

## Consent!

*Elective 3*

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| <b>AUTHOR(S):</b>          | Caroline Rothstein  |
| <b>SUMMARY:</b>            | In this session, participants will learn tools for teaching consent to staff, colleagues, and campers at camp, as well as think about ways to help build a camp culture that is overall rooted in and anchored by values of consent and healthy connection. -<br><i>Submitted by Caroline Rothstein</i> |
| <b>TOPIC(S):</b>           | Consent   |
| <b>LEARNING OBJECTIVE:</b> | The goal of this session is for participants to feel more connected to their own role in building a culture of consent, and better understanding how they can show up for others and themselves in a cultural climate that can oftentimes make it hard to think clearly and feel authentically heard.   |
| <b>AUDIENCE:</b>           | While this was created with staff and leadership in mind, this can be done with any group size and any age range. Working with younger campers on this is encouraged!   |
| <b>TIMING:</b>             | 90 minutes  |
| <b>APPENDICES:</b>         | Consent! Worksheet.   |
| <b>MATERIALS NEEDED:</b>   | Pencils, pens, writing utensils<br>Consent! Worksheet.  |
| <b>SET-UP DETAILS:</b>     | Recommended set-up includes: a place or space or room (indoors or outdoors) where everyone can sit comfortably in a circle, on the ground or on chairs, and feel privacy.   |

### SESSION TIMELINE & OUTLINE:

- Welcome everyone.
- Introduction: (5 minutes)
  - Share session goal: For participants to feel more connected to their own role in building a culture of consent, and better understanding how they can show up for others and themselves in a cultural climate that can oftentimes make it hard to think clearly and feel authentically heard.
  - Session agenda:
    - Introduction
    - Understanding Consent

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- Activity #1: Self
  - Activity #2: Interpersonal
  - Activity #3: Communal
  - Debrief & bringing it back to camp
  - Closing
- Guidelines and group agreements for creating a brave and safe(r) space:
  - Use “I” statements
  - Confidentiality
  - Ask clarifying questions
  - Meet risk with risk
  - It’s ok to be raggedy
  - Self-regulate self-care (i.e. it’s ok to step outside if needed)
  - Facilitator is available after
- Begin opening activity and ice-breaker (5 minutes):
  - Ask participants to share their name, their pronouns if they feel comfortable, why they chose this elective, and one thing for which they’re grateful today.
- Understanding consent (15 minutes):
  - Introduce the Jewish value and concept of “Shmirat Haguf – Guarding one’s / caring for one’s body”
    - What does this value/concept mean to you?
    - What does this value/concept mean to your camp community?
    - How does this value/concept come into play at your camp?
  - Break down and share definition of consent as a **noun**:
    - “Permission for something to happen or agreement to do something.”
    - Ask participants to share initial thoughts about that definition.
  - Break down and share definition of consent as a **verb**:
    - “Give permission for something to happen.”
    - Ask participants to share initial thoughts about that definition.
  - Ask participants: Is there any difference between “consent” as a noun versus as a verb? Are there any similarities?
- Activity #1: Self (15 minutes)
  - Walk participants through Activity #1 on “Consent! Worksheet.”
  - Note that all answers they fill out will be private, but there will be an opportunity to share if they feel comfortable.
  - Ask participants to look at and write out a response to question 1.
  - Ask participants to share examples of things they listed/wrote.
  - Ask participants to look at and write out a response to question 2.
  - Ask participants to look at and write out a response to question 3.
  - Ask participants to share examples and thoughts from questions 2 and 3.
- Activity #2: Interpersonal (15 minutes)
  - Walk participants through Activity #2 on “Consent! Worksheet.”
  - Note that all answers they fill out can be private, but there will be an opportunity to have discussions with hevruta/pair/share.
  - Ask participants to fill out questions 1, 2, and 3 on Activity 2. (5 minutes)
  - Invite participants to break into pairs/hevruta.
  - In hevruta/pairs, ask participants to share what their responses were for each question.
  - Bring everyone back together as a group.
    - What kinds of themes and examples came up during hevruta/pair/share.
- Activity #3: Communal (15 minutes)
  - Walk participants through Activity #3 on “Consent! Worksheet.”
  - Ask participants to collectively brainstorm and share out loud responses to question 1. Invite everyone to record the things that people share on their worksheet.
  - Ask participants to collectively brainstorm and share out loud responses to question 2. Invite everyone to record the things that people share on their worksheet.



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- Ask participants to collectively brainstorm and share out loud responses to question 3. Invite everyone to record the things that people share on their worksheet.
- Debrief & Bringing it back to camp: (15 minutes)
  - Ask participants:
    - Let's revisit the Jewish value of "Shmirat Haguf" to frame our discussion and debrief. What does this all have to do with Shmirat Haguf?
    - What did you notice about the process of how each activity was run?
    - What was it like to start working alone, then in pairs, then as a group?
    - What takeaways do you have about how this process mirrored consent?
  - Ask participants:
    - What are ways consent inherently shows up at camp?
    - What are areas where consent could be better utilized?
    - What are ways you will bring today's session back to camp?
- Closing: (5 minutes)
  - Ask each participant to go around the circle and share one word to describe something they're feeling, something they learned, or something they're taking away from today's session.

### **ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:**

I recommend that this activity can be used for both staff training, and for any age of campers. If you're going to use this session with campers, I recommend first doing it with staff so staff feels connected and prepared to engage with this topic in providing ways for the community to expand and grow.