

# THE GAME

Consent, sex & relationships



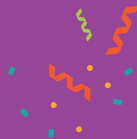
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CONSENT CARDS  
For students

# CONSENT CARDS – GAME INSTRUCTIONS

This is a conversation game. It's about sharing ideas and opinions. It should be fun and interesting.



- Sit in a circle with a small group of 3-6 people. Make sure everyone in the class has a group.
- Every group uses a set of cards to play independently. One person in each group takes a card and reads out the top section. Then ask each question one at a time in your small group.
- Stop after each question so everyone in the group can share their opinion. Make sure everyone who wants to respond gets the chance.
- It's ok to have different opinions. Everyone should listen and show respect. No one **has to** share an opinion or read out the questions; it's fine to pass.
- Then another person takes a card and asks the questions on it.



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# CONSENT CARD 1

## Not 100% sure

One important aspect of consent that not everyone realises is that people can change their mind about having sex **before** and even **during** sex.

## Talk with your group

- A.** Come up with 3 or more reasons why a person might change their mind before or during sex.
- B.** Is it ok for a person to change their mind if they have already taken off some clothing?
- C.** Is it ok for a person to change their mind if sex has already begun?
- D.** Does the person have to explain why they changed their mind?
- E.** Why is it important for their partner to listen to them?



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# CONSENT CARD 2

## The impact of gender on consent

There are lots of myths and stereotypes about gender, including 'Girls are better at schoolwork than boys' (**Truth – it varies!**) and 'Guys always want sex' (**Truth – no one always** wants sex!).

Talk with your group. What do you think about the ideas, stereotypes and cultural norms below?

- A. There is pressure on girls to make sure other people are happy.
- B. There is pressure on guys to be sexually experienced.
- C. Truth or myth? Guys are 'supposed' to make the first move in a relationship.
- D. Do those ideas relate to gender stereotypes?
- E. How do you think gender can impact on consent in intimate or sexual situations?



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# CONSENT CARD 3

## The role of alcohol

Using alcohol or other drugs makes consent more complicated for a lot of reasons, such as making it harder to be aware of social cues. Basically, if a person is too drunk to know what is going on they **cannot** give their consent.

## Talk with your group

- A. Drunk people may not make the best decisions around sexual activity and sexual health. Sometimes they do things they don't actually want to do. Why do you think this is?
- B. If a person is making out with someone and then realises that the other person is too drunk to give real consent, what should they do?
- C. What are some ways to help someone who is drunk to stay safe?





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# CONSENT CARD 4

## A friend is out-of-it

You're at a party and see a friend being intimate with someone there. You notice your friend seems kind of **out-of-it**. You're not sure your friend knows what they're doing.

### Talk with your group

- A.** What would be a good way to help your friend?
- B.** What if they were someone you didn't know very well? What kind of responsibility do you have to help them?
- C.** What if the situation was the other way around? What if it was your friend being intimate with someone who was out-of-it? What should you do in this situation?
- D.** Would you want someone to help you if you were the one who was out-of-it?



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# CONSENT CARD 5

## Stealthing

'**Stealthing**' is when a person deliberately removes, doesn't use or damages a condom without the other person's knowledge or consent.

In many countries and many Australian states this is legally classified as **sexual assault**.

### Talk with your group

- A.** What are the sexual health risks of removing a condom without the other person's knowledge?
- B.** Why do you think that stealthing is classed as sexual assault?
- C.** Many people who stealthing happens to feel a loss of trust and confidence after the experience. Why do you think this is?



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# CONSENT CARD 6

## Freezing

People respond differently to possible threats, such as being touched when they don't want to be. The most common responses are **fight**, **flight**, **freeze** and **fawn**\*.

It's very common for people to **freeze** when they're touched in a way that they don't want.

### Talk with your group

- A. What can it mean when someone freezes?
- B. What if you were touching someone and thought they had frozen. What do you think this might look like?
- C. What should you do if this happens?
- D. What should a person do before touching another person?

\**Fawning* can be described as 'people pleasing' to stay safe.

