Let's talk about consent – Guide for using this video

Videos in the series	Let's talk about consent **is part of a series.** **Check out the other videos in the series:** Let's talk about relationship changes during puberty **and** Let's talk about private spaces**.**
Date produced	June 2025
Video audience	These videos are aimed at tāngata whaikaha aged 13 and over.
Lesson plan audience	This series is designed to be used by adults, including caregivers, support workers, teachers and whānau who are talking with tāngata whaikaha to increase knowledge, skills, and attitude about these topics.
Brief description of this video	Let's talk about consent covers: • What sexual consent is • Traffic light framework of consent • Three examples of negotiating sexual consent • Consent is an ongoing conversation, not a quick question. • Everyone has a right to feel safe
Purpose of video and guide	This guide can be used alongside the videos to: • Have guided conversations as people develop and grow • Support adults to have conversations about sexual consent, puberty changes, and private spaces
These videos were created in partnership between Sexual Wellbeing Aotearoa, NorthAble Disability Support Service and tāngata whaikaha with an intellectual disability. This guide was developed by Sexual Wellbeing Aotearoa.	

What knowledge or attitude is useful for tāngata whaikaha to have before watching this video?
• Prior kōrero or learning on relationships and sexuality topics • A willingness to talk about sexual wellbeing • A basic understanding of what sex and consent is • A basic understanding of how alcohol and other drugs can affect decision making If a person does not have prior knowledge, watching the video with a trusted adult who can explain words, terms and concepts will be useful. Visit our Resources webpage to explore other resources that can support this learning.

What existing knowledge or attitude is useful for trusted adults to have before using these videos with people?
• The points above (existing knowledge or attitude) • Awareness of inclusive language about sexual orientation, gender diversity and sexual practices, or a willingness to be curious • Responding to sexual harm if it is disclosed • Information about local services and support, including sexual health services for contraceptive support • Where people can go if they have follow-up questions
Suggested reading and resources to support trusted adults and to refer young people to for more information
Information and knowledge: • Read our Advice pages or direct young people to them for trusted information about topics relating to sexual and reproductive health • Visit our Useful links to external organisations webpage for a list of organisations, support services and information relating to sexual wellbeing • Visit our information page for disabled people • Find sexual and reproductive health services across Aotearoa New Zealand **Skill development** • Visit our website to find out more about our range of training sessions and online courses and resources • Tips for professionals talking to rangatahi • Tips for whānau and caregivers talking to rangatahi **Specific resources** • Use this Easy Read: Consent for Sex resource • Find out more about Bodies, Boundaries and Being Me • Contact our Health Promotion team to find out more about how we can help

Suggested ways to use this video
There are different ways these videos can be used: 1) They can be shared with tāngata whaikaha who are participating in a sexual wellbeing or sexual and relationship education programme. Participants can access videos and continue their learning at home, either alone or with a person to talk to about it.

2) They can be used by a trusted adult (caregiver, whānau, family) to continue learning and conversation.
3) They can be used as an ongoing tool to have conversations, applying the concepts in different ways. This will increase understanding when using the concepts.

We strongly recommend that trust and rapport is established before this resource is used. Create a safe and inclusive space to have open conversations and establishing boundaries and/or a group agreement before using this video.

These videos are more effective if people are given the opportunity to have follow-up conversations, to ask questions anonymously (if in a group situation), and to reflect on what they've learnt.

TALKING POINTS BEFORE YOU START
Introduce the video
• Explain that you are going to show a 5-minute video and what the video is about • Allow anyone to leave the room or engage in a different activity if they don't want to participate • Acknowledge that people have different levels of understanding about these topics and that is okay, this is a space to learn and ask questions • Reinforce that it's useful for everyone to know this information whether they are sexually active or not • Remind them of the group agreement and/or safe space etiquette if a group setting • Ask if anyone has any questions before watching the video • Explain that there are some activities that you'll all do before/after the video

	Let's talk about consent 3:10 minutes Resources needed: Video and audio, link to video.
Suggestions:	• Talk through the "talking points before you start" • Use the "pause points" and "prompt questions" embedded through the video to kōrero • Encourage participants to answer questions, and ask questions of their own • If you provide the answer to a question, ask another question on top (layer questions to deepen understanding)

	• This is just one tool to explore consent – consent learning is an ongoing conversation. • Consider having the Easy Read resource Consent for Sex in the room as a different learning tool. • Use the suggested activities from Bodies, Boundaries and Being Me after watching the video to deepen understanding	
Pause questions and suggested answers:		
What did Jordan do differently?	Suggested answer	Before removing Tia's shirt, Jordan asked specifically, "is it okay if I take your shirt off?" and he waited for Tia's clear "yes" before doing anything. Consent means everyone clearly agrees before doing anything together, including anything sexual. There is no going ahead, without checking in.
	Extension questions	• How might Tia feel if Jordan took her top off without asking first? • Why is it important for Jordan to ask Tia first? • What could Jordan say or do if Tia said "no"? • What do you think consent means? Was consent given? • Does consent always need to be given when a person takes off another person's clothes?
How can you tell if someone has had too much alcohol?	Suggested answer	If someone's tipsy from alcohol, they might not be able to think, communicate or move in the way that they usually do, they might not be focusing well, have slower reaction times than is normal for them, or they might struggle to stay awake/conscious. Alcohol can make decision blurry for a person. Sometimes it can be really hard to tell if a person has had too much alcohol. If you're not sure, ask – and if you are still not sure, treat it like a no.
	Extension questions	• What changes when people drink alcohol? • If you are unsure about an answer, why should it be treated as a no? • Is there a set amount of alcohol someone needs to be "drunk"? • Why do you think someone can't give consent to sex if they are drunk? • What should someone do if they have had too much alcohol, or if someone they know has?

		• What did Leo do when he realised that Harper had had too much alcohol? • If you wanted to drink alcohol, who could you talk to beforehand?
What helped Quinn and Sefa stay connected?	Suggested answer	Quinn listened and respected that Sefa didn't want to try what Quinn suggested. Quinn suggested something they both like doing instead and they made the decision together. Quinn asked, listened, respected the answer and then suggested something they both feel okay about. Consent is not a quick kōrero, it is important to ask, check-in and speak up. It is also about care and noticing how someone feels.
	Extension questions	• How does someone find out what their partner is comfortable doing? What could they say or do? • What might someone say or do if they are not comfortable with something? How might their partner know? What are some signs to notice? • Sefa and Quinn have had sex before. Do they still need to get consent before having sex again? Why?
Wrap-up talking points for "talking about consent", considerations:	• Reflect back to the participants what they learnt and shared • Mirror some of the language used in the video, including: o Consent means everyone clearly agrees before doing anything together, including anything sexual o Consent means there is no pressure, no guessing and no going ahead without checking in o Respect yes, no and maybe later o Consent is not a quick kōrero, it is ongoing o A person can always change their mind • Explain people can watch this video anytime, provide a link • Use language used in the video as ongoing learning with participants	
Bodies, Boundaries and Being Me resources and activities.	These activities are in the Bodies, Boundaries and Being Me programme. Anyone who works with tāngata whaikaha can access these resources, at no cost. You will need to register to access the resources. Activities that can be used alongside this video to emphasis learning include:	

	• **Consent charades**. This activity engages participants in non-verbal role plays to recognise and respect consent cues. By acting out scenarios silently, participants develop awareness of body language and the importance of clear signals. Module 4: Consent and Boundaries : Activity 4A: Consent Charades • **Yes/No/Maybe Boundary Cards**. This card activity helps participants articulate personal boundaries by sorting statements or actions into Yes, No, or Maybe categories. It builds clarity around comfort levels and promotes respectful discussion. Module 4: Consent and Boundaries : Activity 4B: Yes/No/Maybe Boundary Cards • **No/Yes Handshake.** This paired exercise practises asking for and giving permission through a simple handshake game. It reinforces verbal consent skills in a low-pressure context. Module 4: Consent and Boundaries : Activity 4C: No/Yes Handshake • **Consent Scenario Sort.** This sorting activity presents written scenarios for participants to classify as consensual or non-consensual. It encourages critical thinking and application of FRIES. Module 4: Consent and Boundaries : Activity 4D: Consent Scenario Sort • **Consent Comic Strip**. This activity invites participants to illustrate a short comic showing consent. It uses storytelling and reinforces understanding of respectful negotiation. Module 4: Consent and Boundaries : Activity 4E: Consent Comic Strip • **Intoxication Traffic Light Walk**. This movement-based exercise links the FRIES consent model to real-life alcohol and drug scenarios. Participants practise reading visible signs of intoxication, decide whether consent is still possible. Module 4: Consent and Boundaries : Activity 4F: Intoxication Traffic Light Walk Common questions about consent with clear, rights-based answers can be found here: Module 4: Consent and Boundaries : Curious Questions 1