## Consent Scenario Teacher Notes

### Scenario 1:

1. Consent considerations:
	* Consent must be freely given – there is pressure and coercion from Jak.
* Enthusiastic consent – is Jesse enthusiastic?
* Age
	+ Verbal and non-verbal communication – the absence of no does not mean yes
	+ This scenario is NOT consensual (pressure and coercion)
1. How might Jesse feel?
* Examples include sad, angry, violated, upset, betrayed, guilty, embarrassed, confused.
* It is important to highlight that there is no right way for Jess to feel. The impacts of, and feeling around, non-consensual sex (sexual assault) can be varied and ongoing.
1. What could Jesse do?
* In the moment – examples include leave, break up with Jak, cry, push Jak away, say no, freeze. People respond differently to pressure and coercion.
* After – examples include speak to a trusted adult, practice self-care, seek support from a service like SARC, 1800 Respect, Kidshelpline etc.
* It is important to remind students that the absence of no does not mean yes. It is everyone’s responsibility to ensure that their sexual partners enthusiastically consent to any sexual activities.
* Nobody owes another person sex, and nobody should be pressure someone into having sex. Jesse is not responsible for Jak’s actions.
1. What could Jak do differently?
* Not pressure Jesse.
* Talk to Jesse about what Jesse is comfortable with and would like to do.
* Respect Jesse’s decision.
* Check in with Jesse.
* Let the moment pass.
* Respectfully talk to Jesse about how he feels.

### Scenario no.2:

1. Consent considerations:
	* Consent can be withdrawn at any time - if someone changes their mind or wants to stop, that is their right. It doesn’t matter what has already happened.
	* Specific and ongoing - someone can consent to doing some sexual things but not others. Consent is needed before and throughout sexual activity.
	* Enthusiastic consent – is Ali enthusiastic?
	* Verbal and non-verbal communication
	* Age
	* This scenario is NOT consensual (consent was withdrawn)
2. How might Ali feel?
* Examples include sad, angry, violated, upset, unsure, conflicted, guilty, embarrassed, uncomfortable.
* It is important to highlight that there is no right way for Ali to feel. The impacts of non-consensual sexual activity can be varied and ongoing.
1. What could Ali do?
* In the moment – Ali might walk away, call out to other people at the disco, push Brodie away, say no, freeze. People respond differently when they their decision isn’t being respected.
* After – speak to a trusted adult at the disco, speak to a trusted adult at home, seek support from a service like Kidshelpline etc, practice self-care.
* It is important to remind students that sexual activity must stop when consent is withdrawn. Continuing after a partner has withdrawn consent is sexual assault.
* Ali is not responsible for Brodie’s actions.
1. What could Brodie do differently?
* Stop.
* Acknowledge and respect Ali’s decision.
* Talk to Ali about what they want to do and what they are comfortable with.
* Check in with Ali.
* Go back to talking about the movies they both like.

### Scenario no.3:

1. Consent considerations:
	* Age – the age of consent is 16. Mo is not able to consent to sex.
	* Gender – it doesn’t matter what gender Mo and Sam are, the age of consent is the same for everyone (regardless of gender or sexuality).
	* This scenario is NOT consensual (Mo is under the age of consent)
	* Students may question if Sam is aware of Mo’s age. It is important to emphasise that it is Sam’s responsibility to find out for sure and not engage in sexual activity if there is any doubt.
2. How might Mo feel?
* Examples include excited, nervous, grown up, special, in love, unsure, ready.
* It is important to highlight that while Mo might feel ready, the legal age of consent is 16. This means Sam is committing a crime in this scenario (if they have sex).
* The law is there to protect young people from abuse and harm. There is a significant maturity, understanding and power difference between a 13 year old and a 17 year old.
1. What could Mo do?
* Let Sam know how old they are.
* Talk to Sam about how they feel.
* Head home instead.
* Mo is not responsible for Sam’s actions.
1. What could Sam do differently?
* Date someone their own age.
* Not ask Mo about sex.
* It is important to discuss the potential that this situation is grooming, particularly if students suggest Sam could wait until Mo is 16. A significant maturity, understanding and power difference will remain.

### Scenario no.4:

1. Consent considerations:
	* Age – As the age of consent is 16, technically this scenario is not legal because they are both under the age of 16. However, if the situation was reported and investigated (police), it is unlikely to become a legal issue because they are both enthusiastically consenting and the age difference between the two individuals is small, indicating there is unlikely to be a power difference.
	* Consent is freely given, enthusiastic, certain and specific.
	* The situation is respectful and there is good communication.
	* This scenario IS consensual.
2. How might Fez feel?
* Examples include excited, nervous, in love, ready, loved, respected, valued, special, curious, good, listened to, understood, connected etc.
1. How might Alex feel?
* Similar to Fez.
* Both partners feeling respected, valued and cared for etc. is a good indicator of a respectful, mutually pleasurable, consensual sexual experience.
1. What could Faz or Alex do differently?
* Talk about safer sex – e.g., contraception, condoms, STIs.
* Keep the conversation about sex and their relationship going – open and respectfully.