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Introduction

Brief Introduction from individual who brought us to campus

- 1) Each individual at the conversation shares:
 - 1) Name
 - 2) Reason why they came
 - 3) Something they love
 - 4) (Pick goofy question)

Outcome: building a safe space with everyone contributing

- 2) Introduction activity
 - 1) Ask students to pair up with someone they do not know that well
 - 2) Ask pairs to label one person "a" and one person "b"
 - 3) Give "a" 1 minute to introduce herself to "b"
 - 4) Give "b" 1 minute to introduce himself to "a"
 - 5) Open up conversation as to how that felt
 - 6) Do introductions again, but set the following new rules
 - 1) Only 30 seconds this time
 - 2) And in your introduction you can mention any:
 - 1) Places you've been (this includes your home/where you grew up)
 - 2) People you know (this includes your family)
 - 3) Work that you do (this includes your major)
 - 3) There will be questions, ask students to start sentences with:
 - 1) I feel...
 - 2) I believe...
 - 3) I hope to achieve...
 - 4) My dream is...
 - 7) Give "b" 30 seconds to introduce himself to "a"
 - 8) Give "a" 30 seconds to introduce herself to "b"
 - 9) Open up for discussion
 - 10) Prompt students to consider "What does this have to do with consent?"

Outcome: Connect everyday conversation to how we simplify and often objectify to have simplify ourselves and others. Seeing a person as defined by their major or where they grew up is much different than defining them by their dreams. As we simplify the complexity of individuals we quickly value people by their bodies rather than their whole person.

Mental Warm-Up

1) The 9 dot activity

Draw 9 dots on a whiteboard and ask students to connect all the dots with the following rules:

- 1) You cannot retrace lines
- 2) You can only use 4 lines
- 3) You cannot lift the marker off of the whiteboard

Outcome: "Think outside the box" -- create a space of critical thinking and challenging norms

2) The 7 f's activity

Hand each student a small piece of paper with the sentence, "**Finished files are the result of years of scientific study combined with years of experience**"

- 1) Ask students to read the sentence thoroughly
- 2) Ask students to turn over the paper and poll the room with the question "how many f's are in the sentence?"
- 3) Tally responses on whiteboard
- 4) Repeat steps 1 through 3
- 5) Repeat steps 1 through 3 (until people are laughing and everyone realizes there are 7)

Outcome: Further develops critical thinking mentality and presents 'awareness' as something right in front of us that we may often miss

Consent Education

1) What does consent mean to you and your school?

- 1) Split students into 3 groups (or as many as appropriate)
- 2) Give the simple prompt of defining consent
- 3) After 5 minutes, allow the groups to share their definitions
- 4) Give time for discussion
- 5) Reveal the definition for consent in their college's handbook
- 6) Give time for discussion and questions
- 7) Present Party With Consent's core values around defining consent

Outcome: Develop critical lens of seeing consent as not as simple as a 7 word definition. Reveal that nobody (or very few) have their college's definition of consent memorize and that very few have the same exact definition of consent and with that the importance of conversations about sex and consent (however awkward).

2) Human Barometer -- can two adults have consensual sex?

A human barometer turns a classroom into a barometer of opinions. Make the statement, "**Can two adults have consensual sex while drunk?**" Ask those to agree to stand on one side of the room. Ask those who disagree to stand on another side of the room. Ask those are not 100% sure either way to stand in the middle. Then:

- 1) Ask the 3 groups to discuss why they ended up standing where they are
- 2) Ask someone from each spot explain to the whole group why they are standing where they are
- 3) Allow time for conversation and questions
- 4) Re-present Party With Consent's core values around consent (if available share the definition the state government uses for sexual consent and the definition the college uses for consent (usually not exactly the same when it comes to alcohol))

Outcome: A realistic reflection on the role of alcohol in sexual activity at their college and re-emphasizing the importance of conversation/seeing people as more than physical objects

3) What do you want out of a hookup?

Pose to the students the simple question, "**What do you want out of a hookup?**" Then:

- 1) Write down on a board all the words that are said
 - 1) Examples from experience: connection, a story, pleasure, etc.
- 2) When the board is filled with words, go through each term presented and ask, "Does a discussion about consent with your partner take anything away from this?"
- 3) Leave time for dialogue and questions

Outcome: Consent currently gets a bad rapport for being "awkward" or "ruins the mood". This exercise serves as a reminder that it is not that way at all.

4) The water bottle activity

- 1) Ask for two volunteers
- 2) Give one a water bottle
- 3) Place prompts above each of the two volunteer's heads so all students can except the two volunteers
- 4) Give each volunteer a slip of paper with their prompted feelings about the what bottle (for example...volunteer with the water bottle's prompt may be "does not want to the give up the water bottle" and other volunteer without the water bottle's prompt may be "dying of thirst")
- 5) Allow the volunteers to play out the scenario
- 6) Repeat with other scenarios

- 7) Allow students to discuss and ask questions
- 8) Differentiate consent and coercion

Outcome: Yes does not always mean yes, if coerced, this is still assault. Allow space for students to reflect internally on their own experiences with coercion rather than point to the creepy guy in bushes or in the dark alley

Entrepreneurial Education

Theme in this section is: "**So what?**"

Here is where we **amplify** this message.

1) Present the core Party With Consent movement development values:

- 1) People --- need a couple of dedicated advocates to lead the movement
- 2) Parties --- build awareness through most college students favorite activity
- 3) Merchandise --- Using PWC swag to make your message repetitive
- 4) Events --- students come together in more formal, quiet ways than parties
- 5) Workshops --- Peer-to-peer discussions are a great way to spread the message

1) Split into 3 groups (or whatever seems appropriate) and give them 15 minutes with the prompt: "**How can our campus amplify our sexual violence prevention message through Party With Consent's 5 core movement development values?**"

2) Allow each group to present their ideas

3) Leave time for conversation and idea development