

CORNERSTONE 2017 RESOURCE

Sex and Conversations about Consent *Evening Experience*

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SUMMARY:	Conversations about our bodies and conversations about sexual pressures are staples for campers and counselors at camp. However, we rarely have these conversations at the same time. In this session, you'll explore the possibilities of consent in a positive framework that provides you with tools to help create the foundation for safer behavior amongst campers, colleagues, and peers at camp and beyond. - <i>Submitted Adina Alpert, Caroline Rothstein, and Jake Wassermann</i>
TOPIC(S):	Gender, Sex, & Sexuality, and Communication Skills
LEARNING OBJECTIVE:	The goal of this session is for participants to have a clearer and fuller understanding of what consent is, and how to support their peers, colleagues, campers, communities, and selves - both at camp and beyond - in experiencing safe intimacy both emotionally and physically. On a personal level, the hope is that participants leave with an acuteness for self-awareness. On a larger level, we hope this session helps participants feel better equipped in dismantling rape culture and sexual pressures both at camp and beyond.
AUDIENCE:	It's never too early to teach consent. While the content and conversation is vital for any and all ages, content should be adjusted accordingly for the comfort level of a camp's culture and community.
TIMING:	75 minutes
APPENDICES:	<ul style="list-style-type: none"> - A: Setting the Space - B: Understanding Consent and Action Plan Worksheet (print double-sided)
MATERIALS NEEDED:	A pad of flip chart paper, markers, pens
SET-UP DETAILS:	This session is ideal in an open space where there's room for furniture (if participants want to sit), wall space for flip chart paper, and also enough space for participants to move around if that is necessary for their comfort level.

CORNERSTONE 2017 RESOURCE

SESSION TIMELINE & OUTLINE:

- Welcome participants and share workshop goal and agenda (5 minutes).
 - Workshop goal: The goal of this session is to explore consent and learn how having an expansive understanding of consent helps foster and facilitate safer sexual and sex positive experiences. On a personal level, we hope participants will leave with greater self-awareness about how they experience consent. On a macro level, we hope this workshop will be part of a greater effort to dismantle rape culture and eliminate sexual pressures at camp and beyond.
 - Workshop Agenda:
 - Framing
 - Opening Question & Pair/Share
 - Defining Sex
 - Defining Consent
 - Action Plan for Camp & Personal Life
 - Closing
- Provide session framework (2 minutes):
 - Pre-charted in the room: quotes, group agreements, genderbread person, intersectionality, parking lot (see appendix A for more information)
 - Group Agreements - ask participants to affirm the agreements and to add any they feel are missing.
 - Safe(r) space – internally and externally; relinquishing shame
 - Confidentiality - what's said here stays, what's learned leaves
 - Seek out productive discomfort
 - Ask clarifying questions
 - Self-care (if you need to leave, journal, etc. that's ok)
 - Multiple narratives, experiences, voices – genderbread person, intersectionality
 - Explain other charts / appendices to introduce these concepts - this is not an opening for discussion but rather, a way to bring them into the room.

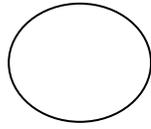
CORNERSTONE 2017 RESOURCE

- Opening Question & Pair/Share Activity (15 minutes):
 - NOTE: We can't have a conversation about consent without having a conversation about sex. Therefore, it's helpful to know where our knowledge and previous experiences with sex education and conversations around consent are at. We can't have a conversation about camp without naming the sexual pressures that are encountered there. How many of you have had some form of this conversation at camp as a camper and/or a counselor? (Have participants raise hands). Ok...it's really important to have that perspective in this room, which is why we're going to ask you to post your takeaways here in our next activity. And while many of you may want to dig into this aspect, we can give you space for that elsewhere, because we want to focus today on going further.
 - Two flip charts pre-charted:
 - What takeaways do you remember from conversations you've had about sexual pressures at camp?
 - What is one thing you remember from sexual education pre-high school?
 - Give participants time to walk around the room and write their reflections and thoughts on the flip chart sheets (each participant has a marker)
 - Instruct participants to take a step back (physically) and ask them what they notice? Guiding questions:
 - What resonates?
 - What's surprising?
 - What's not surprising?
 - What's interesting?
 - Turn to person next to you and share your thoughts from the previous questions.
 - Gather as a group and facilitate a discussion about what came up in the conversations.
- Defining Sex (10 minutes):
 - Chart the first circle and ask the room what the most commonly accepted purpose of sex is. Label the first circle "Possible pregnancy," and chart "penetrative sex with a penis and vagina" in the bottom right hand area of the circle. Ask the room if

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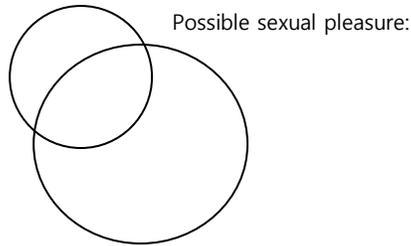
there are other ways to get pregnant that we would never consider sex. Yes - IVF, surrogacy – add this in the upper left hand area of the circle.

- Possible pregnancy:



- Chart the second circle and ask the room what would fit in this circle that wouldn't fit in the first (penetrative sex should be in the overlap). Fill in the second circle together (queer sex, oral sex, masturbation, anal sex, sex with partners who are not able to conceive, etc)

- Possible pregnancy:



- Discuss and debrief.
 - Sex definition #1 (possible pregnancy):
 - Under this definition, what is acceptable?
 - All bodily interactions within the goals of reproducing or preserving a family.
 - What is unacceptable?
 - Queer sex and queer love
 - Any non-P-in-V hetero sex activity
 - Additional problem: acceptable sex is complete when only 50% of the people involved climax

CORNERSTONE 2017 RESOURCE

because examples of what consent can and should look like are largely absent from our education, culture and societal discourse.

- NOTE: it is important to recognize that there may be people in the room who have experiences of sexual trauma, and while we will not be discussing intentional non-consensual sex during this training, we want to acknowledge the trauma that may be in the room and the significant role such experiences have in shaping our conversation – we want to remind participants to take care of their needs and take the time to leave the room, journal, etc. as needed and to please follow up with any of us about things you don't wish to share in the room.
 - Open up for questions comments
- Understanding Consent: What does consent look like in real life?
 - Hand out worksheets for next two sections.
 - Facilitators briefly share personal stories about consent.
 - Discussion: based on the stories you heard, what are the fundamental elements of consent
 - Facilitators chart elements that participants share (example list below).
 - NOTE: Consent should be affirmed for both the partner and one's self. Self-awareness is key (i.e. what do I need / want to have consent, to feel safe, pleasure?)
 - Physical safety (i.e. not being in physical danger, abused)
 - Mental clarity (i.e. if someone is exhausted or stressed)
 - Emotional stability (i.e. if someone just broke up with a partner)
 - Social connection (i.e. having a sexual experience with someone in exchange for social capital/notoriety)
 - Material resources (i.e. if you're sleeping at someone's home / place and feel driven to be intimate in exchange for shelter)
 - Positive self-worth (i.e. if you have compromised self-esteem and feel that being intimate with someone will elevate how you feel about yourself)

CORNERSTONE 2017 RESOURCE

- Partners are informed of context and consequences (i.e. if someone is drunk, has an STD, knowing you partner's reason(s) for having sex, etc.)
- Renewed over time and variation (i.e. just because you had an intimate experience with someone once, doesn't assure consent again)
- Action Plan for Camp & Personal Life (20 minutes):
 - It is important that the above list manifest in each participant's own words, in their language and reflective of their experiences and interests (i.e. if you are looking for emotional intimacy via sex and you like to cuddle after sex, instead of assuming your partner(s) will provide that and know that that is something you want, consider naming for them - hey, are you down to cuddle after?)
 - Give participants a few minutes to fill out the question about their path to consent and the giving and getting consent chart in their own words.
 - See appendix B for the specific questions and chart.
 - Invite a few participants to share their ideas about better introducing consent into camp conversations (just speaking to the camp piece here, not sharing about consent practices though participants are encouraged to talk to the facilitators outside the workshop if they have questions or comments about this section).
- Closing (3 minutes)
 - Thank participants for participating.
 - As a reminder, offer: It is a disservice to someone if we lower our expectations and let them be a less accountable and whole person than we would expect ourselves to be (i.e. if we would never pressure someone to pleasure us and have that be the entirety of our experience, don't be willing to do that for someone else).
 - Ask everyone to share one word with something they learned, are feeling, and/or are taking with them.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

While we feel age appropriate conversations about consent can and should happen for and at every age, we highly recommend this session be replicated for staff only and that it be facilitated by staff who have experience facilitating conversations about sex.