



CONSENT EXPLAINED

amaze

**Advocates
for Youth**
Rights. Respect. Responsibility.



ABOUT THIS GUIDE

This video discussion guide is one of a set of six discussion guides available for peer educators to use to educate young and middle adolescents about sexual and reproductive health in the Asia Pacific Region.

The discussion guides each incorporate an AMAZE educational video that addresses a topic and can be used to supplement existing lesson plans or resources that you may already be using to provide sexual and reproductive health information to young people. Each video discussion guide consists of an introduction to the topic of the video, a screening of the video, discussion and reflection questions, and an optional activity and/or quiz.



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OBJECTIVE:

To provide young people with an overview of consent, not limited to sexual consent, but also other relationships, such as family and friendships, by showing an AMAZE video and facilitating a discussion and opportunity for reflection.



CORE STEPS:

Concluding with the key summary points (5')

Facilitating an optional activity (10')



Introducing the topics (5')

Showing an AMAZE video (4')

Facilitating discussion and reflection (15')

NOTE:

These are the suggested approximate duration times for each step.



TARGET AUDIENCE:

Young and middle adolescents aged 10 - 18 years old



DURATION:

30 - 40 minutes



ADDITIONAL MATERIALS:

- Video link: <https://bit.ly/aboutconsent>
- For the in-person activities, you will need:
 - Computer with internet access and speakers
 - LCD projector and screen, or table to put your computer on
 - Sticky notes, paper board/flip chart, and colorful pens for Discussion and Reflection
- For the virtual option, you will need:
 - Zoom/Google Meet access
 - Google Jamboard for Discussion and Reflection

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OPENING:

Consent means that people are actively willing to engage in a particular behavior or activity and express their consent by saying "Yes! That is ok with me" verbally, or through non-verbal gestures like willingly nodding their head, sign language, or a written sign. However, just because someone consents to engage in one kind of behavior, doesn't mean they have agreed to engage in another. You have the right to change your mind about what you want or do not want to do at any time! Now, let's watch an AMAZE video to learn more about consent.



DISCUSSION AND REFLECTION QUESTIONS:

After showing the video, lead a discussion using the following questions. Pace the discussion according to the available time and prioritize the questions you want to discuss.

1. What was it like to watch this video? What is your initial reaction?
2. What are some of the examples of consent that you noticed in the video?
3. Why is consent important? What can a person do to ensure they get consent from others?
4. What can a person do if they change their mind in the middle of doing something that they may have initially agreed to do?
5. What are your key takeaways from this video and discussion?

NOTE:

Encourage contributions from participants, but it's okay if some are not comfortable speaking - don't force anyone to answer if they don't want to. You can also consider using sticky notes or a Google Jamboard so participants can write their thoughts anonymously.

Do!

- Respect participants' opinions
- Practice active listening
- Use inclusive and gender-neutral terms
- Give everyone a chance to answer share
- Remind participants to be respectful of others and practice active listening

SPECIAL NOTE FOR PEER EDUCATORS

- This discussion may trigger trauma in participants who are currently or have previously experienced sexual assault or rape. Before conducting the session, be sure to ask your organization that you're currently working with regarding policies for reporting any disclosure about sexual assault.
- Be sure to let them know they can talk to you after the session and be prepared to provide referrals to a counselor or health services as needed.
- Be prepared to respond to participants who may begin to disclose personal experiences during the discussion or point out perceived perpetrators by acknowledging what they've shared and letting them know where they can seek support, including a trusted adult.
- Be attentive to participants' special needs. Some participants may need special arrangements to engage in discussions or activities. For instance, you can adjust the physical space to accommodate participants with limited mobility or modify the activity to require less movement.



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OPTIONAL ACTIVITY:

This activity provides an interactive way for participants to further reflect on the information shared in the video.

Explain to participants that next, they will be doing a **Role Play**. Put the participants in pairs and distribute one of three scenarios to each pair, such that scenarios are more or less evenly distributed across the pairs. Encourage participants to improvise their conversation based on each scenario. If doing the activity virtually, put pairs into breakout rooms for the role-play part, similarly assigning one scenario to each.

NOTE:

The scenarios can be adapted to reflect different sexual orientations, and language can be adjusted to be gender-neutral by using the pronoun "they" instead of "her" or "him" and using gender-neutral names.

Give each group **five minutes**, then read out the first scenario and ask for volunteers who did the role play to share their overall thoughts including what it was like to give or receive consent. Repeat this process for the second and third role plays. Lastly, ask participants to share overall key takeaways from this activity.



THREE STEPS TO ASK FOR CONSENT

Here are three key steps to help ask for consent.

1. Ask (for what you would like the other person to consent to do).
2. Listen (for "yes" or "no" and notice body language too).
3. Respect the person's response, whether they consent or not.





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KEY SUMMARY POINTS:

Conclude the session by sharing the key summary points below:

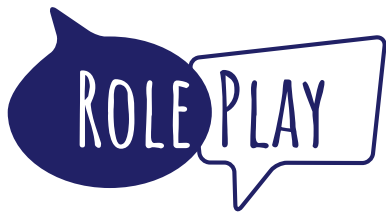
Seeking and giving consent is important to respect each other's boundaries and create a healthy relationship. We have the right to change our minds about what we are going to do or do not want to do at any time. If you say 'no' or don't want to consent, it can be spoken out at any time. For instance, 'yes' at the beginning of a sexual relationship doesn't mean saying 'yes' to the whole process, and your partner must respect your decision to have a healthy relationship.

We should also remember that just because someone doesn't say "no" doesn't mean consent has been given. Consent must be given willingly. If a person is forced or threatened to consent to any behavior, that's not consent.

Consent cannot be given by individuals who are underage, intoxicated or incapacitated by drugs or alcohol, or asleep or unconscious. If someone agrees to an activity under pressure of intimidation or threat, that isn't considered consent because it was not given freely. A person must be at a certain age to be able to legally give consent. This age is called the "age of consent," and age of consent laws vary from country to country. Remember that a person who has been sexually assaulted is never at fault and should tell a trusted adult if they have been assaulted.



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Cut and make multiple copies according to the number of pairs in the group

1. Atina and Ganda are dating. Atina says "yes" to hugging one night while watching a movie together. Ganda thinks it's probably okay to kiss Atina too, but is it okay for Ganda to do that?

2. Krishna and Adi are twins. Krishna bought the latest version of PlayStation with his savings. As their parents have taught them to share everything since they were children, Adi thinks it's okay for him to borrow Krishna's PlayStation without asking permission first. Is it okay for Adi to do that? What should Adi do first?

3. Naomi asked Bao to hang out at a party together, but Bao doesn't want to go because Bao doesn't like the noisy environment or meeting strangers there. What should Bao say? How does Naomi know for sure that Bao doesn't want to go?



In partnership with *Kahoot!*, AMAZE has designed a series of quizzes to spark meaningful conversations and create engaging learning experiences. Peer educators can encourage participants to play this optional quiz from **AMAZE on Kahoot! Academy** at the end of the session (in-person or virtually) for which participants use a smartphone, tablet, or computer to participate.

Access the Kahoot here https://bit.ly/kahoot_consent

Below is the list of questions in the Kahoot Quiz, and the respective answers are in **orange**.

1. [[Quiz] Which one of the following describes consent?
 - a. Assuming someone wants to engage in a particular activity because they have done it before.
 - b. Agreement between people to engage in a particular behavior or activity.**
 - c. Saying 'yes' or agreeing to engage in an activity, even if you don't want to.
 - d. All are false.
2. [Quiz] Which example below illustrates consent?
 - a. Bao says "no" to Naomi's invitation to a party.
 - b. Jane thinks that Nicole wants to watch the horror movie since she didn't object.
 - c. Adi asks to borrow Khrisna's newest PlayStation, and Khrisna nods his head.**
3. [Quiz] What can a person do to ensure that they get consent from others?
 - a. Willingly nodding their head
 - b. Saying "Yes, that's ok with me!"
 - c. Signing, "Yes, that's ok with me!"
 - d. All of them are true, and you're ready to build a healthier relationship!**
4. [True or False] A person can change their mind (withdraw consent) at any time when getting intimate with their partner. **True, a person can change their mind at any point, and this decision must be respected.**
5. [Quiz] What factors can affect a person's ability to consent?
 - a. Being underage
 - b. Being intoxicated by drugs or alcohol
 - c. Asleep
 - d. All of them are true**