

“Yes” is not enough: Moving beyond consent to great sex

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Today's Agenda

- Introduction
- Great Sex
- Competencies
- Resources

#GreatSex

#NSAC2019

@MYMmissoula

Introduction

- ❑ This room is full of experts with varied life experiences
- ❑ Teaching consent doesn't always speak to real life experiences
- ❑ Incorporating a focus on healthy sexual experiences creates a paradigm shift in consent education

Kelly McGuire
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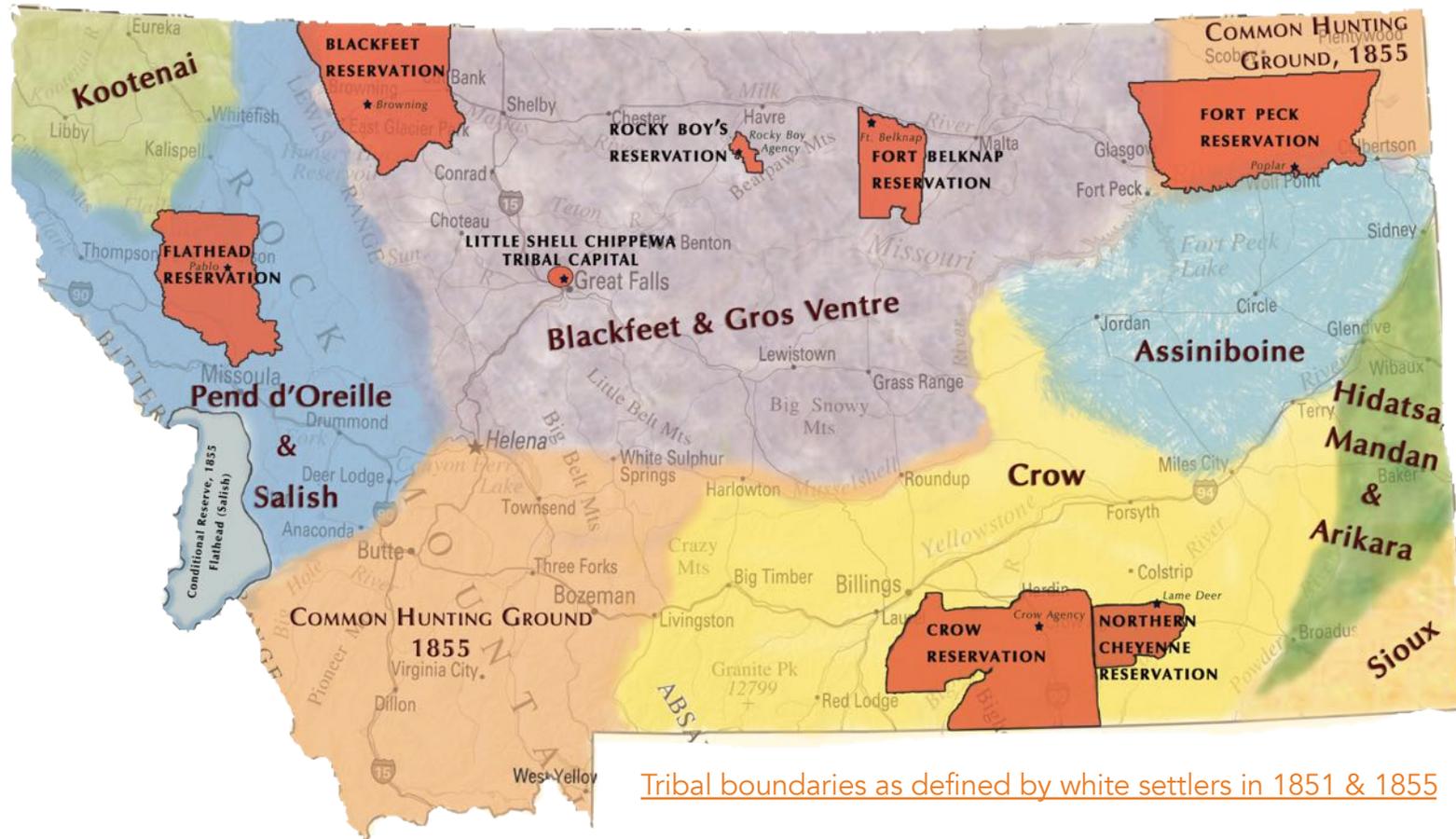
Prevention & Outreach
Manager

Brenna Merrill
she/her/hers



Make Your Move!
Coordinator

Our Positionality



Tribal boundaries as defined by white settlers in 1851 & 1855

Who Are You?

Do you work as an advocate?

Do you work as an executive director or in another administrative capacity?

Do you work as a prevention educator?

Do you work as a therapist or counselor?

Did we miss anyone?

Prevention Educators: Do You?

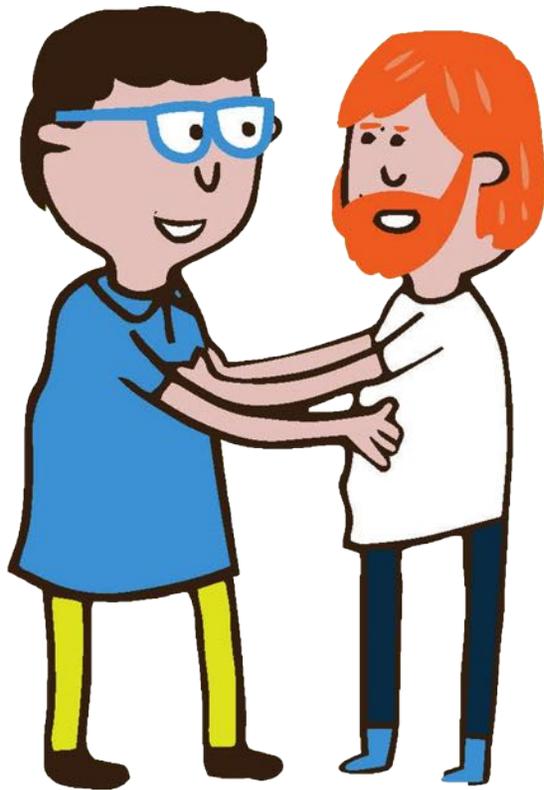
Work in prevention full time, part time, occasionally?

Work solo, on a team, with a network/coalition?

Work with K-12 folks, college folks, offenders, workplaces, and/or the general community?

Think of yourself as a sex educator?

Our Story



Make Consent Explicit

I'VE NEVER
consented
that hard
IN MY LIFE

Great sex begins
how it ends.



With Yes,
Yes,
Yes!

learn more at explicitconsent.org

- WE had -
MIND-BLOWING
consent



Great sex
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Great Sex

- ❑ Great sex involves agreement, desire, ethics, and joy
- ❑ Talking about sex without judgment creates a shame-free environment that can help transform relationships

Great Sex Workshop

This is a curriculum for adults.

Event organizers must be bought in to the reason why the workshop is approached this way.

Facilitators must be aware of intersectionality and accepting of diverse sexualities.

In order to
have sex,
what do all
partners have
to be?

What is
involved in
great sex?!

Are we able
to agree?

Do we
agree?

Do we
want to?

Is it
ethical?

Is it
joyful?

Debrief & Questions?

How did it feel to talk so explicitly about sex?

Do you feel like you could facilitate a similar conversation about sex?

What makes a healthy sexual experience?

1. Do they AGREE?
2. Do they WANT to?
3. Is it ETHICAL?
4. Is it FUN?

1. Do they AGREE?

- Both people are over the age of 16.
- Both people understand what they are consenting to, and agreement is obtained before initiating any new activity.
- No one is incapacitated by drugs or alcohol.
- No force, threats, or intimidation.

Sounds like....

- Can I do ____ to you?
- Are you down for _____?
- Are you sober enough? How many drinks did you have?

2. Do they WANT to?

- Both people make space for the other to change their mind or say no.
- Both people are paying attention to body language and making sure the other person is into it.
- Both people are communicating about what they want.

Sounds like....

- Do you want to ____?
- How far do you want to go?
- Is this okay?
- We don't have to.
- Let's wait if you're not sure.
- I don't want to do anything you're not into.

3. Is it ETHICAL?

- The sexual activity does not conflict with either person's values or beliefs.
- Careful attention is paid to any power differences due to age, physical size, popularity, disability, etc.
- No one is being hurt by your actions.
- Both people have communicated about their understanding of the situation and whether sexual activity is in the context of a hookup, a relationship, or some other definition.

3. Is it ETHICAL? Cont.

- Sexual activity is protected from unwanted pregnancy and sexually transmitted infections.

Sounds like...

- Will we feel good about this later?
- Do you have a condom/dental dam?
- Are you in a good place emotionally for this?
- What are the consequences?

4. Is it FUN?

- The interaction makes both people feel good about themselves.
- Both people's enjoyment is prioritized equally.
- Both people are free to express their sexuality in the way they want without judgment or shame.

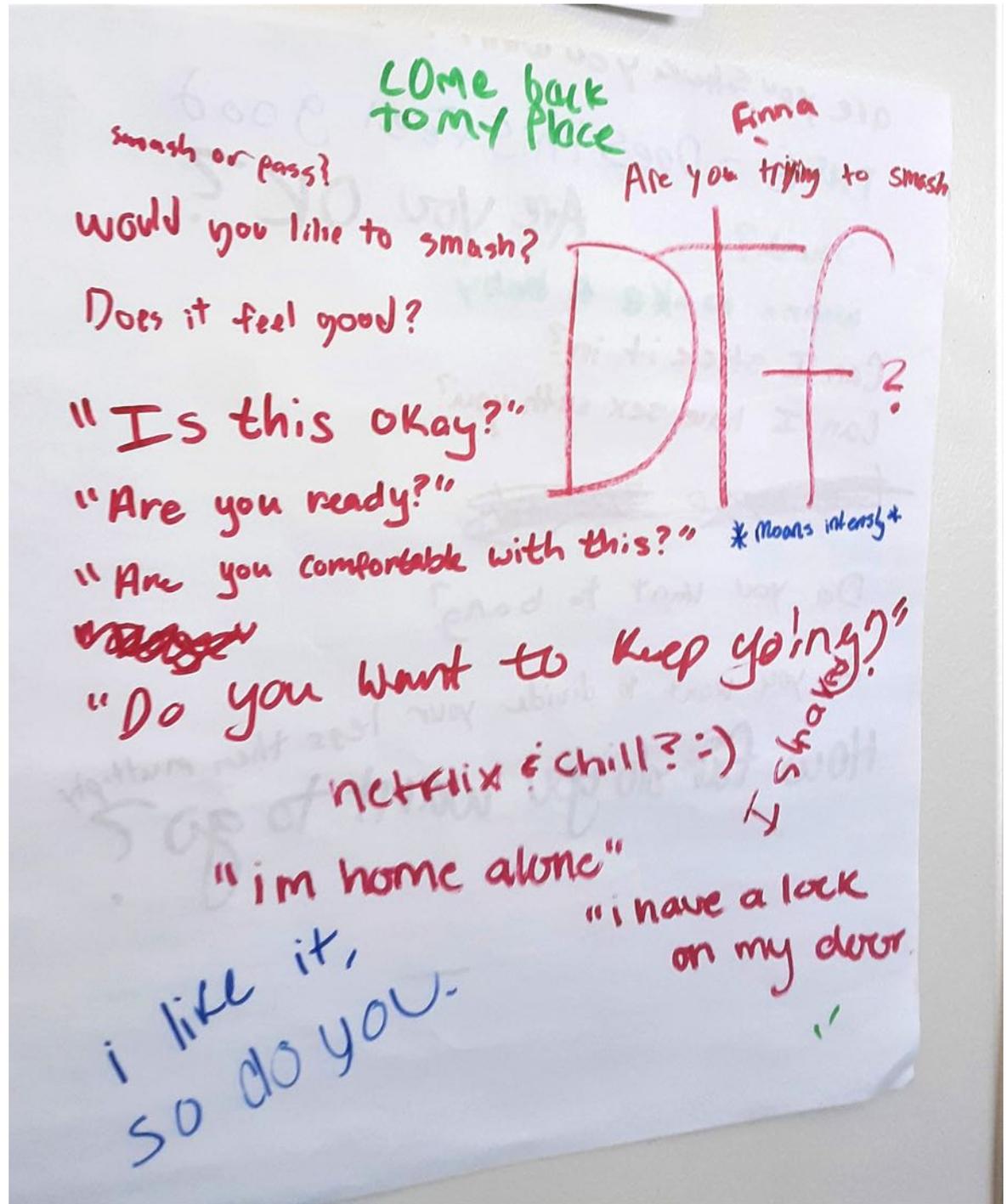
Sounds like...

- Do you like this?
- Does this feel good?
- Is there anything you want me to do?
- Will you do ___ to me?

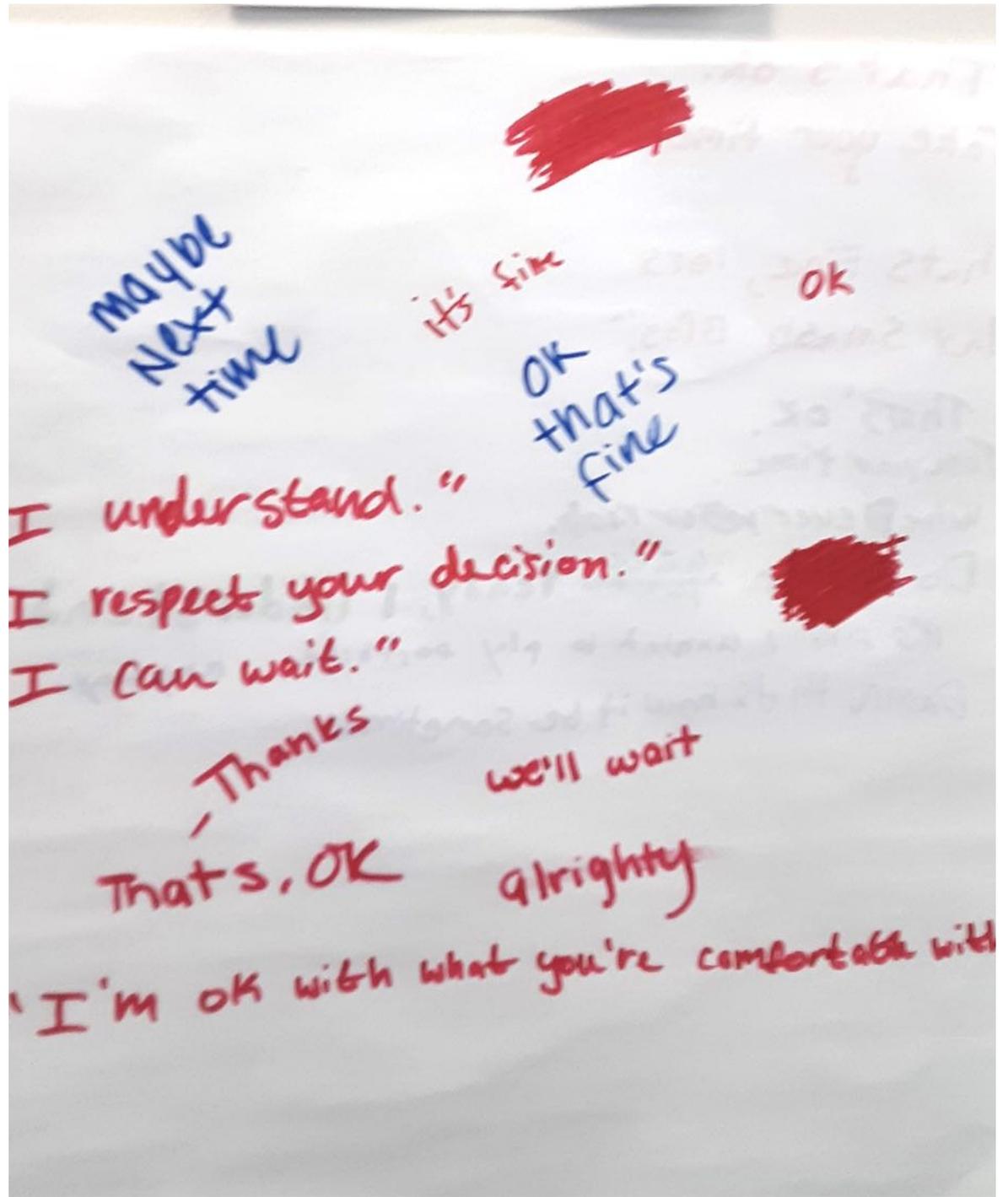
Youth: Consent Workshop

- How could a person ask for verbal consent for sexual activity?
- How could a person know whether their partner is giving nonverbal consent for sexual activity?
- What might it sound like when someone is pressuring someone else for sex?
- What are some situations where you cannot ask a person to consent to sex?
- What are some healthy and respectful ways you could respond when a person doesn't want to have sex with you?

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What are some healthy and respectful ways you could respond when a person doesn't want to have sex with you?



Debrief & Questions?

What are elements from today's presentation that you want to bring back to your community?

Who else cares about great sex in your community, and how can you partner with them?

Competencies

- ❑ Great sex education must be shame-free

Shame-Free Education

- Addressing stigma
- Inclusive of diversity
- Trauma-informed
- Expansive facilitation

Addressing Stigma

Have I examined the ways that my upbringing may have caused shame around sexuality?

Do my statements contribute to shame for people who...

- Have an STI?
- Use drugs or alcohol?
- Have casual sex or engage in certain types of sex acts?

Inclusive of Diversity

How will this statement impact people of diverse identities?

In addition to thinking about your intended audience, be sure to remember these identities:

- Asexual & aromantic
- Non-binary & trans
- Disabilities
- Non-monogamous

Trauma-Informed

How will this statement impact a person who...

- ...has experienced a past trauma?
- ...is currently experiencing coercion, abuse, or violence?
- ...has experienced historical trauma?
- ...has caused harm to another person?

Expansive Facilitation

Do I trust my audience?

- That they are experts on their own lives
- That they want to have good relationships and grow/learn

Do I have the facilitation skills to address potentially harmful statements?

Resources

- Research & White Papers
- Websites
- Curricula
- Podcast



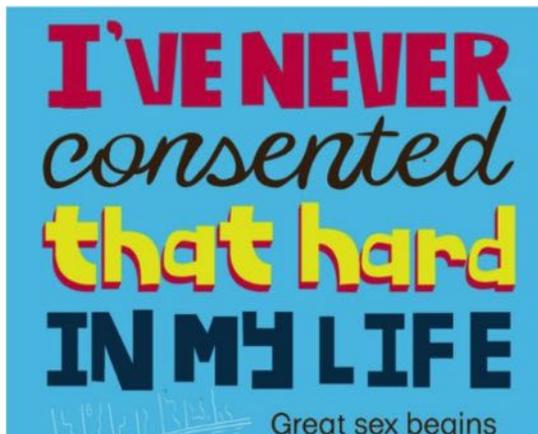
[Make Consent Explicit](#)

[Consent 101](#)

[Yes! No. Maybe So?](#)

[Coercion & Harassment](#)

WHAT IS CONSENT?



Sexual consent is all about making sure you and your partner(s) *agree* to and *want* to engage in sexual intimacy. To receive consent, your partner(s) needs to have a free and clear mindset. That means that there is no pressure from anyone else, no threats, they are not incapacitated by drugs or alcohol, they are conscious, and there are no significant power differences that would impact their ability to say yes or no. A person can change their mind at any time, even after an activity has started.

Research & White Papers

Advocates for Youth. (2015). [A Call to Action: LGBTQ Youth Need Inclusive Sex Education.](#)

Basile, K. C., DeGue, S., Jones, K., Freire, K., Dills, J., Smith, S. G., & Raiford, J. L. (2016). STOP SV: A technical package to prevent sexual violence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Berkeley Media Studies Group. (2018). [Where we're going and where we've been: Making the case for preventing sexual violence.](#)

Cardea Services. (2018). [A Guide to Trauma-Informed Sex Education.](#)

Hirsch, J. S., Khan, S. R., Wamboldt, A. & Mellins, C. A. (2018). Social dimensions of sexual consent among cisgender heterosexual college students: Insights from ethnographic research. *Journal of Adolescent Health, 64*, 26-35.

Lofgreen, A. M., Mattson, R. E., Wagner, S. A., Ortiz, E. G., & Johnson, M. D. (2017). Situational and dispositional determinants of college men's perception of women's sexual desire and consent to sex: A factorial vignette analysis. *Journal of Interpersonal Violence.*

Research & White Papers

Muehlenhard, C. L., Humphreys, T. P., Jozkowski, K. N. & Peterson, Z. D. (2016). The complexities of sexual consent among college students: A conceptual and empirical review. *The Journal of Sex Research*, 53, 457-487.

O'Neil, M. & Morgan, P. (2010). [American Perceptions of Sexual Violence: A FrameWorks research report](#). *FrameWorks Institute*.

Oregon Attorney General's Sexual Assault Task Force. (2014). [Promoting healthy sexuality as sexual violence prevention: Prevention and education subcommittee position paper](#).

Santelli, J.S., Grilo, S.A., Choo, T-H., Diaz, G., Walsh, K., Wall, M., et al. (2018) Does sex education before college protect students from sexual assault in college? *PLoS ONE* 13(11).

Schneider, M., & Hirsch, J. S. (2018). Comprehensive sexuality education as a primary prevention strategy for sexual violence perpetration. *Trauma, Violence, & Abuse*, 1524838018772855.

Weissbourd, R., Anderson T. R., Cashin, A., & McIntyre, J. (2017). [The talk: How adults can promote young people's healthy relationships and prevent misogyny and sexual harassment](#). *Harvard Graduate School of Education*.

Websites

- Scarleteen
- AMAZE
- Advocates for Youth
- Planned Parenthood
- Sexuality Information and Education Council of the United States (SIECUS)

Curricula & Podcasts

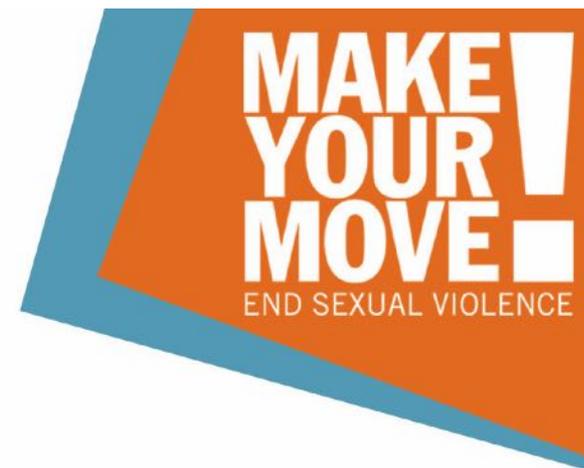
- Advocates for Youth: [Rights, Respect, Responsibility](#)
- Planned Parenthood: [Digital Tools](#)
- Unitarian Universalist Association: [Our Whole Lives](#)

- Radiolab: [In The No](#)
- Hidden Brain: [Just Sex](#)
- Andrew Gurza: [Disability After Dark](#)
- PreventConnect: [Marketing Consent in Missoula, MT](#)

In Summary

- ❑ Shame about sexuality helps violence thrive in silence
- ❑ Our real goal is not legal sex – it's about love, intimacy, and joy
- ❑ To change the world let's get uncomfortable

Thank You!



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