



#AskForIt

#ASKFORIT: PROMOTING THE USE OF EXPLICIT CONSENT MESSAGES TO REDUCE THE
INCIDENCE OF SEXUAL ASSAULT

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CONSULTANTS

The Department of Communication Studies at West Virginia University, located in Morgantown, West Virginia, is well known at both the regional and national levels for accomplishments in research, teaching, and service. The department strives to (a) increase students' knowledge about the implementation of various communication strategies and (b) develop students' social scientific skills applicable to a myriad of contexts, including but not limited to organizations and academe. Based on these aims, the collaboration between WELLWVU and the Department of Communication Studies was mutually beneficial in that undergraduate and graduate students enrolled in a health communication dissemination course during the Spring 2014 semester were able to use the aforementioned skills to conduct research on a serious issue -- sexual assault.

Under the direction of Dr. Maria Brann, Associate Professor, undergraduate and graduate students played an integral role in this project which may ultimately reduce the incidence of sexual assault on campus. The undergraduate and graduate consultants working on the #AskForIt campaign were: Alexander Miller, Adrienne Wilson, Jessica Fabbriatore, Katie Condon, and Keri Roskowinski.

The consultants' primary responsibility was to address communication issues between both parties during a sexual encounter. The consultants developed and disseminated the #AskForIt campaign, a campaign designed to provide students with explicit consent messages in order to eliminate miscommunication and sexual assault. This was done by developing a teaching curriculum, disseminating the message in a classroom setting, and evaluating by comparing the results of the pre/post tests. Results of the campaign are provided in the following report.

EXECUTIVE SUMMARY

Nationwide statistics show that campus-wide sexual assault seems to be a major problem. Shortly after re-election in 2012, President Obama released the Renewed Call to Action, which stressed nationwide statistics and procedures for sexual assault and awareness. Women are the majority of victims and men account for 97% of the perpetrators (White House Council 2014). A study in 2007 showed that 58% of incapacitated rapes and 28% of forced rapes took place at a party (White House Council, 2014). Unfortunately most of these perpetrators are neither arrested nor prosecuted.

Previous research has been conducted on the sexual assault prevention, and many organizations are available to provide information and support for victims of sexual assault. At West Virginia University, WellWVU has conducted research on sexual assault and has provided many resources for students. Resources include information for assault victims, how to discuss an assault with family members and friends, and also tips for preventing sexual assault. They have developed tools for students to use in order to be aware of sexual assault (WellWVU, 2014).

In the spring of 2014, students at West Virginia University were asked to develop a campaign about sexual assault. Background research was conducted on the prevalence of sexual assault on college campuses and what was currently being done to combat it. Because of the ample information already available to WVU students on sexual assault, the present campaign focused on gaining explicit consent prior to all sexual encounters. A pretest survey was administered to students in multiple classes. Through pre-test surveys, students wished to learn about sexual consent messages in a classroom setting. The majority of students found that gaining sexual consent and giving explicit consent messages was awkward. Students admitted to not knowing the correct explicit consent messages to use and how to tell when consent was explicitly gained in a sexual encounter. Two focus groups were conducted to determine what consent messages students were most comfortable using in sexual encounters. It was decided that students would be taught what consent messages to use and what was considered explicit sexual consent via a teaching curriculum. After the teaching curriculum was presented, students were administered post-test surveys to determine if a behavior change was seen as a result of the lessons. Results of the study showed that after education, students were better able to decipher between messages that were explicit consent and those that were not, and to use explicit consent messages in sexual encounters.

Results of the study were presented during a health fair on April 15, 2014, during the #AskForIt campaign. It is recommended that students remember the proper messages to obtain consent and use them in every sexual encounter.

BACKGROUND

Overview of Sexual Assault & Sexual Consent

About 2/3 (66.6%) of sexual assaults are committed by someone known to the victims, and 38% of the rapists are a friend or acquaintance (RAINN, 2009). While the majority of research has been conducted on women, anyone can be sexually assaulted. In January of 2014, the White House Council on Women and Girls and the Office of the Vice President released a report revealing nationwide statistics and procedures for sexual assault and awareness. A portion of the report shed light on the issue of sexual assaults on college campuses. The report indicated that the college life environment increased the likelihood of sexual assault in that they mostly occurred at a party and while drinking or otherwise incapacitated. Another issue associated with sexual assault on college campuses is the gray area of the term sexual assault. Several universities acknowledge that sexual assault is the result of “non-consensual sex,” but few actually define what consent is. The schools that explain *sexual consent* generally defined it as “positive, unambiguous, and voluntary agreement to engage in specific sexual activity throughout a sexual encounter (Northwestern University, Yale University, & Cal State, Fullerton).”

Rape culture is a feminist theory that explains the pervasiveness of rape within a certain society. “A rape culture perpetuates norms of sexual aggression while lacking an understanding of consent; violence becomes sexy,” (Guckenheimer, 2008). This type of understanding often leads to victim blaming. Victim blaming is the belief that a woman can provoke a man into raping her by the clothes that she wears, her alcohol consumption, or her demeanor. This type of blaming often results in women internalizing these misconceptions which lead to an unwillingness to report the violence that has been committed against her (Guckenheimer, 2008).

Campaigns have started to move away from the messages that leave the responsibility of sexual assault in the victims’ hands and may lead to victim blaming. The new trend is to focus on gaining consent to ensure that both parties want be involved in a sexual encounter before it occurs. Campaigns that focus on consent include: *Don’t Be That Guy*, *Consent is Sexy*, and *It’s Time... To Talk About It*. These campaigns use messages to encourage the proactive use of consent. The present campaign, built off those campaigns, works to encourage explicit consent messages prior to sexual encounters.

Product

There were no tangible products offered. The actual product was a teaching curriculum designed to provide students with explicit consent messages and inform students about the legal repercussions and University sanctions associated with a sexual assault conviction. By communicating explicit (opposed to implicit) consent, confusion about whether or not consent was obtained prior to a sexual encounter is eliminated. After the target audience hears the teaching curriculum, they should feel confident in knowing they are able to differentiate between what is consent and what is not. They will possess the ability to protect themselves from sexual assault allegations by obtaining explicit consent.

Aims & Objectives

The aims of this research project were:

- determining what college students identify as consent.

- determining what explicit consent messages students could use to ensure consent was effectively communicated.
- providing students with the explicit consent messages.
- educating students on consent to ensure consent is always obtained prior to a sexual encounter.
- reducing the number of sexual assaults by ensuring that both partners are held responsible in communicating sexual consent.

Approach

To accomplish the aims of the project, the researchers conducted an audience analysis, two focus groups then administered a pre- and post-test to examine whether or not students had a better understanding of consent and what messages they could use to convey explicit consent. This section elaborates on those procedures.

Audience Analysis. An audience analysis was conducted via an online survey. The survey was available to any West Virginia University student who wanted to take it. The survey was primarily disseminated through social networking websites such as Twitter and Facebook. The surveys examined students' knowledge and beliefs regarding sexual consent.

Focus Groups. We conducted two focus groups with undergraduate students at West Virginia University. The students who agreed to participate were invited to an online chat room on Chatzy.com. We decided to do an online focus group so there could be more anonymity and students could feel more comfortable discussing the touchy subject of sexual consent. The purpose of the focus groups was to test the #AskForIt message as well as help narrow down the ways in which explicit consent can be communicated and where they would like to see the message on augmented products.

Classroom Intervention. A 15 minute classroom lecture was developed and taught within an upper level Health Communication class. The students (33) received a pre-test to complete in the class prior to the consent lecture. A PowerPoint presentation (Appendix E) was used to present the lecture and students completed a post-test as well as a brief instructor evaluation after the lecture. Examples of the pre- and post-test can be seen in Appendices A and B.

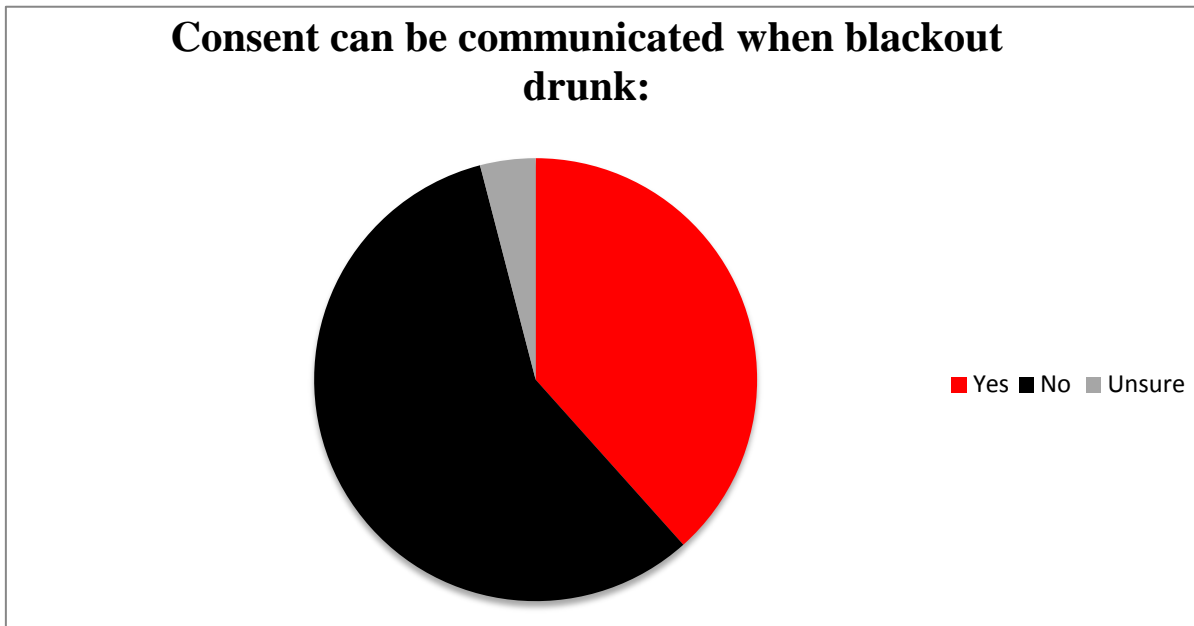
FINDINGS

Audience Analysis

An initial audience analysis was performed to determine how much students knew regarding sexual consent and sexual assault scenarios, messages, and implications (See Appendix A). Forty-seven (47) respondents completed an online survey.

Demographics:

Age 18-28



68% Female

74% Caucasian

94% Heterosexual

68% claiming to have had 1-3 sexual partners in the past 12 months.

From the responses our group was able to deduce that there was confusion regarding what explicit consent was and when it could be communicated. It was further found through self-report that **23%** of respondents thought that communicating sexual consent was awkward and **24%** were unsure what to say when communicating consent.

Respondents were also asked about what platforms would be most helpful in learning about consent. The results are as follows:

Within a current class: **22%**, Social media, **20%**, Peers, **20%**, Website, **17**

Based on all this information, the #AskForIt campaign was created with a goal of promoting explicit sexual consent in every sexual encounter through knowledge of what explicit consent is and ways in which to communicate it. Our message would be primarily disseminated within a classroom lecture with a social media and website presence to help students receiving the message stay primed with the importance of the topic.

Focus Groups

Two online focus groups were conducted to test the #AskForIt message as well as help narrow down the ways in which explicit consent can be communicated and where they would like to see the message on augmented products. Overall, the campaign received positive feedback from the participants and there was little to no confusion regarding the goal of the campaign.

One thematic finding from the focus group is that we were underestimating the explicit sexuality preferred by the audience. Both groups agreed that promoting a sex positive message should be sexy and somewhat “dirty”. From this, a student recommended the logo **K ME playing off of the innuendo of a four-letter word but instead replacing it with “ask”.

The focus groups also narrowed down the examples of communicating explicit consent down to three:

- Are you okay with this?
- Do you like it when I...?
- Tell me what you want me to do.

Classroom Intervention

The results of the pre- and post-test from the classroom intervention found a significant difference between the perceptions of awkwardness. This means that following the lecture students felt less awkward about communicating consent.

Further analysis shows that students believed that the presentation lacked enthusiasm, which may account for the limited findings between the pre and posttest.

MARKETING MIX

There are three basic products that were considered:

- *Core Product:* The target audience will feel confident in knowing that they are able to differentiate between what is consent and what is not. They will possess the ability to protect themselves from sexual assault allegations by obtaining explicit consent.
- *Actual Product:* There are no tangible products being offered. The actual product is a teaching curriculum designed to provide students with explicit consent scripts and also inform students about the legal repercussions and University sanctions associated with a sexual assault conviction.
- *Augmented Product:* Additional products that could be used within our campaign include t-shirts, bottle openers, coasters, hand stamps, and can coozies. Most of our products (such as bottle opener, coaster, and can “coozies”) are primarily meant to be visible during alcohol consumption because sexual assault is extremely prevalent during situations involving alcohol. Also, we want to make it clear that someone cannot legally give consent while under the influence.

We looked at monetary and nonmonetary incentives and disincentives. Our breakdown is listed below:

- All tangible goods offered by the current campaign are free to anyone who decides to use them.
- The target audience will not receive any monetary incentives for engaging in the desired behavior.
- Nonmonetary incentives include: knowledge of what sexual consent is and different messages to use to gain consent leading to a more rewarding sexual experience.
- Nonmonetary disincentives include time and the potential of no sexual encounter.

We broke down the placement into where the advertisement would have the most influence on the audience to gain the desired behavior.

- We want to encourage this behavior during every sexual encounter regardless of the time and/or place. Every time any intimate action is going to occur we want to make sure both parties have given consent beforehand.
- There will not be any tangible objects provided with our teaching curriculum.
- We will target university classrooms to pitch our curriculum. The teachers in each classroom that were introduced to the curriculum should further support our message.

The key message of our campaign that we want to communicate with our audience is that explicit consent is a vital aspect of every sexual encounter to ensure that both partners are willing and eager to participate. When explicit consent is gained both partners can be sure that sexual assault is not occurring. Another important message of our campaign is defining what explicit consent is and promoting student’s knowledge and retention of the different characteristics. The implementation of our message took place in a classroom as part of a lecture given by Alex Miller. Alex is an upper-class undergraduate student attending the same university as the students who heard the message. He established his credibility on the subject by introducing himself and the work he and his group had put into the campaign. Because of the sensitive nature of the topic, the students should feel comfortable getting the information from a peer as opposed to an authority figure. Future promotion should include upper level undergraduate students teaching a guest lecture within a course to ensure that the topic is given the right attention and importance.

Our creative tagline consists of the words “Ask for it”. This short phrase is easy to remember and

promotes the purpose of our campaign, which is to gain explicit consent in every sexual encounter. The campaign featured certain questions or scripts that can be utilized by persons participating in the sexual encounter to ensure that consent is being obtained. These scripts have a sexual undertone which grabs students' attention.

Tumblr and Twitter accounts were created (www.wvuasksforit.tumblr.com & <https://twitter.com/wvuasksforit>) (Appendices C & D) as blog style websites that students can get information after the classroom implementation if they have any questions or would like to explore the topic of consent further. The websites contain information such as a consent mix tape with popular songs that epitomize explicit consent. There will also be different media portrayals of consent such as movie and television clips. The blog style websites will work primarily as a priming tool to get students to think about consent more and as a place where they can obtain more information. The websites were also utilized as a tool during the health fair for students who were willing to participate in our activity. The students were asked to fill out statement, "Consent is _____," and to take a photo to be published on the websites under the title "WVUAsksForIt".

COMPETITIVE LANDSCAPE

The following tables describe the existing efforts and campaigns that have been created in relation to Sexual Assault. The initial table describes a national campaign followed by tables relating to the efforts set forth by the West Virginia University Campus.

Organization	SAAM (Sexual Assault Awareness Month)
Messages	“Its time to talk about it! Your voice. Our future. Prevent sexual violence.”
Website:	http://www.nsvrc.org/saam/sexual-assault-awareness-month-home
Format	The month of April marks the Sexual Assault Awareness Month.
Location	Nationwide
Description	During SAAM, activists raise awareness about sexual assault and aim to educate committees and individuals about ways to prevent it. For 2014, the campaign is focused on healthy sexuality and young people. The day of action in the SAAM campaign is commonly on April 1 (National Sexual Violence Resource Center). This is a nationally recognized day in which campaigns strive to raise awareness for sexual assault. The National Sexual Violence Resource Center (NSVRC) has many projects to raise awareness and create initiatives for combating sexual assault and rape. Projects include information to engage bystanders in proper intervention techniques, healthcare initiatives physically, spiritually, and mentally, and know your rights campaigns to help individuals learn what is consent and what is not.

Organization	P.R.O.T.E.C.T. (Personal Response Options and Tactically Effective Counter Techniques)
Message:	“Come learn the skills you need to defend yourself with PROTECT, a for women only self defense class to help keep you safe.”
Website:	http://www.well.wvu.edu/sexual_assault/protect
Format	Proactive program for females
Location	WVU Campus
Description	P.R.O.T.E.C.T. is a program that was developed through a partnership between WVU

	University Police and WELLWVU. P.R.O.T.E.C.T. is an acronym that stands for “Personal Response Options and Tactically Effective Counter Techniques.” This program is only offered to female students and is designed to equip female students with the necessary techniques to defend themselves in case they are physically assaulted. These classes can be scheduled at anytime that is convenient and requires a simple call to University Police. (Well WVU)
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Organization	BeWellAware WVU
Message:	“Sex under the influence is not consent.” Provides statistics regarding sexual assault.
Website:	http://well.wvu.edu/sexual_assault
Format	Web site/on campus site
Location	WVU Campus
Description	WELLWVU offers many other resources that can assist students with questions about sexual assault right on their website, which is located at http://well.wvu.edu . Resources include information for assault victims, how to discuss an assault with family members and friends, and also tips for preventing sexual assault. The website also includes information on the myths and facts about rape. The information is very thorough and provides students with ample information. (WELLWVU)

Organization	Green Dot
Message:	“No one has to do everything... everyone has to do something” “A Green Dot is a moment in time when you keep someone else safe from violence.”
Website:	http://wvutoday.wvu.edu:8002/n/2012/03/27/wellwvu-launches-green-dot-program-to-help-prevent-violence
Format:	Individual proactive violence prevention campaign
Location:	WVU Campus
Description:	West Virginia University’s Student Center for Health also known around campus as “WELLWVU” has recently developed a new violence prevention program called “Green

	Dot.” Green Dot is a campus program that encourages students to be proactive in violence prevention. A “Green Dot” is considered a “new behavior” that is adopted to keep one’s self or friends safe. According to the WELLWVU website, the Green Dot program “aims to train students to intervene in situations that are likely to result in power-based personal violence, such as rape, stalking, bullying and partner violence.” (WELLWVU)
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Organization:	WVU Board of Governors
Messages:	“committed to providing students, faculty, staff, and applicants for employment with a work and educational environment free from all forms of sexual harassment”
Website:	http://bog.wvu.edu/r/download/132145
Format:	Online policies state consequences
Location:	WVU Campus
Description:	<p>According to the West Virginia University Board of Governors, Policy 44, the consequences for sexual misconduct are as follows:</p> <p><i>Violators of this policy are subject to appropriate disciplinary action that may include sanctions as severe as discharge of an employee, expulsion of a student in accord with the Student Code of Conduct, or other action depending on the particular circumstances. In addition, sexual misconduct that constitutes a criminal law violation will be referred to the appropriate authorities for prosecution”</i> (WVU Board of Governors).</p>

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Appendix A

Pre-test given to student before being exposed to our teaching curriculum.

1. For each scenario please indicate if you think sexual consent was obtained.

- a. Andrew and Alexis are at a party. Andrew is not sure how much Alexis has been drinking, but he's pretty sure it's a lot. After the party, he walks Alexis to her room, and Alexis comes on to Andrew, initiating sexual activity. Andrew asks her if she is really up to this, and Alexis says yes. Clothes go flying, and they end up in Alexis' bed. Suddenly, Alexis runs for the bathroom. When she returns, her face is pale, and Andrew thinks she may have thrown up. Alexis gets back into bed, and they begin to have sexual intercourse. Andrew is having a good time, though he can't help but notice that Alexis seems pretty groggy and passive, and he thinks Alexis may have even passed out briefly during the sex, but he continues having sex.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
 - b. Amanda and Ashley have been in a relationship for the past year. They are in a monogamous relationship and currently live together. One night Ashley and Amanda were getting ready to go to bed, and Amanda told Ashley that she was not feeling well. A couple of minutes later Ashley arrived in the bedroom and started kissing Amanda to the point she felt uncomfortable. Amanda told her that tonight wasn't the best night. Ashley continued to take off her clothes and began to have sex with her.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
 - c. Riley and Kevin were flirting together at the party the entire night. Riley invited Kevin to her apartment so that they could continue hanging out. They sat together on her couch and started kissing. Riley starts to take off Kevin's shirt and asks him if he is sure that he wants to continue. Kevin kisses her back and it seems obvious that he wants their relationship to progress sexually.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
 - d. At a party with friends, Stacey decides to go to the bathroom on her own. When she leaves, Josh a boy she has been Facebook chatting with for a while approaches her. He asks her to come into a nearby bedroom with her to talk some more. They are sitting on the bed and Josh begins to compliment Stacey's outfit. Stacey is very shy and does not reply enthusiastically. Josh decides to kiss her because he likes her. Stacey was not expecting a kiss, but decides to say nothing. He then begins touching her and removing her clothes. Stacey does not protest; she says nothing. Josh believes that means to go ahead and continue, so he does until they are having sex. Stacey remains silent because she is shy and does not want to make things awkward between her and Josh.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
2. Do you think gaining consent is awkward?
- a. Yes
 - b. No

- c. Unsure
3. Do you feel like you know what to say when gaining/giving consent?
- a. Yes
b. No
c. Unsure
4. Whose responsibility is it to give consent? (Check all that apply)
- a. Male
b. Female
c. Both
d. The person initiating the sexual encounter
e. The person receiving the sexual encounter
5. Mark which messages you consider explicit or implicit messages for sexual intercourse consent using E for explicit, I for Implicit, and N for no consent given.
- a. "Yes" _____
b. "Definitely" _____
c. "Give it to me" _____
d. "I want to have sex with you" _____
e. "Let's make love" _____
f. Enthusiastic participation _____
g. Wearing provocative attire _____
h. Drinking _____
i. Participating in oral sex _____
- j. Participation in other sexual activities (i.e. kissing, touching, heavy petting) _____
6. How much do you believe you know in regards to sexual consent?
- a. a lot
b. a reasonable amount
c. a sufficient amount
d. very little
e. none
7. Please fill in the following statement with as many one-word descriptors as you can.
"Sexual consent is _____"

Appendix B

Post-test given to student after they were exposed to our teaching curriculum.

1. For each scenario please indicate if you think sexual consent was obtained.
 - a. Ronald and Amanda have been in a relationship for the past three years. They are in a monogamous relationship and currently live together. One night Ronald and Amanda were getting ready to go to bed, and Amanda told Ronald that she was not feeling well. A couple of minutes later Ronald arrived in the bedroom and started kissing Amanda to the point she felt uncomfortable. Amanda told him that tonight wasn't the best night. Ronald continued to take off her clothes and began to have sex with her.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
 - b. Brett and Megan are at a party. Brett is not sure how much Megan has been drinking, but he's pretty sure it's a lot. After the party, he walks Megan to her room, and Megan comes on to Brett, initiating sexual activity. Brett asks her if she is really up to this, and Megan says yes. Clothes go flying, and they end up in Megan's bed. Suddenly, Megan runs for the bathroom. When she returns, her face is pale, and Brett thinks she may have thrown up. Megan gets back into bed, and they begin to have sexual intercourse. Brett is having a good time, though he can't help but notice that Alexis seems pretty groggy and passive, and he thinks Alexis may have even passed out briefly during the sex, but he continues having sex.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
 - c. At a party with friends, Katelyn decides to go to the bathroom on her own. When she leaves, Spenser a boy she has been Facebook chatting with for a while approaches her. He asks her to come into a nearby bedroom with her to talk some more. They are sitting on the bed and Spenser begins to compliment Katelyn's outfit. Katelyn is very shy and does not reply enthusiastically. Spenser decides to kiss her because he likes her. Katelyn was not expecting a kiss, but decides to say nothing. He then begins touching her and removing her clothes. Katelyn does not protest; she says nothing. Spenser believes that means to go ahead and continue, so he does until they are having sex. Katelyn remains silent because she is shy and does not want to make things awkward between her and Josh.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
 - d. Anna and Tim were flirting together at the party the entire night. Anna invited Tim to her apartment so that they could continue hanging out. They sat together on her couch and started kissing. Anna starts to take off Tim's shirt and asks him if he is sure that he wants to continue. Tim kisses her back and it seems obvious that he wants their relationship to progress sexually.
 - Yes, consent was obtained
 - No, consent was not obtained
 - Unsure if consent was obtained
2. Do you think gaining consent is awkward?
 - a. Yes
 - b. No

- c. Unsure
3. Do you feel like you know what to say when gaining/giving consent?
- a. Yes
b. No
c. Unsure
4. Whose responsibility is it to give consent? (Check all that apply)
- a. Male
b. Female
c. Both
d. The person initiating the sexual encounter
e. The person receiving the sexual encounter
5. Mark which messages you consider explicit or implicit messages for sexual intercourse consent using E for explicit, I for Implicit, and N for no consent given.
- a. "Yes" _____
b. "Definitely" _____
c. "Give it to me" _____
d. "I want to have sex with you" _____
e. "Let's make love" _____
f. Enthusiastic participation _____
g. Wearing provocative attire _____
h. Drinking _____
i. Participating in oral sex _____
- j. Participation in other sexual activities (i.e. kissing, touching, heavy petting) _____
6. How much do you believe you know in regards to sexual consent?
- a. a lot
b. a reasonable amount
c. a sufficient amount
d. very little
e. none

7. Please fill in the following statement with as many one-word descriptors as you can.
"Sexual consent is _____"

Please evaluate only this particular class guest lecture and instructor for the following questions. Rated on a 5-point Likert scale from 1 (never/disagree) to 5 (always/agree) please respond to the following statements.

1. The content of this class session was useful. _____
2. I learned something new from this class session. _____
3. The instructor was prepared and organized for the class session. _____
4. The instructor showed mastery of the subject matter. _____
5. The instructor showed enthusiasm when teaching. _____
6. A positive atmosphere was maintained in this class session. _____
7. The instructor presented material in a clear manner. _____
8. The instructor seemed to be interested in teaching. _____
9. When presenting information, this instructor held the attention of class. _____
10. The instructor presented information at a pace suitable for students' comprehension. _____
11. The class session was well organized. _____
12. I would recommend this instructor to a fellow student. _____

Appendix C

The #AskForIt Tumblr page, a blog designed to promote the #AskForIt campaign.



No more blurred lines

Need to spice up your sexy playlist? What about creating your own consensual sexy playlist? Explicit consent should be obtained with every sexual encounter. Check out these songs for inspiration and look for consent messages within your own favorite music.

Yes- Beyonce
 "I said yes we can be together
 Yes you can stay with me
 But when I say *no* not tonight
 You acting so ungratefully"

Let's talk about sex- Salt-n'-Pepa
 "Let's *talk* about sex, baby
 Let's *talk* about you and me
 Let's *talk* about all the good things
 And the bad things that may be
 Let's *talk* about sex"

Lady Marmalade - Christina Aguilera Lil' Kim, Mya
 Voluez vous couchez avec moi ce soir? (*Do you* wanna sleep with me tonight?)

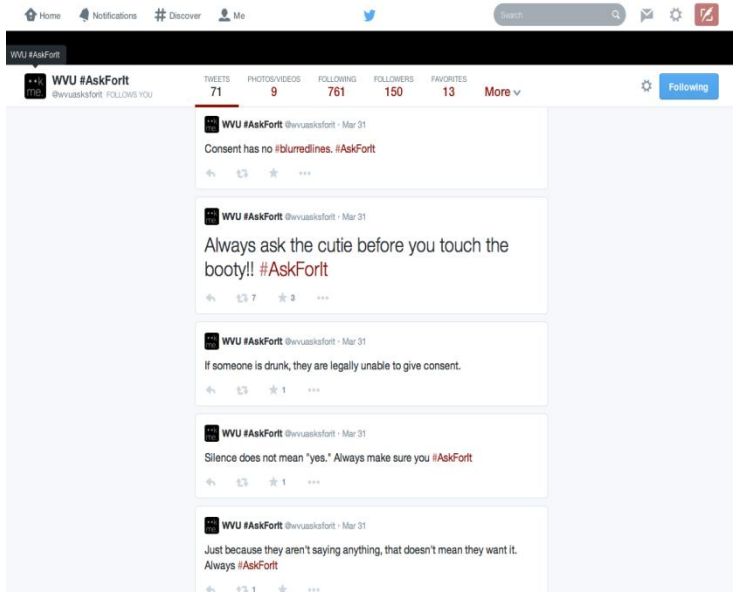
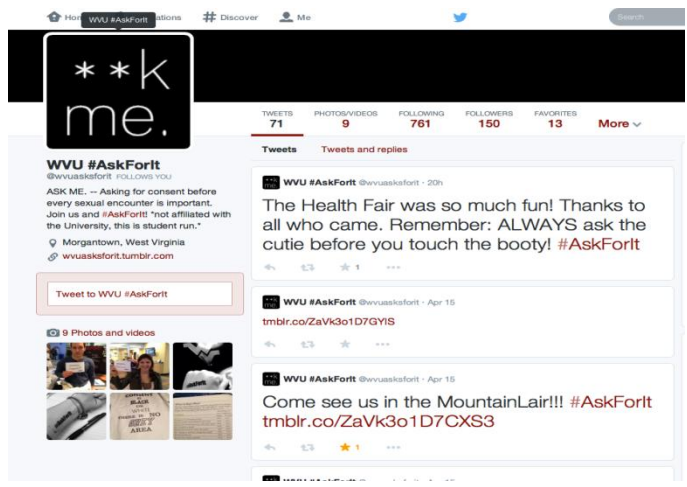
Do you think I'm sexy? - Rod Stewart
 "If you want my body and you think I'm sexy come on sugar let me know. If you really need me just reach out and touch me come on honey *tell* me so"

Let's get it on- Marvin Gaye
 "I'm *asking* you baby to get it on with me, I ain't gonna worry, I aint gonna push, won't push you baby"

I'll make love to you- Boyz II Men
 "I'll do anything girl, you need only *ask*"

Appendix D

Screenshots of the #AskForIt Twitter page. A page designed to keep students engaged with the campaign.



Appendix E

The presentation portion of the teaching curriculum.

Sex
it's complicated, but it's good

Sex is complicated

- ★ aided by the fact that we have a societal taboo against discussing it.
 - When we do talk about it, it is often shrouded in mystery and metaphors
- ★ often times we talk about sex in predatory/prey terms.

Sex is complicated (continued)

- ★ In reality a lot of the excitement of a romantic relationship comes from discovering that both parties are really into what is happening
- ★ This is one reason why sexual assault is so common in our culture

Sexual Assault

- ★ Statistics:
 - 44% of victims are under the age of 18.
 - 80% of victims are under the age of 30.
 - Every two minutes, another American is sexually assaulted.
 - ¾ of assaults are committed by someone known to the victim.

Statistics from <http://RAIN.org>

Sex is good (continued)

- ★ We need to communicate what we want to do and what we don't want to do.
 - be respectful, NO pressure.

#AskForIt

#AskForIt is our campaign focused on making sure people obtain consent before **every** sexual encounter through explicit communication.

Ask the cutie before you touch the booty!
Discussion: Are these explicit consent messages?
Differences between explicit & implicit consent?

- ★ I'd like to talk about this first.
- ★ I'm not into this.
- ★ Please stop.
- ★ Get off of me.
- ★ I'm drunk.
- ★ I think it's hot when...
- ★ If I change my mind, we have to stop.
- ★ Yes! I'm totally into that.
- ★ Yes.
- ★ No.
- ★ Being in a relationship
- ★ Silence
- ★ Enthusiastic participation

**K ME

How you can ask for consent without it being awkward:

Are you okay with this?
Do you like it when I...?
Tell me what you want me to do

What is sexual assault?

- Unwanted/forced sexual contact.

Ambiguous?

- How could the ambiguity of this definition be problematic in a legal context?

FACT:

If someone is under the influence of a substance, including alcohol, they are **legally UNABLE** to give consent.

SEXPLANATION



Sex is good

- ★ Romantic relationships can be wonderful but you have to have that magic thing...
--- **CONSENT** ---
- ★ **not saying no** isn't the same as saying **yes**.

Contrast Consensual Media

- Blurred Lines
 - What is the song about?
 - What lyrics, if any, might suggest an unhealthy or abusive relationship?

VIDEO:

Robin Thicke

Conclusion

As you can see, consent isn't always black and white. It is important to make sure consent is obtained every time.

Play it safe. Play only after "yes."

Thank you.