's not consensual. (Give think time by counting to 5 slowly in your head, then say 'Go'.)

☺ It is really difficult to tell if someone's giving consent if they've been drinking, and it's even *more* difficult when you've also been drinking. It would be best to wait until you've sobered up to decide.

♥ Remember, consent takes a lot of communication and checking in, even when people are sober. Because alcohol and drugs impair communication and decision-making, consent becomes much trickier to navigate.

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Sexual Violence

♥ Unfortunately, there are circumstances in which sexual consent is not respected, and sexual violence occurs in the form of coercion, harassment, and/or assault. We understand that this can be a difficult subject to discuss, but we believe it is important to better understand consent and raise awareness of risk factors. This allows us to better protect and support ourselves and others. Once again, please make sure to take care of yourself as needed during this discussion.

Ask a volunteer to read: **Sexual violence** encompasses harmful acts of a sexual nature that violate a person's autonomy and safety (RAINN)

☺ **Ask: What are actions that people may not usually consider sexual violence, but end up violating a person's autonomy or safety?** *(possible responses: Coercion, manipulation, stalking)*

♥ **Ask: Why is recognizing these actions as violent or harmful important?** Pause for responses. Validate any responses given by participants.

☺ Recognizing these actions as violent allows us to prevent more harm and support victim-survivors.

♥ **Ask: What are the ways by which sexual violence occurs?** Pause for responses. Validate any responses given by participants.

☺ There are a few terms we would like to explain because of their role in discussions about sexual violence.

Ask a volunteer to read each definition

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- **Sexual coercion** is unwanted sexual activity that occurs with pressure or manipulation, such as "being worn down" by repeated asking or being told false promises.
- **Sexual exploitation** is sexual abuse of people in vulnerable positions for personal gain, such as financial, social, or professional benefits.
- **Sex trafficking** is a kind of sexual exploitation that refers to the process (recruitment, transportation, etc.) of coercing people into performing commercial sexual services.

♥ **Ask: Who is affected by sexual violence?** Pause for responses. Validate any responses given by participants.

☺ **ANYONE** can experience sexual violence. However, marginalized groups such as people with vulvas, LGBTQ+ people, and people of color, are more likely to experience it, due to systemic oppression. And it can happen **ANYWHERE**, not just in the world of sex work.

Debrief

♥ Why might knowing this information be important to know? Pause for responses. Validate any responses given by participants.

☺ Being aware that coercion, exploitation and trafficking can happen to anyone in many types of situations can help us pay attention to red flags and risks in our schools and communities.

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Is this Statistic True or False?

♥ Next, we will do a few rounds of **True** or **False** to get a better understanding of how sexual violence is impacting young people in this country. For each statistic give us a **THUMBS UP** if you think the statistic is **TRUE** or give us a **THUMBS DOWN** if you think the statistic is **FALSE**.

☺ **Note:** Statistics are about the U.S., cited from most recent and comprehensive sources available. Some statistics use gendered language that does not reflect or include diversity of identities that exist.

♥ Additionally, we would like to offer a content warning before we begin, we will be discussing difficult information and using language that may bring discomfort for some folks. Please remember and access our group agreement to take care of yourselves as needed during this segment.

☺ **True or False: Only about 20% of sexual violence is reported.**

- **True.** Most victim-survivors of sexual violence do not report to law enforcement, reasons including fear of being blamed, lack of belief in justice system, etc. One study estimates that almost 80% of rapes and sexual assaults are not reported. (Criminal Victimization, 2016: Revised). This means that the statistics we will use underrepresent the number of people who experience sexual violence.

♥ **True or False: 23% of people experience sexual coercion in their lifetime.**

- **False, this number is actually 34%.** 1 in 4 (24%) women and 1 in 9 (10%) men report sexual coercion in their lifetime, (The National Intimate Partner and Sexual Violence Survey: 2016/2017 Report on Sexual Violence)

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☺ **True or False: 60% of rapes are committed by strangers.**

- **False.** Only around 30%. Of reported sexual abuse cases, 90% were someone known to the victim-survivor,including family and acquaintances which is called **acquaintance rape.** Most interpersonal violence occurs between people who know each other. (University of New Hampshire analysis of 2008 NIBRS data, 2012) Criminal Victimization, 2023.

☺ **True or False: LGBTQ+ youth experience rates of sexual violence almost 2x higher than non-LGBTQ+-identifying youth.**

- **True.** 46% of LGBTQ+ youth ages 18-24 reported having ever experienced forced sexual contact. Of those, 53% experienced forced sexual intercourse. Sexual Violence and Suicide Risk among LGBTQ+ Young People | The Trevor Project

Debrief

♥ That was a lot of serious and heavy information. So before we move on why don't we take a few deep breaths as a group. Hold your hand out signaling everyone to prepare for the breathing exercise.

Count to 4 on your fingers as a visual aid, breathing in for 4 counts. Hold for 4 counts. Exhale for 4 counts. Thank the class for participating and continue.

☺ Did any of these statistics surprise you? Why? Pause for responses. Validate any responses given by participants.

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CONSENT SCENARIO PRACTICE

Seeking, Giving, and Refusing

♥ We've given you a lot of information about consent and then some. Now we'd like to give you an opportunity to practice what you've learned.

☺ We are going to pass out some worksheets, working with the people closest to you read through the scenario and answer the questions. Multiple groups might share the same scenario. Be prepared to share with the class after a few minutes.

Give participants 3-4 minutes to work on their scenario. Teen Council members should **walk around to answer questions and help anyone who is stuck.**

♥ Alright, If we could get everyone's attention back to the front, let's go over these scenarios together. *(There may be multiple ways to respond to the prompts in each scenario. The answers given below are just sample answers. Be sure to affirm correct answers from participants, and gently correct answers that aren't quite right.)*

☺ **Jamie and Dakota** have been on a few dates and have really enjoyed getting to know each other. One night, after seeing a movie, Jamie is dropping Dakota off at their house and really wants to kiss them.

- Which group had this scenario? What did you say?
    - Jamie could seek consent from Dakota by asking "Can I kiss you?", or saying "I really want to kiss you, do you want to kiss me?"
    - Dakota could give consent to Jamie by saying "I'd really like that" or "I've been really wanting to kiss you, too".

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- Dakota could respectfully refuse Jamie by saying "Thank you for asking, but no.", "I'm not ready", or simply saying "no".
- Jamie can accept the "no" by simply saying "Okay."

♥ **Sally and Daryl** have been dating and sexually active for a while and are in love. Sally arrives at a party to find Daryl having a few drinks. They talked earlier that day about hooking up after the party, and Daryl expresses he still wants to.

- Which group had this scenario? What did you say?
  - Daryl could seek consent from Sally by saying "I've been really excited to see you all day, do you still want to have sex tonight?"
  - Sally could give consent by saying "I've been thinking about you, too. Yes, I still really want to."
  - Sally could respectfully refuse by saying "I've changed my mind", "I'm not interested anymore," or "Let's wait until you've sobered up".
  - Daryl could accept the "no" by saying "I understand", "All good", etc.

☺ **Charlie and Billy** met at a concert and have been texting ever since. The messages have been really flirty, even sometimes sexual, and Charlie wants to send Billy a nude photo.

- Which group had this scenario? What did you say?
  - Charlie could seek consent from Billy by asking "Can I send you a shirtless photo?"
  - Billy could give consent to Charlie by saying "I would love that"

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- Billy could respectfully refuse by saying "That's okay", "No", "I'm not comfortable with that."
- Charlie could accept the "no" by saying "Okay", "I understand", etc.

♥ **Adrian and Lex** have been dating for a few months. They are messing around one afternoon, and Lex is ready to have sex and wants to ask Adrian.

- Which group had this scenario? What did you say?
  - Lex could seek consent from Adrian by saying, "I'm ready to have sex, what do you think?", "Do you want to have sex with me?"
  - Adrian could give consent to Lex by saying "I'm ready, too", "I would love to", etc.
  - Adrian could respectfully refuse by saying "I'm not ready, but I like what we're doing now.", "I want to stick to kissing for now", etc.
  - Lex could accept the "no" by saying "I like kissing you, too" or "I understand".

☺ **Leslie and Taylor** have been dating for a year. They have been sexually active for a while and always use condoms. Leslie just started birth control and wants to have sex without a condom.

- Which group had this scenario? What did you say?
  - Leslie can seek consent from Taylor by saying "I'm on birth control now, and want to try having sex without a condom – what do you think?"
  - Taylor can give consent to Leslie by saying "Since you're on birth control, I'm interested in trying in!" or "Let's try it"

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- Taylor can respectfully refuse by saying "I'm only comfortable if we use condoms", etc.
- Leslie can accept the "no" by saying "I understand, we can use birth control and condoms".

♥ **D.J and Steve** have hooked up a few times and are not exclusive. D.J. wants to meet up with Steve again soon, but they are waiting for the results of their most recent STI test.

- Which group had this scenario? What did you say?
  - D.J. could seek consent from Steve by saying "I'm waiting for the results of my STI test, but I'd love to see you soon."
  - Steve could give consent by saying "I want to see you too, pick up condoms on your way over?"
  - Steve could respectfully refuse by saying "I want to see you too, text me when you get your results back" or "Let's meet up again when your results come in."
  - D.J. could accept the "no" by saying "I'm looking forward to it".

Debrief

☺ Thanks everyone! You may have noticed that each scenario we discussed had an option where consent was established, and where consent was not given.

♥Why is it important to stay respectful when receiving a 'no'? (Pause for responses)

- We know that rejection can often hurt, we also know that being respectful, no matter what the person's answer is, can help keep people safe, and avoid causing harm by not respecting their 'no'.

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HELP YOURSELF, HELP OTHERS

☺ Respecting consent is everyone's responsibility. We can work together to keep ourselves and others safe. Here are some tips on how we can do that.

Tips to Help Yourself

♥ Know that it is always okay to say "no", "stop", or to change your mind.

☺ Self-reflect on your boundaries and think about respectful ways you might seek consent.

- What personal boundaries are important to you?
- How does it feel when people respect your boundaries? How does it feel if they don't?
- Who in your life supports you and your boundaries?

♥ If you are sending a sext, don't include your face or anything that could identify you (including the background) in case that photo ends up being shared with people you don't want seeing it.

☺ If you're interested in someone, think about respectful ways you might seek consent. Think back to our examples at the beginning of the lesson.

Tips to Help Others

♥ Speak up when you hear people making comments that show disrespect or disregard for consent – let it be known that it's not okay.

☺ If you are sending a sext, make sure the other person actually wants it (meaning they consent!) Don't send a nude photo before asking the other person and they have agreed to it.

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♥ If you see someone who needs help (at a dance, party, etc.) do something about it *if it is safe to intervene*. Your actions matter and can make a difference! We can use the acronym C.A.R.E from RAINN (Rape, Abuse & Incest National Network).

☺ **Create a distraction** – Do what you can to interrupt the situation. A distraction can give the person at risk a chance to get to a safe place.

- "I have to pee, come with me to the bathroom?"
- "Have I shown you my new (shoes, car, pet, etc.)?"

♥ **Address it directly** – Talk to the person who may be in trouble. If you feel safe, find a way to deescalate the situation and separate the parties.

- "Hey, is this person bothering you?"
- "Is everything good here?"

☺ **Rally others** – Keeping your friends safe does not fall entirely on you! Intervening with a neutral party can change the situation.

- Another friend, a teacher, a parent, host of the party, etc.

♥ **Extend support** – After experiencing the situation, a person may feel panicked or unsure what to do next. Offer your support and a listening ear.

- "Do you want me to walk with you to your car/wait with you to get picked up?"
- "Do you want to talk about it?"

Final Reminders

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☺ If you see a friend trying to get with someone who is drunk or high, pull them aside and tell them what they're doing is wrong or even illegal.

♥ Have conversations with your friends, family and partners about consent – normalize consent in everyday interactions.

☺ This is a slide reminding you one more time of things that are definitely NOT consent!

♥ If the person is drunk, high, asleep, refusing, or silent then there is NO CONSENT.

CONCLUSION

DVSAS

☺ Sometimes talking about consent can be difficult for people, so we want to let you know about DVSAS. DVSAS stands for Domestic Violence and Sexual Assault Services, and it is a local resource who can provide free and confidential information for young people if you or someone you know has a question or concern regarding consent or sexual assault.

Take It Down

♥ Take It Down is a free program from the National Center for Missing + Exploited Children that can help minors remove sexually explicit photos or videos of them and taken down from the internet.

☺ You can remain anonymous while using the service. Take It Down will work on public or encrypted online platforms that have agreed to participate.

Teen Council

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♥ Follow our local Planned Parenthood on Instagram and Tiktok for some great content on Sexual and reproductive health and to keep up with what we're doing in Teen Council!

☺ If you're interested in joining Teen Council, applications for the 2026-2027 school year will open in the spring so be on the lookout for more info. Interviews will be held in May!

Demographic Survey + Anonymous Questions (if time)

♥ We'd like to ask everyone to complete a short, anonymous demographic survey. This helps us collect data about who was in the class today. Please do not write down your name.

☺ When you are done with your survey, use the blank side to write Teen Council a question or a piece of feedback. This can be a question about any topics Teen Council has covered.

♥ Again, Do NOT write your name! Fold your paper in half when you're done, we will come around to collect it.

Pass out demo surveys. After a few minutes, everyone will turn them in. TC members sort through the surveys and find questions (if any) and answer them using ANSWER + VQP!

☺ Thank you everyone for your participation and we will be back next time for our final workshop on gender identity and sexual orientation!

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