

Program Title: Drinking the Delicious Tea of Consent

Program Developer		Program Length		Date Implemented					
Joe Mastrocola		Actual: 15 minutes	Estimated: 30 minutes	1/21/16					
Curriculum Area		Program Summary							
	Community	The purpose of this program was to explain to students what consent is and how they can look out for their friends.							
	Diversity								
	Involvement								
	Identity								
x	Real World								
	Wellness								
Program Size									
	5-10 Students	x	10-20 Students		20-30 Students		30-40 Students		40+ Students
Standards of Significant Learning									
<p>B.1 analyzing, forming and/or clarifying their own values. [CASHRL-2.5D; ACUHOI-A3] B.3 developing a sense of respect for self, others and property, and a sense of fairness. [ACUHOI-A5] B.4 learning and applying decision-making techniques [MCSLS-.3.6; ASCA-3B] B.5 making decisions that are congruent with their values and beliefs.</p>									
Learning Objectives									
Audience, Behavior with Action Verb, Condition, Degree									
<p>Students will be able to understand what consent is and what it isn't. Students will be able to understand what actions they can take to ensure the safety of their friends and that they should realistically never trust anyone but themselves.</p>									
Materials									
Attach copies of materials designed for student/instructional use									
Youtube video (found in the sources section), non-IMSA laptop, tv, hdmi cable									
Preparation/Management									
No prep necessary.									
Instructional Procedures									
Introduction									

I began the program by showing studios the popular youtube video that uses offering someone tea to describe consent. Right before starting the video, I polled the students and found that every single one of them had already seen the video, therefore I told them that we could still watch it since its only 3 minutes but we would be having a conversation about consent that they may have not had before.

Body of Program

After the video concluded, I told the students that in my opinion, the video made accurate points of consent in a funny way but I have no expectations that watching that video would affect their perception of consent in any way. If someone wants to do something as horrible as sexually assault another person, then it's my personal belief that they are a horrible human being and I have no expectations that a video, program, or anything is going to convince them to not commit sexual assault. Therefore, we weren't going to talk about what is and isn't consent because consent is a pretty simple premise, does the person want to do this with you and if at any point they don't, consent is gone and you need to stop.

From there, we talked about actions that they can take to prevent others from being sexually assaulted. I reassured students that at IMSA, it is unlikely for them to encounter situations that could lead to sexual assault because of our campus and policies but they will more than likely encounter situations in college. The main point I tried to promote was that you really can't trust anyone but yourself and I used several examples of situations they will likely encounter and what they can do to help others. For example, if you see someone who is overly intoxicated and their friend says they are going to take them home, you have no idea what that friend's intentions are. There's a good chance they will do the right thing but it's impossible to know who people are deep down so offer to go with them. I also recommended that if they offer to take someone home safely, it will always look better if they do so in a group, but even groups of people shouldn't be fully trusted. In the end, if they are concerned about someone's safety, the only person they can really trust is themselves. I also recommended that if one of their friends is leaving a party, it's typically better to go with that person if there is any concern about their safety.

Closure

To wrap up this program, I reminded students that while the information in this program might not be relevant to them at this moment, it's good to know for the future. I also apologized for having kind of a downer of a program.

Extensions and/or Related Activities

List and Describe

NA

Sources Used in Preparation of This Lesson

List and Describe

<https://www.youtube.com/watch?v=oQbei5JGiT8>

Reflection on Student Learning, Assessment and Lesson Implementation

What worked, didn't work, will do differently, and next steps

The students seemed to understand the point of the program and I believe the objectives were met. If you wanted to make this program more interactive, you could write up scenarios for students to think about and reflect on.