

**SVP Program**  
**MV Kickoff 2018**

*Lauren Bayne, MV SAVP 2018-2019*

**Touchstone Text:**

“In order to maintain our kehilah kedosha , it is essential that I uphold consent at NFTY events and in my daily life. Consent is a form of respect, and I will continue to show respect for my peers.” -NFTY Brit Kehillah

**Goals:**

- Increase consent education
- Give a space for discussion of sexual violence prevention, as well as the ambiguities within sexual violence
- Increase knowledge of sexual assault statistics

**Objectives:**

- Have each PP create their own definition of consent that they can keep
- Make sure each PP has one takeaway about consent and sexual violence prevention

**Materials:**

- Painter’s tape (or some other divider for the floor)
- Projector or large screen for the video
- Downloaded version of the Tea Consent video (see detailed procedure for the link!!)
- Notecards (1 per PP- let’s say 50 to be safe??)
- Pens
  - 5 pens with pink ribbon on it
  - 4 pens with green ribbon on it
  - 3 pens with blue ribbon on it
  - 10 pens with orange ribbon on it
  - 14 pens with red ribbon on it (if it is too complicated to do ribbon, even just putting scotch tape on the pens and coloring the tape is beneficial!!)
- Markers
  - 1 pink marker
  - 1 green marker
  - 1 blue marker
  - 2 orange markers
  - 6 red markers

**People:**

- 1 GL (Lauren)
- Unlimited number of PPs

**Space Needed:**

- Whichever room at Shwayder has access to a projector or a screen (if necessary, a laptop that has the video downloaded would suffice as well)

**Time Table:**

**00:00-00:05-** Mixers

**00:05-00:15-** Crossing the Line

**00:15-00:25-** Discussion on ambiguity

**00:25-00:30-** Consent Video

**00:30-00:40-** Discussion on video and boundaries

**00:40-00:45-** Creating consent cards

**00:45-01:00-** Statistics and Wrap-Up

\*NOTE: As this is a workshop format, PPs should be told that this program does deal directly with sexual harassment and examples of such. If talking about this subject triggers any traumatic stress for PPs, they are encouraged to go to the NFTY 678 workshop\*

**Detailed Procedure:**

**00:00-00:05-** Have each PP say their name, grade, TYG, and say their favorite cheesy pick-up line.

**00:05-00:20-** Have GL explain that in this workshop, we will be discussing relationships and specifically the importance of consent in relationships. Although cheesy pick up lines are fun and corny, they should not distract from the very real issue of consent education. Often times the concept of “Crossing the Line” is blurred, and that is the main focus of today’s discussion. GL have PPs line up on one side of a line drawn down the floor with painters tape. GL will read off a series of situations and ask PPs whether or not they think the situation “crossed the line” by having them step closer or further away from a line put on the floor with blue painter’s tape. Encourage PPs to close their eyes, as this is their opinion on whether or not it crosses the line. The situations will purposely get more morally ambiguous as they are read (see Appendix A for situations- not every situation needs to be used)

**00:20-00:30-** Have PPs sit back down and discuss the difficulty on drawing the line. Ask about which situations were most difficult to determine where the line was. Explain how the line is not clear cut and there needs to be more education on what the line actually is. (Discussion questions in Appendix B, Subsection I)

**00:30-00:35-** Show Tea Video on Consent (link: <https://www.youtube.com/watch?v=fGoWLWS4-kU>)

**00:35-00:45-** Discuss with PPs what they found to be the most important part of the video and how impactful it was. (Appendix B, Subsection II).

**00:45-00:50-** Give PPs a notecard. On one side, encourage them to write what they think the most important parts of consent are. On the other side, have them write their own boundaries and what is their own personal line. Remind PPs that in sexual harassment and assault, the intention of the perpetrator is not as important as the impact on the victim. Give PPs certain pens (see below for details- depending on number of PPs, not all need to be used. If there are more PPs than what is listed, then they can use regular pens and just won’t be a part of the statistical representations).

- 1) 5 PPs should be given a PEN with a PINK ribbon on it. One PP should have a pink MARKER

- 2) 4 PPs should be given a PEN with a GREEN ribbon on it. One PP should have a green MARKER
- 3) 3 PPs should be given a PEN with a BLUE ribbon on it. One PP should have a blue MARKER.
- 4) 10 PPs should be given a pen with an ORANGE ribbon on it. 2 PPs should be given an orange marker.
- 5) 14 PPs should be given a pen with a RED ribbon on it. 6 PPs should be given RED markers.

**00:50-00:60-** Read off different colors and ask PPs to hold up their writing utensil when their color is called. Read off statistics about prevalence of sexual assault. Wrap up with discussions about consent laws, sexual violence in the media with MeToo and Kavanaugh, what we can do to help, what steps NFTY should take, etc. Also give PPs the space to share their own experiences, if they feel comfortable. This part is very free flowing and should be guided by the PPs, not as much looking for answers of specific questions. (See discussion guide in Appendix B, Subsection III) Note: if the conversation is dry or no one is sharing, you can also compare their ideas with the brit language and what is the most important in the brit language.

## Appendix A- What crosses the line?

1. Ryan and Casey are dating. Casey is uncertain about whether they should have sex, but Ryan is persuasive and finally obtains Casey's voluntary agreement. As they engage in sex, Casey says "wait – stop – that hurts." Ryan nonetheless continues for several more minutes, restraining Casey. Afterwards, Casey is upset. Ryan apologizes, but says they were past the point of interruption.
2. Jessie and Vic have been flirting all semester, and agree to meet at a party. After dancing closely together for a while, Vic proposes going to one of their rooms and Jessie agrees. On the walk to Jessie's room, they send a few texts, letting Vic's friends know not to worry and asking Jessie's roommate to please sleep somewhere else. Once in the room, they begin touching. Each is interested in hearing what the other wants, and each is paying attention to the other's signals. They reach and sustain clear agreement upon mutually desired sexual activities.
3. Anna and Tom have been dating for about a year. Although they have engaged in some sexual touching, they have never engaged in sexual intercourse. One night, as they are cuddling, Tom decides that they have waited long enough and starts pressuring Anna to have sex with him. He tells her that, if she really loved him, she would have sex with him. Tom then threatens to break up with Ann if they don't have sex. Anna verbally expresses her hesitance to have sex but then reluctantly agrees. Tom, with her reluctant confirmation, then proceeds to have sex with her.
4. Elizabeth and John are in a new sexual relationship. Things are going very well and Elizabeth is particularly impressed with John's performance in bed. She's been bragging to her friends about him and wants to provide evidence. So, she hides a video camera in her bedroom and tapes them having sex. John is unaware of the camera.
5. Tyler and Jordan are both drinking heavily at an off-campus event. Tyler becomes extremely drunk. Jordan offers to take Tyler home. On the way, Tyler has trouble walking, and makes several wrong turns. Once in Tyler's room, Jordan initiates sexual activity. Tyler looks confused and tries to go to sleep. Jordan has sex with Tyler.
6. Morgan and Kai are friends who begin dancing and kissing at a party. They are both drunk, although not to the point of incapacitation. Together they decide to go to Kai's room. They undress each other and begin touching each other. Morgan moves as if to engage in oral sex and looks up at Kai questioningly. Kai nods in agreement and Morgan proceeds. Subsequently, without pausing to check for further agreement, Kai begins to perform oral sex on Morgan. Morgan lies still for a few minutes, then moves away, saying it is late and they should sleep.

7. Alexis and Riley are studying together in Riley's room. During a break in their studying, they rub each other's shoulders. Alexis then introduces some intimate touching. Riley moves closer and says "Okay, but I don't want to go too far – we still have a lot of work to do." Alexis continues to touch Riley in an intimate way. Riley willingly agrees to some contact, but mostly sets boundaries. Alexis jokes that they deserve to have sex as a reward for their hard work studying; Riley laughs. After their studying is done, Alexis suggests again that they should have sex. Riley responds they should probably get some sleep but continues to touch Alexis. After a few more minutes, Alexis asks once more. Riley pauses, then says okay and pulls Alexis closer. They have sex.
8. Devin and Ansley are engaging in a consensual sexual encounter, which Devin begins to intensify. Ansley responds by pulling away slightly, moving Devin's hands and saying "not so fast; I'm not sure." Devin cooperates briefly but then intensifies the contact once more. Ansley inches backwards and then becomes still. Nonetheless, Devin has sex with Ansley.
9. Sidney and Harper are dating. On several occasions they are physically intimate, but within limits set by Sidney, who is opposed to having sex at this stage of their relationship. One night, when they are being intimate within their mutually agreed upon boundaries, Harper begins to cross them. Sidney expresses concern, but Harper is encouraging, saying "it will be okay just this once." Sidney replies "we shouldn't do this," but continues to touch Harper in an intimate way. As Harper initiates sex, Sidney says "this is a bad idea" and begins to cry, but embraces Harper and the two proceed to have sex.
10. Taylor and Derek meet at a party and start talking. They hit it off immediately and find a quiet corner to make out in. Over the course of the evening, Derek consumes much more alcohol than Taylor does and is slurring his speech and having a hard time standing up. Taylor recognizes that Derek is drunk but likes that he is being playful and flirtatious. Taylor suggests that they go back to his dorm room. Derek agrees but has to be physically steadied as they leave the party. When they get back to Taylor's place, Derek flops on Ryan's bed and closes his eyes. Taylor is relieved that Derek isn't getting sick after all that he's had to drink. Taylor asks Derek if he can perform oral sex on him. Derek mumbles something that Ryan can't understand but seems to cooperate as Taylor begins taking off his pants. So, Ryan proceeds to perform oral sex on Derrick.
11. Jennifer and John meet at the movies. They started to date on and off for about a month. One night, Jennifer and John went out drinking. After the bars closed, they went to Jennifer's room in her hall. John was very drunk and engaged in sex with Jennifer despite her protests. John argues that even if he might have had nonconsensual sex with Jennifer, it's not his fault because of how drunk he was. He believes he was so drunk he didn't even know he was having sex with her, let alone that it was something she did not want.

12. Kevin and Amy are at a party. Kevin is not sure how much Amy has been drinking, but he's pretty sure it's a lot. After the party, he walks Amy to her room, and Amy comes on to Kevin, initiating sexual activity. Kevin asks her if she is really up to this, and Amy says yes. Clothes go flying, and they end up in Amy's bed.

(Note for reader: the only one that is actually consensual is #2. The rest, at some point, cross the line.)

### Subsection I: Ambiguity

- 1) Which situations do you believe were consensual? Which ones most directly crossed the line?
- 2) Were there any situations where it was difficult to determine where it crossed the line? Why do you think that is?
- 3) Did any situations stand out to you in any particular way? Why was that?
- 4) Let's talk about some of the things that people in these situations said or didn't say. Is consent always verbal? How can they stay tuned to the nonverbal signs?
- 5) What should the victim do in these ambiguous situations? What about college campuses or other authorities? Is there a way to clear up these ambiguities?

### Subsection II: Consent Video

- 1) Did any parts of the video jump out at you? Why?
- 2) What do you think needs to be emphasized more when we talk about consent? Going back to the ambiguous situations, what part of the definition could clarify a lot of the ambiguity?
- 3) What was the most important takeaway for you?
- 4) Do you still have any questions about consent and what it looks like?

### Subsection III: Statistics

#### Colored Pens-

- 1) If your pen or marker is PINK or has a PINK ribbon on it, please hold up your pen or marker. The marker represents the 1 in 6 women who will be the victim of attempted or completed rape.
- 2) If your pen or marker is GREEN or has a GREEN ribbon on it, please hold up your pen or marker. The marker represents the 21% of transgender and gender-nonconforming college students who have been sexually assaulted.
- 3) If your pen or marker is BLUE or has a BLUE ribbon on it, please hold it up. The marker represents the 25% of college women who experience sexual assault during their time in college.
- 4) If your pen or marker is ORANGE or has an ORANGE ribbon on it, please hold it up. The marker represents the 15% of college age men who experience sexual assault during their time in college.
- 5) If your pen or marker is RED or has a RED ribbon on it, please hold it up. Out of 1000 rapes, only 31% are reported to the police. Can all of you except one lower your markers? This one marker represents the 5.7% of reports that lead to arrest. Can you please take the cap off your marker? This represents the 1.1% of cases that get referred to prosecutors. Below that, only .7% of cases will lead to a felony conviction and only .6% of rapists will be incarcerated. That is, in every 1000 rapes, only 6 rapists would be incarcerated.

#### Discussion-

- 1) How do you feel after hearing those statistics? What statistics do you know or have heard that you think are worth mentioning?

- 2) What do you think we as NFTYites can do to prevent sexual violence? What about us as teenagers?
- 3) What is your biggest takeaway from this program?

Statistics from: <https://www.rainn.org/statistics/criminal-justice-system>  
<https://www.nsvrc.org/statistics>