

Beneficial Life Skills for College Students with Intellectual and Developmental Disabilities

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HDFS 4000: Senior Thesis

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February 3, 2023

Abstract

Friendship, conflict resolution, consent, and healthy communication are essential life skills for all individuals to learn because these are skills that will always be used. However, these skills are even more important to learn for individuals who plan to live on campus during their college career. This is because college tends to be the first experience individuals have with either living on their own or with other individuals outside of their family members. A good way to teach these life skills is through offering programs where individuals may learn what these skills are and how to implement them into their own lives.

The purpose of this project is to provide a curriculum of four programs specialized for Community Mentors, specifically those who wish to work with individuals with intellectual and developmental disabilities. These four programs will allow these Community Mentors to better assist their residents with learning some essential life skills such as friendship, conflict resolution, consent, and healthy communication. These four programs will not only be beneficial to those with intellectual and developmental disabilities, but for any resident, a Community Mentor may encounter.

Each program in this set of curriculum follows the same structure. The program starts with the Community Mentor passing out a guide to all residents in attendance so that they may follow along during the program. After this, there will be an activity that is meant to draw individuals into the room. After the activity is finished, the Community Mentor will present a PowerPoint of the focus points for the evening as well as facilitate discussion on the concept. The goal of creating and presenting these programs is to ensure college students, including students with intellectual and developmental disabilities have the resources they need to be successful in their relationships.

Narrative

My senior thesis project has been a unique journey. There have been several steps along the way that have assisted me in getting to where I currently am.

My first step in this process was choosing the project I wanted to accomplish. When trying to decide what I wanted to do for my senior thesis there were several ideas I had. However, I knew that before choosing an idea I needed to choose an audience so that the idea I picked would appropriately fit the audience I wanted to research. With this being said, I chose to look at college students who have intellectual and developmental disabilities. I chose to focus on this audience for a couple of reasons. Personally, I chose this audience because I wanted to learn more about them. I also realized that having the ability to learn about this population of people through conducting a project would give me experiential experience. The experience I knew I would gain would allow me to be better able to educate others in the future. Another reason I chose to target this population of individuals is that they are a group that not much study has been given. A third reason I chose to study this population is that I wanted to show a stereotype that others tend to place on these individuals. Often other individuals think that just because someone has a disability, they are automatically different, and this is not true. Sometimes an individual who has a disability may need some extra support to complete a task such as making their bed, however with the appropriate support, they will be able to complete the task at hand just like someone without a disability would be able to do. Individuals with intellectual and developmental disabilities face a ton of the same problems that individuals without these disabilities face and are able to solve them just like their counterparts. The only difference is that an individual with an intellectual or developmental disability may need more support than an individual without the disability.

Once I determined the audience I wanted to target, my next step was to decide what type of project I would complete. At first, I was a little confused about what to do. However, after some discussion with my thesis advisor, I learned that I should choose to complete something that included the knowledge I have as well as the experiences I have gained throughout my time at OSU. This was difficult for me to do at first. The first thing I thought of doing was a paper discussing how the education and work experiences of individuals with intellectual and developmental disabilities compared to those of other marginalized groups. I thought this was a great idea because this was something I had knowledge over. However, after taking some time to think I began to realize that I did not have a ton of experience with this and so I would not be able to show the linkage between the knowledge and experience I had very well. After deciding that this was not what I wanted to complete, I felt a little discouraged. I felt like this because it felt as though I was never going to figure out a project that truly represented who I was. I spent several more days thinking, and then it hit me. It was like one of those “light bulb” moments. I realized that what I wanted to do was to have the opportunity to teach and implement something to a group of individuals. I came to this realization because, during the time I took to critically think about what I wanted to accomplish, I did some self-reflection. In this self-reflection, I took some time to seriously think about what I enjoy doing as well as what experiences I have had at OSU that correlate with what I love to do. This self-reflection reminded me that one of my passions is teaching and helping others. It was then that I knew exactly what I wanted to do for my senior thesis. I wanted the opportunity to teach my intended audience something important and relevant to them.

After realizing what I wanted to accomplish for my senior thesis, I had to decide what I would develop to accomplish this goal. This led me to more self-reflection. I started thinking

about the different experiences I had in college. I first thought about my experience as a Community Mentor in the residential halls at OSU. I thought about how in this position I created different programs for the students living on my floor to foster a sense of community. I thought about the experiences I had in some of my classes where I had to create either some type of program or presentation to share with others. I also thought about the experiences I had gained through being in a co-facilitator position where I got to educate individuals with intellectual and developmental disabilities on the topic of self-determination. When thinking about these experiences, I remembered how happy they made me feel once they were accomplished, and how my passion for teaching others seemed to continue to rise. After speaking with my thesis advisor about these things, we concluded that creating four educational programs for my intended audience would be a great way to incorporate my experience and the knowledge I have.

Now, that I knew what I would develop to accomplish this task, I had to decide what topics these programs would cover. Since I knew that I still wanted my intended audience to be individuals with intellectual and developmental disabilities in college, I wanted to think about what would be most beneficial for these individuals. When trying to decide what topics would be most beneficial, I thought back to the problems I would hear my students complain about struggling with when I was a Community Mentor. I thought back to this experience because I knew that since my intended population and the students living on my floor were in the same season of life, it was likely that the problems they would be facing would be somewhat similar. I also thought back to hearing about the problems that the individuals I assisted in educating through the self-determination training had as these individuals were similar to my intended population as well. Since these two groups were similar, it made sense to me that it would be likely they would be experiencing similar problems as well. After making a list of all the

problems I remembered hearing about, I searched through to find the four most common ones across each group. I found these to be friendship, consent, conflict resolution, and healthy communication. Therefore, I found it would be most valuable not only to me but also to my intended audience to teach these concepts. This is because when I would create programs as a Community Mentor that dealt with any big issues I saw on my floor, I would find that the specific problem would decrease or even be completely resolved. This is because through these programs I had the opportunity to educate the participants on how to be equipped to handle the specific situation at hand.

After figuring out what topics I would teach my intended population, I had to establish what each of these programs would consist of. When thinking about this, I remembered learning in the developmental disabilities across the lifespan course I took that all individuals learn differently and that just because we each learn differently does not make us any more different than another individual. I also learned that often an individual may just need a few extra resources when trying to accomplish the task at hand. Learning this made me think about how if I wanted my intended population to be successful in learning how to be equipped to handle the different problems I would be teaching about, then I would need to be as inclusive as I could be to all learning styles. With this, I decided that in each program I would implement some type of game or activity for those who learn better by doing it themselves. I also decided that I would include a PowerPoint so that I could support those who learn best by visualization. On top of this, I decided that I would include a guide that had the main points and questions that would be covered in each program to support those who best learn by writing things down.

Since I now had a solid plan for what I was going to be accomplishing, it was time for me to begin creating the programs. After creating the first program for my project I met with my

thesis advisor to review it. When we met to review it, she discussed how she felt it would be extremely beneficial for me if I were to implement this with the Opportunity Orange Scholars at OSU. Opportunity Orange Scholars is a new program at OSU that allows individuals who have intellectual and developmental disabilities to pursue a four-year non-degree academic certificate. This program allows those who would not normally get a chance to go to college the ability to do so. Anyways, when my thesis advisor discussed implementing my first program with these individuals, I thought it was a wonderful idea because they were a part of my intended population. I knew this opportunity would give me a chance to see if the programs I was creating were truly inclusive and appropriate for the audience I was targeting.

After having this discussion, I met with the director of this organization and set up a time to present. On the day of my presentation, I was a little nervous because I did not know what to expect. However, talking with the director of the organization and learning that there would only be five students made me a lot more comfortable. This was because I realized that all the participants and I could be laid back and just have a normal discussion.

Overall, I felt as though the implementation of my first program went well as all the participants participated in all the activities and discussions that occurred. I feel as though the implementation of this program went so well because of some of the things I did. For example, when each student entered the room, I introduced myself and then asked them to introduce themselves. After they would introduce themselves, I would ask them some more questions so that I could get to know them better. I think having this discussion prior to the presentation allowed me to build some rapport with these individuals which then allowed them to feel comfortable enough to talk with me and answer any questions I asked them during the presentation. Another thing I did that I feel allowed my program to be implemented well was that

I made accommodations for the students. This could be seen in the activity I conducted with this group which was bingo. Each time I would call out a word that was on their bingo card I would walk around and show everyone the card that way those who learned best by visualizing had the same chance of playing correctly as those who learned best by just listening to what I said.

Another accommodation I made with the students were giving them ample time to think about the responses they would give to the questions I was asking. This is because sometimes for an individual to answer a question correctly or appropriately they may just need a few extra minutes to think about their response. A third thing I did that I feel allowed the implementation of my program to go smoothly was I created a safe and comfortable environment for all the students present. I did this by thanking them for participating in the games and the different questions I asked, as well as validating the answers they gave.

Even though the implementation went very well, there are still some things that could have gone better. As I previously mentioned, the game we played for this presentation was bingo. In the middle of playing bingo, I realized that I had only created one version of the bingo card I had given the students. Due to this, everyone would get a bingo at the same time. I do not think that the students realized this, or if they did no one said anything, but this experience definitely taught me a valuable lesson. I learned that I need to make sure I have several versions created in the future when doing activities such as this one so that the game can be played more accurately. Another thing implementing my first program assisted me with was understanding what some things were that should be revised for any future programs. I feel as though revising how the discussion aspect of my presentation went could make the program more beneficial for its intended audience. For example, during my presentation, I would just ask someone to raise their hand or call on an individual to respond when asking a question. This did seem to work

very well. However, I feel that if I would have given these individuals some time to get into a small group to discuss their responses before telling me then I may have received multiple responses for a question instead of just one. I also feel like doing this would allow me to receive responses from multiple individuals instead of just the same two or three. This is because being in a small group would allow these individuals to bounce ideas off one another. Typically, when individuals have the chance to share their ideas as well as hear others, it makes them feel more comfortable. Normally when individuals feel comfortable, they are more willing to speak up.

After implementing my first program and learning what went well and what could have gone better, I now had more knowledge to begin creating my other programs. I have now completed programs one through three and will be finishing the fourth one here soon. Completing this project has given me several insights. I have learned that if you want something like a program to be successful with a certain audience, then using their language throughout the whole thing is crucial. When I say it's important to use their language, I am not referring to the specific language being spoken such as making sure to use English, Spanish, or Chinese. I am referring to making sure the language you use are words your intended population can comprehend. If your intended audience is children, but you are using what society considers to be intelligent words such as "capricious" it is likely that your audience will not be able to comprehend what you are teaching. If your audience is unable to comprehend what you are teaching, then the purpose of the program is not being accomplished because typically the purpose of presenting any program is for the participants to have a better knowledge of something. Another insight this project has given me is being educated on a topic is extremely important. This is because when an individual has knowledge about a topic, they are better able to make a well-informed decision that can truly benefit them and anyone else who may be

involved in the situation the individual making the decision is in. Overall, I have thoroughly enjoyed creating the programs for my senior thesis project.

Session One: Healthy Communication

Audience: College Students who have Intellectual and Developmental Disabilities

First Slide (Introduction: 4 minutes)

Presenter: “Hello! My name is Hannah Lee, and I am so excited to have the opportunity to be with you all today. I am currently a student here at Oklahoma State University studying Human Development and Family Science. I am creating a four-part educational program where I discuss healthy communication, friendship, consent, and conflict resolution. I believe that these topics are extremely important for individuals to learn. With this being said, today I am discussing with you the idea of healthy communication.”

Change Slide (Objectives: 3 minutes)

Presenter: “Here are our objectives for today:

- We want to learn what healthy and unhealthy communication is.
- We want to learn what healthy and unhealthy communication looks like.
- We want to learn how we can communicate in a healthy manner.

Change Slide (Game: 20-30 minutes or until 3-5 groups have won, depending on how much time is given)

Presenter: “We are going to start out this session today with a little activity. I am going to ask that everyone finds one partner”. Give everyone about thirty seconds to a minute to find a partner. “I am going to pass out a bingo card and some cheerios to each group. Do not eat the cheerios. They will be used as our bingo markers. Whenever I call out a word, if you have it on your card then you can put a cheerio on it. You can say ‘Bingo’ whenever you get five in a row either horizontally, vertically, or diagonally. The first three groups to get a bingo will receive a prize. Okay, let’s get started. Make sure you all have a cheerio on the free space.”

Presenter: “Congratulations to our winners. Can anybody tell me why they think we played this bingo game?”. After they have had a minute to think, ask some individuals to raise their hands and share their answers. Exactly! We did this bingo game to learn some important words that deal with healthy communication. Now, that we all have been exposed at least a little bit to some terms on healthy communication, let’s have a discussion about what this idea is.”

Change Slide (Discussion question #1: 5 minutes)

Presenter: “I am going to pass out a paper with the discussion questions we will review today. Feel free to write any thoughts you have or things you would like to remember about each question. Okay, so today I told you we would be talking about healthy communication, but to talk about this, I feel it is important for us to know what communication means. Who can raise their hand and tell me what they think communication means?”.

Change Slide (Communication: 2 minutes)

Presenter: “According to the Merriam-Webster dictionary (2023), communication is a process by which information is shared between individuals through words, symbols, signs, or behavior. So, in other words, it is what you and I are doing. I am asking you all questions and you are responding to those questions and then I add more to what you all have said.”

Change Slide (Discussion question #2: 5 minutes)

Presenter: “How many of you know that there is healthy and unhealthy communication?” Allow students to raise their hands. “Perfect, can anyone raise their hand and tell me what they think healthy communication is?”. Give them a minute or two to think and raise their hand.

Change Slide (Healthy Communication: 3 minutes)

Presenter: “Healthy communication is having mutual respect for the individual you are talking with, even if you may not agree with them. Healthy communication often looks like using a conversational tone rather than an angry tone, actively listening, having respectful body language, the willingness to compromise, and using “I” statements (Ashley Addiction Treatment Center, 2023). Now, I am going to show you several pictures and if you think it is an example of healthy communication, I would like for you to raise your hand.”

Change Slide (Yes or No: 5 minutes)

Presenter: “You guys did amazing!”.

Change Slide (Discussion question #2: 5 minutes)

Presenter: “So, now that we know what healthy communication is, let’s take some time to think about and discuss what unhealthy communication is. Can anyone raise their hand and tell me what they think unhealthy communication is?”. Give them a minute or two to think and raise their hand.

Change Slide (Unhealthy Communication: 3 minutes)

Presenter: “Unhealthy communication is unproductive and often creates conflict. Unhealthy communication often looks like yelling, name-calling, mocking, and criticizing (Ashley Addiction Treatment Center, 2023). Now, I am going to show you several more pictures and I want you to raise your hand if you think they are an example of unhealthy communication.”

Change Slide (Yes or No: 5 minutes)

Presenter: Man, you guys are doing amazing!

Change Slide (Discussion question #3: 5 minutes)

Presenter: I have one last question for everyone. Who can raise their hand and tell me why understanding the difference between healthy and unhealthy communication is so important? Allow everyone 2-3 minutes to think and then ask for some responses.

Presenter: “That is right. It is so important because we communicate with others every day.”

Change Slide (Questions: 1 minute)

Presenter: “Does anyone have any questions?”.

Change Slide (Thank you: 1 minute)

Presenter: “I would like to say thank you for spending this time with me today.”

Healthy Communication

By: Hannah Lee

Objectives

- Learn what healthy and unhealthy communication is
 - Learn what healthy and unhealthy communication looks like
 - Learn how we can communicate in a healthy manner
-

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Game Time!

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What is communication?

Communication

- Process by which information is shared between individuals through words, symbols, signs, or behavior



What is healthy communication?



Healthy Communication

- Having mutual respect for the individual you are talking with, even if you may not agree
 - What does it look like?
 - Using a conversational tone
 - Actively listening
 - Respectful body language
 - Willingness to compromise
 - Using “I” statements
-

Yes or No?



Yes or No?



Yes or No?



What is unhealthy communication?

Unhealthy Communication

- Unproductive
- Often creates conflict
- What does it look like?
 - Yelling
 - Name-calling
 - Mocking
 - Criticizing



Yes or No?



Yes or No?



Yes or No?



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**Why is knowing the difference
between healthy and
unhealthy communication
important?**

Questions?



Thank you!

Discussion Guide

1. What is communication?
2. What is healthy communication?
3. What does healthy communication look like?
4. What is unhealthy communication?
5. What does unhealthy communication look like?
6. Why is knowing the difference between healthy and unhealthy communication important?
7. Write any other thoughts, notes, or questions you may have here.

| | | | | |
|------------|---------------|---------------|-------------------|-------------|
| Yelling | Calm | Respect | Listen | Eye-rolling |
| Conflict | Mocking | Degrading | Name – Calling | Uplifting |
| Compromise | Communication | Free Space | Body Language | Tone |
| Focusing | Unproductive | Angry | Healthy | Happy |
| I | Unhealthy | Criticizing | Eye Contact | You |

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Session Two: Friendship

Audience: College Students who have Intellectual and Developmental Disabilities

First Slide (Introduction: 4 minutes)

Presenter: “Hello! My name is Hannah Lee, and I am so excited to have the opportunity to be with you all today. I am currently a student here at Oklahoma State University studying Human Development and Family Science. I am creating a four-part educational program where I discuss healthy communication, friendship, consent, and conflict resolution. I believe that these topics are extremely important for individuals to learn. With this being said, today I am discussing with you the idea of friendship.”

Change Slide (Objectives: 3 minutes)

Presenter: “Here are our objectives for today:

- We want to learn what friendship is.
- We want to learn what being a good and bad friend looks like.
- We want to learn why friendship is important.
- Lastly, we want to learn if we must be friends with everyone.

Change Slide (Movie: 1 hr. 45 min.)

Presenter: “For today’s session, we are going to start out by watching the movie Toy Story. I am going to pass out a guide that has some questions on it. As you are watching this movie, I would like for you all to write down any thoughts or comments you may have on any of these questions. You may write as little or as much as you would like. This guide is meant to help remind you of any thoughts you may have that may help facilitate the discussion we will have after the movie is over.”

Change Slide (Discussion Question #1: 5 minutes)

Presenter: “So, what did you all think about the movie.” Take about two to three minutes and allow students to discuss what they thought of the movie. “Awesome, I love hearing all of these things. Can anybody tell me why they think I chose to show Toy Story 3 for our session today?”. After they have had a minute or two to think, ask some individuals to raise their hands and share their answers. “Perfect! You guys are all right. Today we watched Toy Story 3 because it has several lessons about friendship in it. Now, that we have all been exposed to the topic of friendship, let’s take some time to discuss what friendship is. Who can raise their hand and tell me what they think the word friendship means?”. Allow the students who wish to participate to answer.

Change Slide (Friendship: 5 minutes)

Presenter: “A friendship is a relationship you have with another person with whom you have a bond. Having a bond refers to having some type of connection with another person (Better Help,

2023). This connection could be small or very close. The person you are friends with may live close to you or in another city or state. The idea of what a friend is may look very different for all of us, but the most important thing is that when you have a friend it is because there is some type of bond between you and that friend. Toy Story 3 gives us several examples of what friendship is. I am going to show you some pictures of some of the characters from the movie we just watched. When you see the pictures if you think the characters are friends, I want you to raise your hand. If you do not think that they are friends, then I would like for you to keep your hand down.”

Change Slide (Yes or No?: 5 minutes)

Presenter: “You guys did so good! Can anyone raise their hand and tell me why you thought the characters from the pictures I showed were friends?”. Allow your students about two minutes to think and then ask for someone to respond. “That is right! We thought the characters from these pictures were friends because we could see they had some type of connection.”

Change Slide (Discussion Question #2: 5 minutes)

Presenter: “I have another question for everyone. Can anyone raise their hand and tell me what it means to be a good friend?”. Allow everyone 2-3 minutes to think, and then ask someone to respond.

Change Slide (What makes a good friend?:5 minutes)

Presenter: “There are several characteristics that make a good friend. Some of these are being present, having good listening skills, making you feel good, being sensitive towards you, and being able to forgive and apologize when reasonable (Better Help, 2023). Being present means staying by your friend’s side when they need you. Having good listening skills refers to being willing to listen while your friends talk and vent about whatever they may need to get off their chest whenever they need to. Making your friend feel good refers to encouraging and telling them words and phrases of positivity or even smiling at them. No one likes it when they are yelled at or called mean names. Being sensitive means trying to understand where your friend is coming from when they say something, instead of just yelling at them or telling them that they are wrong. Being able to apologize and forgive when reasonable refers to realizing that we are all humans, and that means that sometimes we will mess up. A friend might accidentally hurt your feelings sometimes, so it is important to be able to forgive them so that the friendship you guys have can continue. Has anyone in this room ever done something mean to a friend before and wanted to be forgiven? Just like we all want to be forgiven, we must remember to forgive others. I am going to show you a picture of a character from Toy Story 3 and I want you to raise your hand if you think they were a good friend.”

Change Slide (Yes or No? :3 minutes)

Presenter: “Good job! You all are right. Woody was a good friend. Who can raise their hand and tell me why they think Woody was a good friend?”. Allow everyone to have about 2 minutes to think and then ask for someone to respond. “Correct, Woody was a good friend because he

came back to the daycare to help his friends escape. Woody showed that he is there for his friends when needed which is a big characteristic of being a good friend.”

Change Slide (Discussion Question #3: 5 minutes)

Presenter: “Okay so now that we know what makes a good friend, who can raise their hand and tell me what it means to be a bad friend?”. Allow everyone 2-3 minutes to think, and then ask someone to respond.

Change Slide (What makes a bad friend? :5 minutes)

Presenter: “Just like with being a good friend, there are several characteristics that make a bad friend. Some of these are only being present when you yourself need something, speaking poorly of your friend, not accepting the differences you and your friend may have, always canceling plans, and being pushy (Better Help, 2023). Being present only when you need something refers to only wanting to spend time or talk to your friend when it benefits you, and not being there for your friends when they need it. Life can be hard at times, and it makes it easier when we have our friends around us. Speaking poorly of your friends refers to calling them mean names or saying rude things about them or about the things they do. As humans, we want to fit in and that can be hard to do when our friends do not accept our differences. Everyone is unique in their own way which is why it is so important for us to accept the differences of our friends. If we were all alike, the world would get pretty boring pretty quickly. When your plans with a friend are always getting canceled it can make you feel as though they do not want to be your friend. This is because as we mentioned earlier a good friend is present. Lastly, being pushy refers to not respecting a person’s boundaries. Boundaries are lines that people put up to limit certain areas of their life. Okay, I am going to show you another picture of a character from the movie we watched, and I want you to raise your hand if you think they were a bad friend.”

Change Slide (Yes or No? :3 minutes)

Presenter: “Awesome! You guys are correct. Lotso was a bad friend. Can anyone raise their hand and tell me why Lotso was a bad friend?”. Allow everyone about 2 minutes to think, and then ask someone to respond. “That is right! Lotso was a bad friend because Woody saved him from falling into a shredding machine and when Woody asked for Lotso’s help after, Lotso smiled and ran away. Lotso was showing mean actions toward Woody which is a major characteristic of being a bad friend.”

Change Slide (Discussion Question #4: 5 minutes)

Presenter: “So, now that we know what friendship is and what it looks like to be a good and bad friend, let’s take a moment to discuss why friendship is so important. Who can raise their hand and tell me why they think friendship is so important for us to have?”. Allow everyone 2-3 minutes, and then ask someone to respond.

Change Slide (Importance of friendship: 5 minutes)

Presenter: “According to Mayo Clinic, friendship is important because it has several benefits to it. Some of these benefits are that it allows people to have a sense of belonging (Mayo Clinic, 2022). Raise your hand if you want to feel like you belong. Exactly, it is something that most people want. Some other benefits of friendship are that it can reduce your stress, improve your self-confidence, and help you cope with difficult situations you may face.”

Change Slide (Discussion Question #5: 5 minutes)

Presenter: “Now, I have one last question for everyone. If you think the answer to this question is yes, then you can nod your head yes and if you think the answer to this question is no, then you can nod your head no. Do you all think that you must be friends with everyone?”

Change Slide (Acquaintances: 5 minutes)

Presenter: “That is correct, you are not required to be friends with everyone. Sometimes there are people in our lives who are referred to as acquaintances. An acquaintance is a person whom you may see on occasion, but whom you have no bond or connection with (Better Help, 2023). Also, a lot of the time if people are being bad friends, we do not want to be their friends. Therefore, it is important to remember that you do not have to be friends with everyone.

Change Slide (Questions: 1 minute)

Presenter: “Does anyone have any questions?”

Change Slide (Thank you: 1 minute)

Presenter: “I would like to say thank you for spending this time with me today.”

Friendship

By: Hannah Lee

Objectives

- Learn what friendship is
 - Learn what being a good and bad friend looks like
 - Learn why friendship is important
 - Learn if we must be friends with everyone
-

Movie Time!

**What is
friendship?**



Friendship

- A relationship with another person with whom you have a connection with
- Can be close in connection and location
- Can be distant in connection and location

Yes or No?



Yes or No?



**What does being a
good friend look like?**



Being a good friend

- Being present
 - Having good listening skills
 - Makes person feel good
 - Sensitive towards you
 - Being able to forgive and apologize when reasonable
-

Yes or No?



What does being a bad friend look like?



Being a bad friend

- Only being present when you yourself need something
 - Speaking poorly of your friend
 - Not being inclusive to our friend's differences
 - Always canceling plans
 - Being pushy
-

Yes or No?



**Why is friendship
important?**



Importance of friendship

- Has several benefits
 - Gives a sense of belonging
 - Reduce your stress
 - Improve self-confidence
 - Helps with coping of difficult situations
-

Do you have to be
friends with everyone?

Acquaintances

- People who you may see on occasion, but have no connection with



Questions?



Thank you!

Discussion Guide

1. What characters show friendship?
2. What is friendship?
3. What does being a good friend look like?
4. Do any of the characters represent a good friend? If so, who?
5. What does being a bad friend look like?
6. Do any of the characters represent a bad friend? If so, who?
7. Why is friendship important?
8. Do you have to be friends with everyone?

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Session Three: Conflict Resolution

Audience: College Students who have Intellectual and Developmental Disabilities

First Slide (Introduction: 4 minutes)

Presenter: “Hello! My name is Hannah Lee, and I am so excited to have the opportunity to be with you all today. I am currently a student here at Oklahoma State University studying Human Development and Family Science. I am creating a four-part educational program where I discuss healthy communication, friendship, consent, and conflict resolution. I believe that these topics are extremely important for individuals to learn. With this being said, today I am discussing with you the idea of conflict resolution.”

Change Slide (Objectives: 3 minutes)

Presenter: “Here are our objectives for today:

- We want to learn what conflict is.
- We want to learn what the different types of conflict are and what they may look like.
- We want to learn what conflict resolution is.
- We want to learn how to properly handle conflict.

Change Slide (Game: 30-45 minutes)

Presenter: “We are going to start out this session today with a little activity. I am going to ask that everyone finds one partner”. Give everyone about thirty seconds to a minute to find a partner. “I have some puzzles up here on the table. When I say go, I would like for you to come up here with your partner and grab a puzzle and take it back to your table. Once you have a puzzle and you are sitting back at your table you guys may begin putting it together. You will have about 30-45 minutes to try and complete the puzzle you chose. If you and your partner do not complete the puzzle within this time, that is okay. Okay, let’s go ahead and get started. You guys may come up and get the puzzle you want.”

Presenter: “Okay, let’s start cleaning up. Please put all your puzzle pieces back in the box and then bring the box up to the table you got them from. After this, you may go back and have a seat at your table”. Allow your students about 5 minutes to clean up and sit back down. “Can anyone tell me why they think we worked on some puzzles today?”. Give your students about a minute or two to think and then ask for someone to respond. “You’re correct! We worked on puzzles today because the skills you used to put your puzzles together are some of the same skills, we are going to talk about today with the concept of conflict resolution.”

Change Slide (Discussion question #1: 5 minutes)

Presenter: “I am going to pass out a paper with the discussion questions we will review today. Feel free to write any thoughts you have or things you would like to remember about each question. If you do not want to write anything that is okay. Okay, so I want to start out today’s

discussion by asking you all what you think conflict is?”. Give your students 2-3 minutes to think and then ask someone to raise their hand and respond.

Change Slide (Conflict: 5 minutes)

Presenter: “Conflict is when you and another person get into a disagreement over something (Dictionary.com, 2023). Can anyone give me an example of a time when they have gotten into a conflict?”. Give your students about a minute to think and then ask someone to raise their hand and respond. If no one responds, then you can call on someone. “Now, that we know what conflict is and have heard of some examples, let’s take a look at the four different types of conflict you may experience in life.”

Change Slide (Intrapersonal conflict: 5 minutes)

Presenter: “The first type of conflict you may experience is known as intrapersonal conflict. This is the conflict a person has within themselves (NC State University Counseling Center, 2023). For example, a person may experience this type of conflict when they must make an important decision. Can anyone give me an example of a time when you experienced this type of conflict because there was an important decision you needed to make?”. Give your students about a minute to think and then ask someone to raise their hand and respond. If no one responds, then you can call on someone.

Change Slide (Interpersonal conflict: 5 minutes)

Presenter: “The second type of conflict a person may experience is known as interpersonal conflict. This type of conflict is a conflict that is between two or more people (NC State University Counseling Center, 2023). An example of this type of conflict would be when you have an argument with your siblings or parents. Can anyone give me an example of a time you may have gotten into an interpersonal conflict?”. Give your students about a minute to think and then ask someone to raise their hand and respond. If no one responds, then you can call on someone.

Change Slide (Intragroup conflict: 5 minutes)

Presenter: “The third type of conflict you may experience sometime in your life is known as intragroup conflict. Intragroup conflict occurs when there is a conflict between individuals of the same group (NC State University Counseling Center, 2023). For example, say you were in a group for a class project where you had to build a tower that could hold so many books, but the tower had to be created from straws. Each member in your group may have a different idea of how to build this tower and the arguments that you may get into with your group members about how to build the tower would be an example of intragroup conflict. Can anyone raise their hand and give me an example of a time you may have experienced an intragroup conflict or watched someone else experience it?”. Give your students about a minute to think and then ask someone to raise their hand and respond. If no one responds, then you can call on someone.

Change Slide (Intergroup conflict: 5 minutes)

Presenter: “The last type of conflict we are going to learn about today is intergroup conflict. This is when conflict occurs between different groups (NC State University Counseling Center, 2023). An example of this type of conflict would be if the youth group and young adult group at your church wanted to do an event together but could not agree on what event you all would do. Can anyone raise their hand and give me an example of a time when you may have seen or experienced intergroup conflict?”. Allow your students about a minute to think and then ask someone to raise their hand and respond. If no one responds, then you can call on someone.

Change Slide (Discussion question #2: 5 minutes)

Presenter: “Okay, so now that we have discussed conflict and the types of conflict you are likely to encounter in life, let’s talk about how we can resolve these conflicts. Does anyone here like to experience conflict?”. Allow your students a minute to raise their hands and respond. “Let’s be honest, no one wants to experience conflict if they do not have to. Okay, so first to understand how to resolve or handle the conflicts we may face, we must know what the term conflict resolution means. Who can raise their hand and tell me what they think conflict resolution means or what it looks like?”. Allow your students a minute or two to think and ask for someone to raise their hand and respond. If no one responds, then you can call on someone.

Change Slide (Conflict resolution: 3 minutes)

Presenter: “According to the Merriam-Webster dictionary (2023), conflict resolution is the act or process of solving the problem at hand. Now, that we know what conflict resolution is we can take a look at how to practice good conflict resolution skills. Today we are going to talk about five steps you can use to practice conflict resolution in your own lives.”

Change Slide (Steps for Conflict Resolution: 3 minutes)

Presenter: “The first step to properly solving a conflict is to take some time to cool down (Cite Waterford, 2020). Often when we are in a conflict, both people may be feeling very high in their emotions, which is okay. However, it can be difficult to find a solution to a problem when anyone feels like this. That is why it is good to take a small break when a conflict arises. Taking a break allows you to cool down. Once you have cooled down, you will be in a better place to find a solution.”

Presenter: “The second step to practicing conflict resolution is to share, listen, and check (Waterford, 2020). It is important for everyone to have their chance to share their side of the story and how they feel. When everyone has an opportunity to share their side, it allows for no one to feel left out. It also allows the person to feel as though they are being heard. Do any of you like it when you feel like your voice, or side isn’t heard? Exactly, no one likes to feel as though they are not being heard. Sharing all sides also allows everyone to have the opportunity to come to a solution that can benefit everyone involved, not just one person. It is also very important to check and make sure you heard the person or people with whom you are in a conflict correctly. This is important because it is another way in which everyone can feel as though they are being heard and understood.”

Presenter: “The third step when practicing conflict resolution is to be able to take responsibility (Waterford, 2020). Often when a conflict occurs, it is because one person did or said something to another person. This means that the person who is at fault needs to take responsibility and let everyone involved know that they know what they did was wrong or hurtful.”

Presenter: “The fourth step to practice good conflict resolution is to brainstorm solutions (Waterford, 2020). When coming up with a solution to the conflict at hand, it is important to find one that benefits all people involved, not just a few. This is what I like to call compromising. If a solution does not benefit all people involved, then bad conflict resolution skills are being practiced. A perk of everyone brainstorming solutions is that it allows for more solutions to be generated. The more solutions you can think of, the better you will be able to find one that benefits everyone.”

Presenter: “The final step when practicing your conflict resolution skills is to choose a solution (Waterford, 2020). This is because if a solution is not chosen, then the conflict at hand is not getting fixed. As I mentioned earlier the purpose of using your conflict resolution skills is to find a solution that benefits everyone involved so that the conflict may be over.”

Change Slide (Discussion question #3: 5 minutes)

Presenter: “Now, that we have talked about how to use good conflict resolution skills, I want to ask you all another question. Do you remember using any of these skills earlier when you were completing the puzzles with your partner?”. Allow your students 1-2 minutes to think and then ask someone to raise their hand and respond. “Exactly! You all used the last two steps: brainstorming solutions and then choosing some solutions. In order to put the puzzle together, you and your partner had to think about which pieces you wanted to start out with. That right there is an example of brainstorming solutions. Then, once you and your partner thought about what pieces you wanted to start with, you both had to choose to grab those pieces and place them where they went. That right there is an example of choosing your solutions.”

Change Slide (Discussion question #4: 3 minutes)

Presenter: “Okay, I have one last question for you all. Why do you think having good conflict resolution skills is important?”. Allow your students about a minute to think and then ask someone to raise their hand and respond. “Exactly! Knowing and having good conflict resolution skills is so important because we experience conflict every day.”

Change Slide (Questions: 1 minute)

Presenter: “Does anyone have any questions, thoughts, or comments on anything we talked about today?”.

Change Slide (Thank you: 1 minute)

Presenter: “I would like to say thank you for giving me the opportunity to come and talk with you all today. I hope you were able to learn something new!”.

Conflict Resolution

By: Hannah Lee

Objectives

- Learn what conflict is
 - Learn the 4 different types of conflict
 - Learn what conflict resolution is
 - Learn how to properly handle conflict
-

Activity Time!

What is conflict?

Conflict

- When you and another person have a disagreement about something



Intrapersonal Conflict

- Conflict a person has within themselves
- What might it look like?
 - When someone has to make an important decision



Interpersonal Conflict

- Conflict that is between 2 or more people
- What might it look like?
 - Arguing with your siblings
 - Arguing with your parents



Intragroup Conflict

- Conflict between individuals within the same group
- What might it look like?
 - Group project where everyone has different ideas of how to accomplish the task





Intergroup Conflict

- Conflict that occurs between different groups
 - What it might look like?
 - Youth and young adults group at your church wanting to do an event together, but unable to agree on what event
-

What is conflict resolution?

Conflict Resolution

- Act or process of solving a problem



Steps for Conflict Resolution

- Take time to cool down
- Share, listen, and check
- Take responsibility
- Brainstorm solutions
- Choose a solution



Did you use any of these skills when completing your puzzles?

Why do you think knowing and having good conflict resolution skills is important?

Questions?



Thank you!

Discussion Guide

1. What is conflict?
2. What is intrapersonal conflict?
3. What is interpersonal conflict?
4. What is intragroup conflict?
5. What is intergroup conflict?
6. What is conflict resolution?
7. What are the steps to good conflict resolution skills?

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Session Four: Consent

Audience: College Students who have Intellectual and Developmental Disabilities

First Slide (Introduction: 4 minutes)

Presenter: “Hello! My name is Hannah Lee, and I am so excited to have the opportunity to be with you all today. I am currently a student here at Oklahoma State University studying Human Development and Family Science. I am creating a four-part educational program where I discuss healthy communication, friendship, consent, and conflict resolution. I believe that these topics are extremely important for individuals to learn. With this being said, today I am discussing with you the idea of consent.”

Change Slide (Objectives: 3 minutes)

Presenter: “Here are our objectives for today:

- We want to learn what consent is.
- We want to learn what consent looks like as well as what consent does not look like.
- We want to learn how we can provide consent or ask someone for their consent.”

Change Slide (Activity: 30 minutes)

Presenter: “Today we are going to start out with an activity. I have a ton of different craft supplies on this table up here. When I say go, I would like everyone to come up here and grab whatever supplies you would like to make a pizza. Your pizza can look or be made from whatever you would like.”

Presenter: “Okay, now that everyone has had a chance to create their own pizza, let’s start to clean up. I would appreciate it if I could have everyone bring any of their leftover supplies back up to the table and throw anything away that may need to be thrown away”. Give your students about five minutes to clean up. “You guys did an awesome job at cleaning up! Can anyone tell me why they think I had everyone create their own pizza as our activity tonight?”. Give your students a couple of minutes to answer, and then ask someone to raise their hand and respond. “Exactly! We all created our own pizzas because the skills you used to create your pizzas are similar to the skills we will talk about today with the concept of consent.”

Change Slide (Discussion Question #1: 5 minutes)

Presenter: “I am going to pass out a paper with the discussion questions we will review today. Feel free to write any thoughts you have or things you would like to remember about each question. If you do not want to write anything, that is also okay. So, today I told you guys that we are going to be talking about consent. Well, in order for us to talk about consent we should probably have a good understanding of what it is. Who can raise their hand and tell me what they think consent is?”. Give your students a minute or two to think. Once they have had some time to think ask someone to raise their hand and respond.”

Change Slide (Consent: 2 minutes)

Presenter: “Consent is an agreement between two people when engaging in any activity (RAINN, 2023). A lot of times when people think of consent, they automatically think about sex. However, when we discuss consent today, we are going to be talking about it through a different lens. We will be focusing on consent as it pertains to participating in nonsexual activities such as going places with your friends, playing games, or sharing items.

Change Slide (Consent = FRIES: 8 minutes)

Presenter: “Often when people talk about the word consent, they use an acronym to help explain it. Does everyone know what an acronym is?”. Give your students about one minute to respond. If there are students who do not know what an acronym is, then use this definition to help explain. If all your students know what an acronym is, then you may move on without explaining it. “An acronym is an abbreviation formed from the initial letters of many words (Merriam-Webster Dictionary, 2023). So now that we all know what an acronym is, let’s look at the acronym for the word consent. The acronym for this concept is FRIES. The “F” stands for freely given. This means that consent should be a person's choice without feeling pressured, manipulated, or under the influence of drugs or alcohol (Planned Parenthood, 2023). The “R” stands for reversible. This means that at any time a person can change their mind and decide they no longer wish to engage in the activity at hand (Planned Parenthood, 2023). The “I” stands for informed. Being informed means knowing all the information about whatever it might be. It is when a person knows all the information that they can truly give consent (Planned Parenthood, 2023). The “E” stands for enthusiastic. This means that a person should give consent only to the things or activities they wish to do (Planned Parenthood, 2023). Just like when creating your pizzas, you got to decide what you wanted on them as well as how you wanted to make them. As I mentioned earlier, you should never feel pressured to do something. If you feel pressured, then consent is not given. Lastly, the “S” stands for specific. This means that just because you agree to one thing, does not mean you agree with everything (Planned Parenthood, 2023).”

Change Slide (Discussion Question #2: 5 minutes)

Presenter: “Now that we know what consent is, let’s take some time to discuss what consent looks like. Knowing what consent looks like is so important because it will be something you will likely have to give at some point in your life. Who can raise their hand and tell me what they think consent looks like?”. Give your students two to three minutes to think and then ask someone to raise their hand and respond.

Change Slide (What consent looks like :1 minute)

Presenter: “Consent looks like having clear communication with the other person with whom you are wishing to engage in an activity with (Helping Survivors of Sexual Abuse & Assault, 2023).

Change Slide (What consent looks like part 2: 5 minutes)

Presenter: According to (Helping Survivors of Sexual Abuse & Assault, 2023) consent also looks like this:

- Asking for a person's permission.
- Confirming with the person that this is an activity they wish to do.
- Hearing a verbal "yes" from the other person.
- Checking in throughout the activity to ensure that the other person wants to continue participating.
- Letting the other person know that they can stop or leave the activity at any time."

Change Slide (Discussion Question #3: 5 minutes)

Presenter: "Just like knowing what consent looks like is important, knowing what consent does not look like is even more important. This is because when consent is not given, it can cause people to be in difficult situations. Who can raise their hand and tell me what they think consent does not look like?". Allow your students to have two to three minutes to think, then ask for someone to raise their hand and respond.

Change Slide (What consent does not look like: 5 minutes)

Presenter: "According to Helping Survivors of Sexual Abuse & Assault (2023), consent is not

- Continuing an activity when the other person says no.
- Refusing to stop when the other person says they no longer wish to participate in the activity.
- Assuming that the other person is giving permission, when truly they are not.

Presenter: "Okay, so now that we have discussed what consent is, what it looks like, and what it does not look like I want to take a few minutes to practice this concept. In the next couple of slides, I am going to give you all a scenario and if you think that there is consent between the two people, then I want you to raise your hand. If you do not think that consent is being given between the two people, then I want you to keep your hand down."

Change Slide (Yes or No?:5 minutes)

Presenter: "Mary wants to go skydiving with a friend. Mary decides she is going to ask her friend named John if he will go with her. John explains to Mary that he does not want to go. Mary gets upset with John and tells him that if he does not go with her, then they will no longer be friends. John wants to be friends with Mary so he says that he will go. In this scenario did John truly give consent to going skydiving with Mary?". Give your students a minute or two to think and answer the question. "That is right! John did not truly consent because Mary pressured and manipulated him into going by telling him they would no longer be friends if he did not go. Okay, let's look at one more example."

Change Slide (Yes or No? :5 minutes)

Presenter: “Jill and Janet are roommates. Jill has a date with a guy named Joe tonight. Jill wants to curl her hair but does not have a curler. However, she knows that her roommate Janet has one. Jill decides to ask Janet if she can borrow her curler for her date. Janet says, ‘Yes you can borrow it.’ Jill tells Janet ‘Thank you.’ In this scenario did Janet truly give consent to Jill to use her curler?”. Give your students a minute or two to think and then answer the question. “Correct! Janet did truly give consent because Jill asked for her permission and Janet gave Jill a verbal yes. We also know that Janet truly gave consent because Jill did not try to manipulate Janet as Mary did with John in our first example.”

Change Slide (Discussion Question #4: 5 minutes)

Presenter: “Another important part of consent is knowing and understanding how you can provide it to the other person. Who can raise their hand and tell me how you think you can give another person consent?”. Allow your students two to three minutes to think and then ask for someone to raise their hand and respond.

Change Slide (How to provide consent: 2 minutes)

Presenter: “You can simply provide consent by communicating with the other person that you are okay with participating in the activity at hand.”

Change Slide (Discussion Question #5: 5 minutes)

Presenter: “Just like providing consent is important, asking for consent is even more important. Can anyone raise their hand and tell me how you think you can ask for consent from another person?”. Allow your students two to three minutes to think and then ask for someone to raise their hand and respond.

Change Slide (How to ask for consent: 5 minutes)

Presenter: “Just like when you provide consent, you can ask for someone’s consent by talking with them. When you ask for someone’s consent you should ensure that the person is okay with participating in the activity at hand. It is important to realize that just because a person may smile or nod at you, does not mean that they are giving consent. When you ask for someone’s consent, you should make sure to receive a verbal yes from the other person.”

Change Slide (Discussion Question #6: 5 minutes)

Presenter: “Now, I have one last question for you all. Who can raise their hand and tell me why understanding consent is so important?”. Allow your students a minute or two to think and then ask someone to raise their hand and respond. “Exactly! Understanding consent is so important because it is something we all will have to give or not give some time in our life.”

Change Slide (Questions: 1 minute)

Presenter: “Does anyone have any questions?”.

Change Slide (Thank you: 1 minute)

Presenter: “I would like to say thank you for spending this time with me today.”

Consent

By: Hannah Lee

Objectives

- We want to learn what consent is.
 - We want to learn what consent looks like.
 - We want to learn what consent does not look like.
 - We want to learn how to provide consent.
 - We want to learn how to ask for consent
-

Activity Time!

What is consent?

Consent

- An agreement between 2 people when engaging in any activity



Consent = FRIES

F = Freely given

R = Reversible

I = Informed

E = Enthusiastic

S = Specific

What does consent look like?

What does it look like?

- Having clear communication with the other person





What else does it look like?

- Asking for a person's permission
 - Confirming with the person that this is an activity they wish to do
 - Hearing a verbal "yes" from the other person.
 - Checking in throughout the activity to make sure the other person wants to continue participating
 - Letting the other person know that they can stop or leave the activity at any time
-

What does consent
not look like?



What does it not look like?

- Continuing an activity when the other person says no
 - Refusing to stop when the other person says they no longer wish to participate in the activity
 - Assuming that the other person is giving permission, when truly they are not
-

Yes or No?

Mary wants to go skydiving with a friend. Mary decides she is going to ask her friend named John if he will go with her. John explains to Mary that he does not want to go. Mary gets upset with John and tells him that if he does not go with her, then they will no longer be friends. John wants to be friends with Mary so he says that he will go.

Yes or No?

Jill and Janet are roommates. Jill has a date with a guy named Joe tonight. Jill wants to curl her hair, but she does not have a curler. However, she knows that her roommate Janet has one. Jill decides to ask Janet if she can borrow her curler for her date. Janet says 'Yes! You can borrow it'. Jill tells Janet 'Thank you.'. In this scenario did Janet truly give consent to Jill to use her curler?

**How can you give
consent to another
person?**

How to provide consent

- Communicating with the other person that you are okay with participating in the activity at hand



How can you ask for
consent from another
person?



How to ask for consent

- By talking with the other person and asking if they are okay with participating in the activity at hand
 - Important to remember
 - Smiling and nodding is not enough to provide consent
 - Make sure to receive a verbal yes
-

Why is understanding consent so important?

Questions?



Thank you!

Discussion Guide

1. What is consent?
2. What does consent look like?
3. What does consent not look like?
4. How can you give consent to another person?
5. How can you ask for consent from another person?
6. Why is understanding consent so important?

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