

INSTRUCTIONS FOR IN-PERSON PONDER, SMALL GROUPS OF 4:

Dear Class:

You have a big task here - there are important decisions to be made!

But, first, we have to learn a word:

CONSENT is permission for something to happen or agreement to do something.

- Before you do anything with someone else, you both must CONSENT.
- You both have to really want to do it.
- You both have to feel good about doing it.
- You both have to understand what it is you will be doing.
- And you both have to express (let the other person know) that you really want to do it!
- If somebody stays silent: that is not consent.
- If somebody shrugs or says, "I guess:" that is not consent.
- To consent to something, you have to both feel like it is a good thing for you to do.
- And before you consent, you should think about your VALUES (what matters to you), your BOUNDARIES (what you do not want done to you), CONSEQUENCES (what could happen to you if you do something), and your WANTS (what you want in life!)

Now we have to learn a few more words:

- VALUES are things that matter to us. (give example)
- BOUNDARIES are like fences or bubbles we can't see around things we want to protect. (give example)
- CONSEQUENCES are things that happen after an action - usually things we don't want to happen. (give example)
- WANTS are things that you want! (give example)

Think about all of these things before you say "yes" to any activity!

And practice thinking about these things by playing the game of PONDER!

Here is how to play the game of PONDER

1. Separate cards into four piles: VALUES, BOUNDARIES, CONSEQUENCES, and WANTS.
2. Create groups of four people – as many groups as needed! *There should be a facilitator for each group. If not, there can be bigger groups than four.
3. Read aloud the definition of "Consent." Make sure all class members understand what "consent" means.
4. Pick a scenario from the Scenarios section and read it aloud to the class.
5. Distribute four cards – one card from each pile — to each group. There will then be one VALUES card, one BOUNDARIES card, one CONSEQUENCES card, and one WANTS card in each group.
6. Direct the participants to read their card aloud to their group (or have the facilitator read) and have the participants comment on how each detail (1, 2, and 3) affects the decision to consent to the activity in the scenario. (For instance, the VALUES card holder will first read, "They care about family" and then tell the group how caring about their family might affect their decision to consent to the activity. They will then go on to the next detail listed.)

7. After all the values, boundaries, consequences, and wants have been read aloud and discussed in the decision-making process, ask which of the details (the three examples listed on each card) has anything to do with the scenario and will affect the decision-making process.
8. Have each person will decide whether or not to consent to the activity laid out in the scenario.
9. Encourage discussion! What factors (values, boundaries, consequences, wants) were more important than the others when making your decision? Is there a way to *compromise* if you do not want to consent to the exact scenario?