

CONSENT EDUCATION: 5 IMPORTANT GAPS & HOW TO BRIDGE THEM

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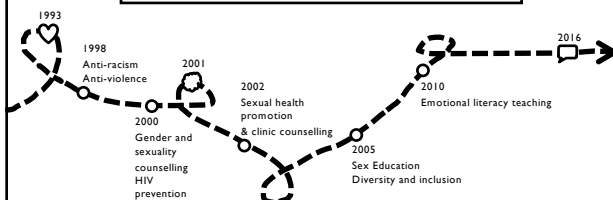
FACULTY/PRESENTER DISCLOSURE

Faculty: Karen B. K. Chan
Relationships with commercial interests:
Grants/Research Support: none
Speakers Bureau/Honoraria: none
Consulting Fees: none
Other: none

DISCLOSURE OF COMMERCIAL SUPPORT

This program has not received financial or in-kind support from any organization.
Potential for conflict(s) of interest: None

INTRODUCTION



CURRENT SEXUAL CONSENT EDUCATION

• What are some Sexual Consent campaign slogans or images you can recall?

- This is where the line/law is
- You have the right to...
- You don't have the right to...
- How to ask for consent
- Consent is easy/fun/good/sexy

5 GAPS IN CONSENT EDUCATION


1. Truth-telling a.k.a. You can't tell someone how to feel
2. Care Framework
3. Rejection & Insecurity Resilience
4. Boundaries & Guilt Resilience
5. Accountability Culture a.k.a. "That's Not Me"

TRUTH-TELLING 1
a.k.a. you can't tell someone how to feel

- STORY: "Sharing Makes Me Sad"
- Sexual negotiation can be:
 - Awkward
 - Embarrassing
 - Scary
 - Confusing.

BRIDGE: Tell the truth.
It's ___ and I want you to do it anyway.

TALKING ABOUT CONSENT CAN BE AWKWARD. IT GETS EASIER WITH PRACTICE. PROMISE.

 **CARE FRAMEWORK** 2

Moral/Punitive/Legal Framework:

- "It's wrong, don't do it. Be a good person"
- "You'll be punished, you can't get away with it"

Shift towards Care:

- "Imagine if it was your _____"
- Drawback: Only in relation to self and self-interest

What's missing: **It hurts other people.**

Invest in the humanity of your audience.
You don't want to hurt others. This is how.

REJECTION AND INSECURITY RESILIENCE 3

- What behaviours do people exhibit when they are insecure?
- Seeking consent = possible rejection
- Experienced like physical pain
- Sexual realms represent self worth. Rejection = rejection of self.

Build capacity for rejection.

BUILD CAPACITY FOR REJECTION 3

- Develop a healthy relationship to the pain of rejection
- Name rejection, remove masks
- Truth resilience builds from practice
- Adjust expectations: Rejection is supposed to happen
- Reframe failure: It doesn't mean you are _____
- Give "outs" – walk through options. *Now what do I do?*
- Teach emotions: What does rejection feel like? What masks pain?
- Normalize going through feeling of rejection (and keep going)
- Give permission: Pain requires care, not more rejection for feeling it

BOUNDARIES AND GUILT RESILIENCE 4

- Asking is new, responding also new
- Recognize patriarchal dynamic (one up, one down)
- Boundary-setting is dysfunctional for many; habitual guilt response
- Rights don't change social dysfunction; all other conditions oppose
- New habit requires practice:
 - Build resilience to being disliked, disappointing, rejecting.
 - Shed responsibility for other people's feelings

Build capacity for rejection.
Change "How do I say no without hurting anyone's feelings?" to "How do I withstand the feelings of guilt when I set boundaries?"

BUILD BOUNDARY RESILIENCE 4

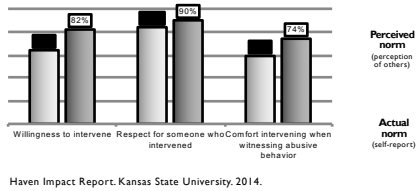
Context: Survivors of sexual violence

- Somatic approach
- Boundaries require knowing needs and desires
- Dissociation, disembodiment protect from dangerous place of body
- Mental understanding different from emotions and behaviours
- Re-embodiment: Building tolerance for being in your body
- For survivors, arousal and sexual energy can be felt as danger, disgust, pain, guilt, and confusion

ACCOUNTABILITY CULTURE 5

- How do you support a child to own up to lying?
- Adversarial justice system promotes denial, antagonism, minimization
- Demoning doesn't create accountability
- Fundamentally bad = No room for change = Try not to get caught
- Self-compassion allows for improvement
- Humanize "the enemy" – educators require resilience, support, healing
- Belief is powerful: "People like me cheat" (Ariely 2012)

Reframe the shame of being accountable.
What do you do if/when you hurt someone?



SUMMARY

1. Tell the truth
2. Trust that they are caring
3. Build rejection resilience
4. Build boundary-setting resilience
5. Humanize "the enemy"

THANK YOU !

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