

Making People CARE: Social Emotional Learning and Consent Education

2024WARD: Building Brighter Futures for
Today's Youth Leaders

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U.S. Department Of Health And Human
Services, Administration for
Children, Youth And Families (ACYF),
Family And Youth Services Bureau
(FYSB) Adolescent Pregnancy Prevention
Program Grantee Conference





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- + She/her
- + From Lancaster, PA
- + PREP TA provider

Agenda



Introductions and Refusal Skills Brainstorm



Social Emotional Learning and Consent Education



The Care Framework and Application

Learning Objective

By the end of this session, participants will be able to:

Name the four parts of the CARE framework.





Introductions

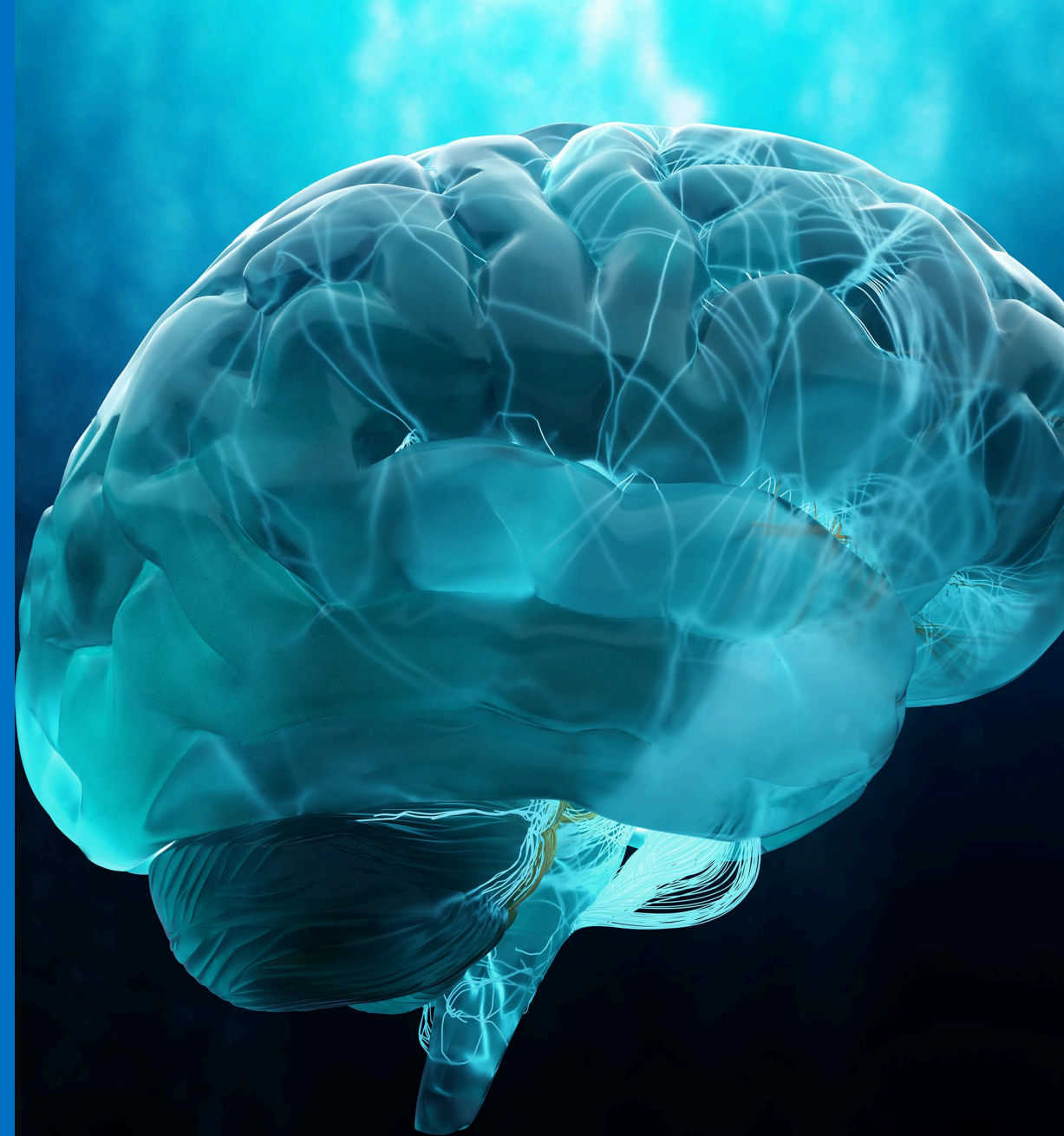
- + Name
- + Pronouns
- + Location
- + What do you remember learning about consent as a young person?

Refusal Skills

The background features a dark teal textured surface. Two large, overlapping geometric shapes are present: a light teal triangle pointing downwards from the top right, and a darker teal triangle pointing upwards from the bottom left. The text 'Refusal Skills' is positioned in the upper left area of the dark teal background.

Brainstorm

What comes to mind when you hear the phrase “refusal skills”?





Traditional Refusal Skills activities:

Focuses entirely on the person saying “no”

Does not teach how to hear “no”

Does not teach affirmative consent

Creates two “roles” in every scenario: The pursuer and the pursued

Suggests there is a right and a wrong way to say “no”

Can contribute to rape culture*

*<http://www.shakesville.com/2009/10/rape-culture-101.html>

How does rape culture show up in student questions and comments?



Rape Culture



Tolerance of the behaviors at the bottom supports or excuses those higher up. To change outcomes, we must change the culture.

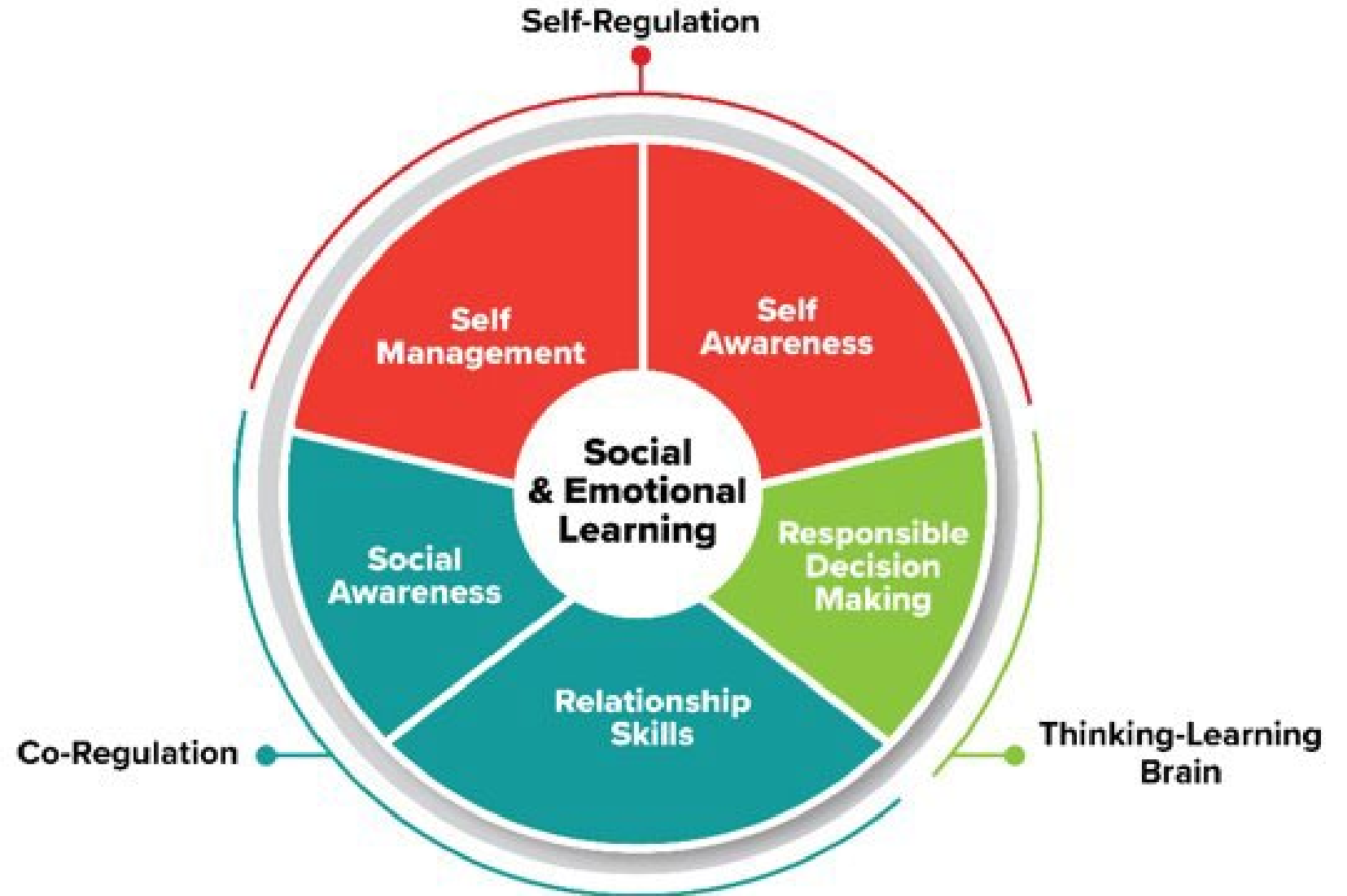
If you see something, say something!
Start the conversation today.

www.11thPrincipleConsent.org

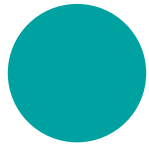
A vibrant rainbow is painted across a wall of vertical blue wooden planks. The rainbow consists of seven distinct bands of color: red, orange, yellow, green, light blue, purple, and dark blue. The planks are closely spaced and show some signs of wear and texture. The overall composition is simple and visually striking.

A New Paradigm

CASEL FRAMEWORK



Connections between SEL and Consent



Being able to hear and respect “no.”



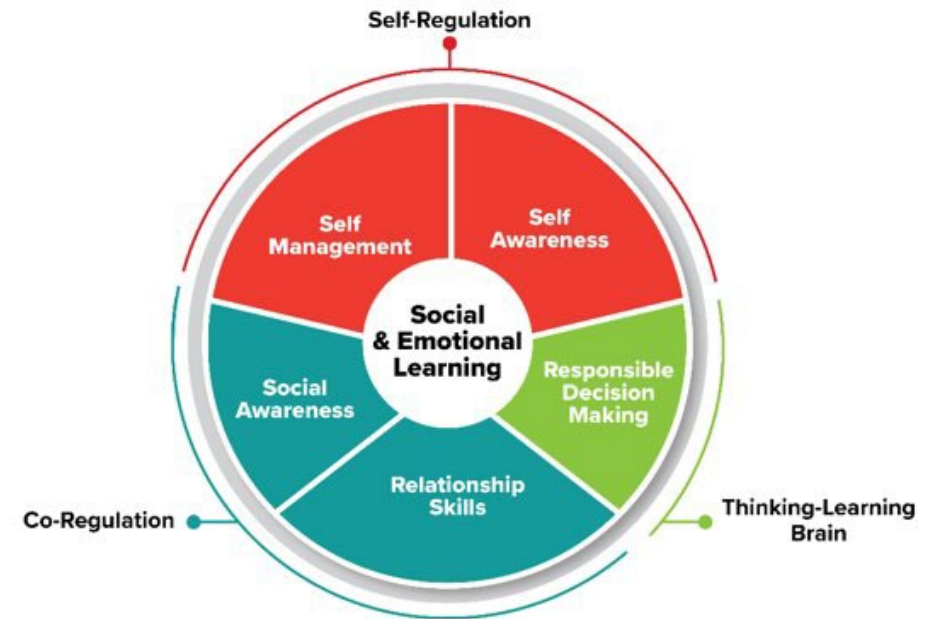
Learning how to handle rejection.



Practicing empathy.



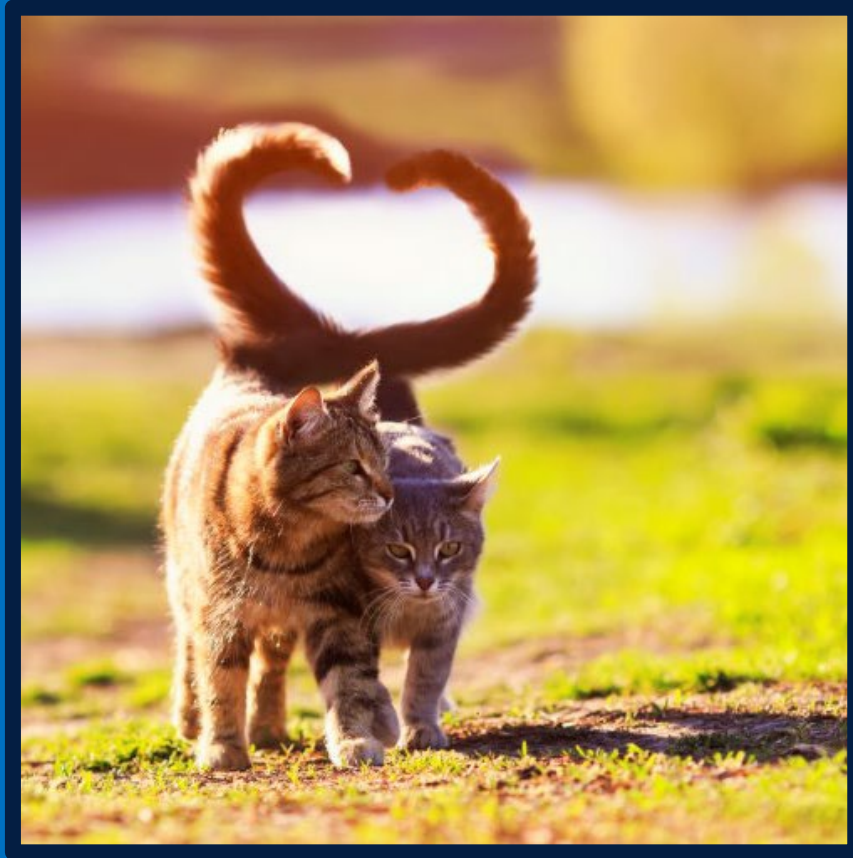
Building relationships and communication skills.



Consent Skills

The CARE Acronym





Consent Skills

CARE

C: Check in

*Before doing anything sexual,
check in with your partner.*

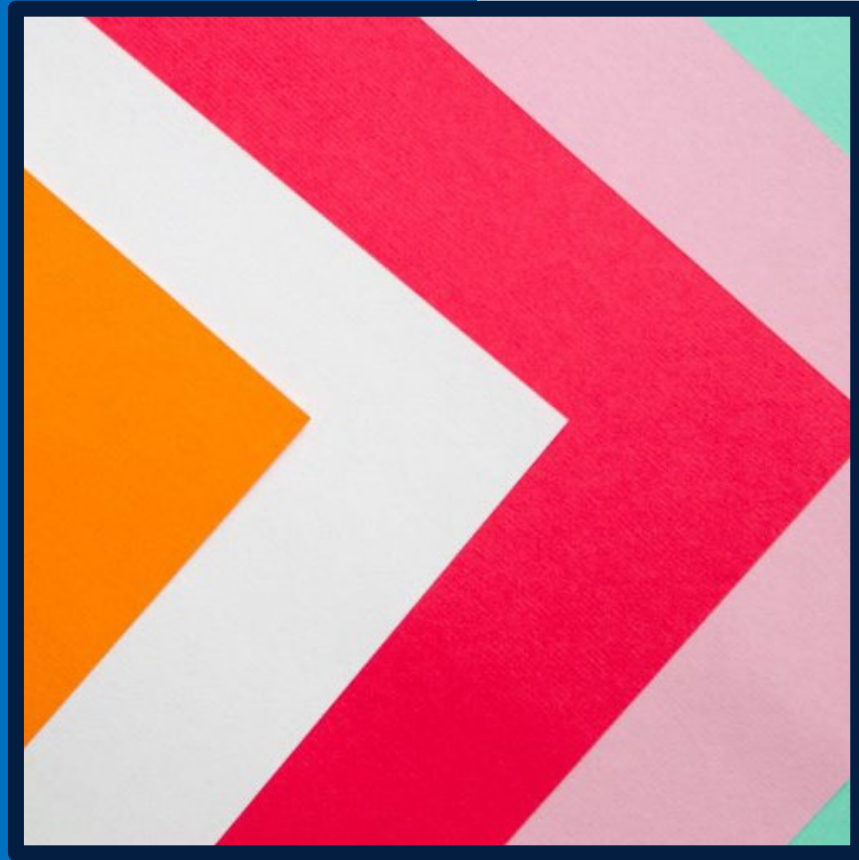


Consent Skills

CARE

A: Affirm

Once you have checked in with your partner, affirm their response verbally or non-verbally.

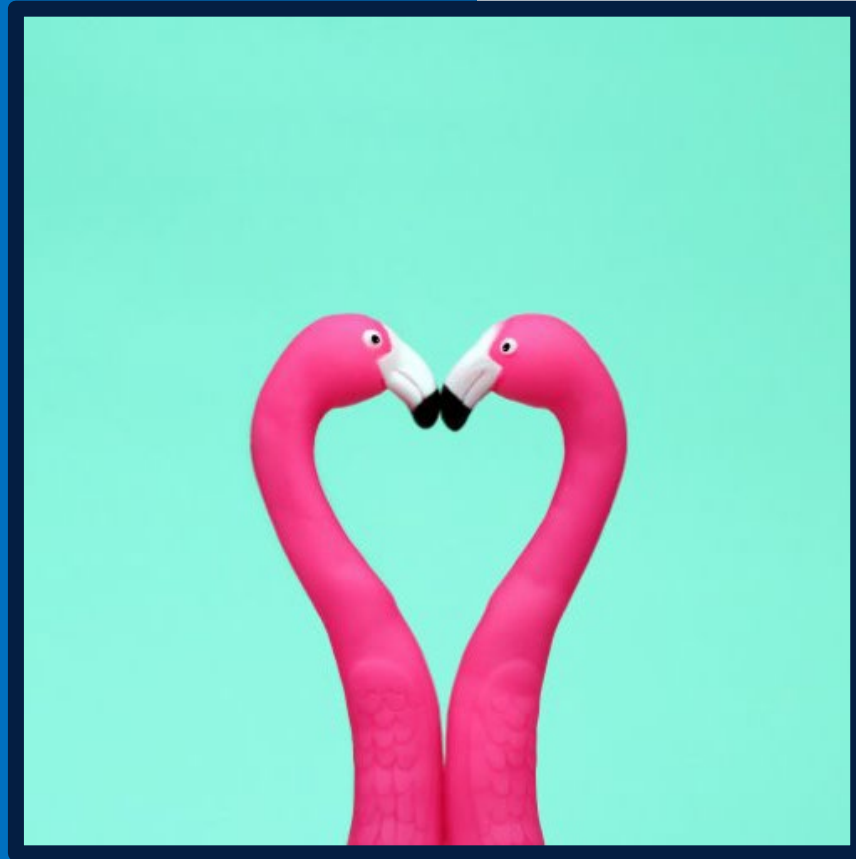


Consent Skills

CARE

R: Revisit

Consent can be removed at any time, check back in with your partner frequently, especially if they seem unsure.



Consent Skills

CARE

E: Enjoy

Enjoy whatever sexual activity you and your partner have agreed on. And enjoy knowing that your partner feels safe and supported by you!

Observer Checklist

Pay attention to each skill you see demonstrated in the roleplay.

SKILLS	PRESENT?	
S - Said "NO"		
• Refused to engage in unsafe behavior	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Repeated refusal	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Body language said "NO"	<input type="checkbox"/> Yes	<input type="checkbox"/> No
W - Explained why		
• Gave clear reasons	<input type="checkbox"/> Yes	<input type="checkbox"/> No
A - Provided alternatives		
• Suggested alternative actions	<input type="checkbox"/> Yes	<input type="checkbox"/> No
T - Talked it out		
• Discussed feelings and used language that protected the relationship	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Seemed prepared to leave a potentially unsafe situation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
OTHER OBSERVATIONS		
Did Person 1 respect Person 2's boundaries?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was there affirmative consent in this situation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

How should this story end?

*Check -
in*

```
graph TD; A[Check - in] --> B[Affirm]; B --> C[Revisit]; C --> D[Enjoy];
```

Affirm

Revisit

Enjoy

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Reflection Questions

- + In what ways does the activity as written uphold rape culture?
- + If you use the CARE method instead, what would you need to change about the activity?
- + Would the objectives of the activity have to change? Why or why not?

Final Thoughts

Refusal Skills



Does not teach affirmative consent



Creates two roles: The pursuer and the pursued



Upholds rape culture

Consent Skills



Teaches affirmative consent



Both partners are responsible for communication

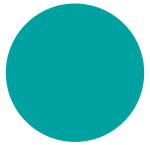


Promotes empathy

Resources



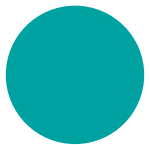
ETR.org



Casel.org- Social Emotional Learning Resources



Coolnotcoolquiz.org



SexEdLectures.org

(For a free session, use code FreeLecture at checkout!)

Thank you. Any Questions?

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contact us.
etr.org

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<https://bit.ly/2024Evaluations>





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