

consent is...
mutual active
respecting boundaries
comfortable
retractable
checking
willingly
given



Facilitator Training Guide

Welcome to the I Heart Consent workshop facilitator training guide

Introduction

The I Heart Consent workshop facilitator training programme is an NUS Women's campaign initiative which aims to support the creation of positive, informative and inclusive conversations about sexual consent in universities and colleges across the UK.

The I Heart Consent Campaign aims to:

- Educate students about consent in order to help create educational and social environments which are happier, safer and more inclusive.
- Combat rape culture and victim blaming by tackling myths, rectifying problematic perspectives of consent and helping students understand that sexual activity without consent is a crime in which only the perpetrator can be blamed.
- Empower students to create a positive consent culture by taking part in advocating access to inclusive sex and relationship education in universities, colleges and in schools.

Developing confident student facilitators is a key part of the programme. We believe that peer-led workshops create a more accessible learning environment to talk about sexual consent and healthy relationships.

This guide helps you to train students to be able to facilitate engaging and informative discussions that encourage a healthy view of sexual consent and challenge harmful misconceptions.

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1. Developing your Consent Programme

Before you begin planning your training programme for workshop facilitators it's important that you have a clear idea about what your general consent education programme is going to look like. You should consider the following things:

- **Who** – Identify which students will be taking part in consent workshop (i.e. freshers, sports captains, society presidents) and how many.
- **When** – Choose the day(s) that you plan to host the consent workshops.
- **Where** – Make sure that the location(s) planned for the workshop is accessible and appropriate for interactive activities and discussions.
- **Time Scale** – Decide on how long the consent workshop is going to be. The I Heart Consent workshop outline is two hours long, however if you don't have a time slot that long you may need edit the workshop outline. For consent workshops to be successful they should be least an hour long.

Shaping your consent workshop

NUS has a ready-made outline and materials for consent workshops, but you might find that due to time or the type of audience, you may have to edit this workshop. Here are some tips on editing workshops:

- Have a meeting with some students and SU staff and go through the workshop outline with them to decide what can be edited.
- Make sure you keep fundamental aspects of the workshop like the mythbusters.
- If you need to make drastic cuts, the first thing you should look at shortening are introductory things e.g. you could hand out mini agendas with the aims of the workshop instead of talking through them. You could also have people just go around and say their names and what they study rather than a full on icebreaker.
- You can also split the workshop in half and hold it across two sessions. The first half/session could focus on interactive discussions around consent and the second half/session could focus on campaigning on campus.

Recruiting facilitators

Finding keen students or staff to facilitate consent workshops can be a challenge, so you need to develop an engaging advertising strategy to get the applications in.

When advertising for facilitators remember to be clear about:

The role of the facilitator	Support and training the facilitator will get	What's in it for them
<ul style="list-style-type: none">• To promote and organise consent workshops in their unions• To deliver accessible and inclusive workshops• To support workshop participants to plan and deliver activities that promote awareness across campus• To help gather feedback from participants• To work with and support other facilitators• To keep up to date with developments in I Heart Consent	<ul style="list-style-type: none">• Training on facilitating safe and inclusive workshops, information about consent and a walk through of the workshops agenda and activities. During the training they should also have the opportunity to practice delivering parts of the workshop.• Materials - All facilitators receive a guide, which also includes information and ideas on campus action.	<ul style="list-style-type: none">• Becoming an I Heart Consent facilitator is a great opportunity for students to develop their knowledge and understanding of issues around consent culture and rape culture and to play a part in helping others understand and create change on campus. It's also an opportunity for students to develop their skills and confidence as a facilitator and get to know others by working together as part of a facilitator team.

Feedback

Collecting feedback throughout the programme is key to monitoring the quality of teaching and learning. The feedback you receive can also be used to report to your institution on the impact of the workshops on campus.

NUS has designed feedback forms for facilitator workshops and for consent workshops. The questions in these forms can also be used for online questionnaires, which might make data collection easier.

Peer Support

It's common for facilitators to feel nervous about running consent workshops and to want further support after training and spaces to share their thoughts, concerns and tips with other workshop facilitators. You can provide this space through social media forums or on campus in the run up to and after workshops.

Dealing with disclosures

Creating discussion spaces where people can learn about what consent is and what it isn't may trigger memories of past experiences for some participants. However, becoming a facilitator doesn't mean you are qualified to deal with disclosures. It's important to prepare workshop facilitators for disclosures by providing them with the knowledge and materials to be able to signpost students to relevant support services on campus and in the local area.

One thing you could do is create consent packs to hand out to all students after the workshop - with sexual health information and freebies, as well as information about where to go for survivor support.

Facilitators may experience disclosures in their workshops – where people share previously secret and difficult experiences. It's important to equip facilitators to handle these appropriately

2. Consent 101

What is Sexual Consent?

The Sexual Offences Act 2003 (England & Wales) and The Sexual Offences (Northern Ireland) Order 2008, says that a person consents if they agree *"by choice, and has the freedom and capacity to make that choice."* In the Sexual Offences (Scotland) Act 2009, consent is defined as *"free agreement"*. Therefore, sexual consent can be defined as - the agreement to engage in sexual activity with the freedom and capacity to do so.

How does the law define rape and sexual assault?

- Rape: the penetration of the vagina, anus or mouth of another person with a penis without consent
- Assault by penetration: the penetration of the vagina or anus of another person with a part of their body or anything else without consent
- Sexual assault: sexually touching another person without their consent

Why is consent education important?

Consent is necessary in all sexual activity. Teaching people to acknowledge and respect other people's personal boundaries can help create a society where no one feels ashamed to willingly engage in, or to reject, sexual activity. Consent education is also important in building healthy and respectful relationships, good sexual health and protecting potentially vulnerable people from harm.

Learning about consent is also vital to combating 'rape culture' (defined below) and supporting survivors of sexual assault, by helping people to understand that sexual activity without consent is a crime, where only the perpetrator can be blamed.

What is Rape Culture?

Rape culture is a term used to define a culture in which sexual abuse is condoned and normalised through societal attitudes, images and practices. Common examples include casual references to rape or attempted rape in song lyrics, 'jokes' and 'banter' about rape, and 'victim blaming'.

What is Victim Blaming?

Victim blaming occurs when responsibility and blame is placed on the victim instead of the perpetrator. These attitudes and myths can be seen in views such as "women provoke sexual assault by the way they dress and act" and "if the victim didn't scream, it wasn't rape." This can have a negative impact on victims who want to seek help, due to fears of being judged and blamed for what has happened to them.

Sexual Consent - not always enthusiastic

When discussing consent we must take into consideration the fact that people have different feelings and emotions towards sex. There are many people who for various reasons consent to sexual acts, even though they might not necessarily enjoy the activity, or show typical signs of enthusiasm. For example, an asexual person (someone who does not experience sexual attraction) who is in a sexual relationship with an allosexual person (someone who does experience sexual attraction); or a sex worker who is with a client; or people who are purely having sexual intercourse because they really want a baby.

There are many people who for various reasons consent to sexual acts, even though they might not necessarily enjoy the activity, or show typical signs of enthusiasm.

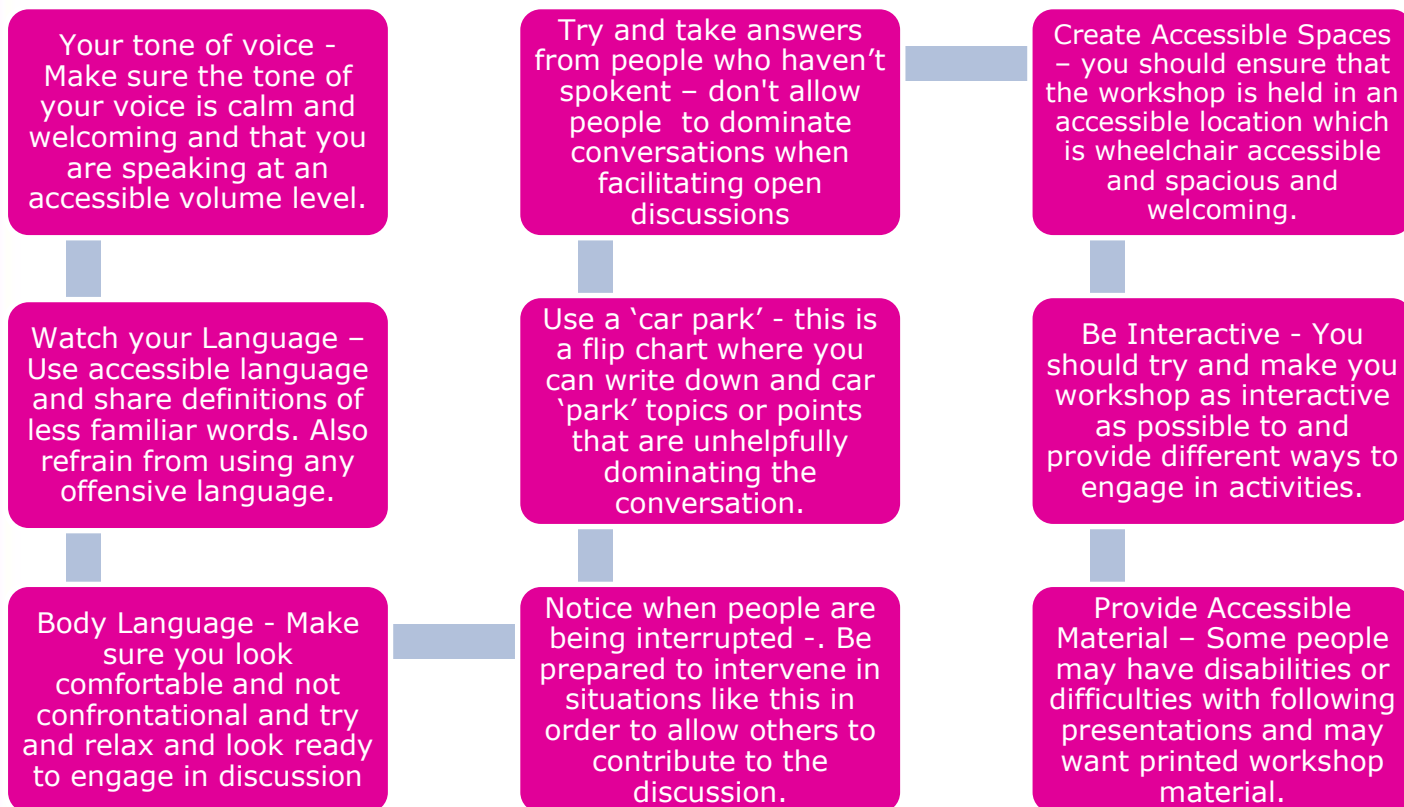
Also, some people who have specific learning and processing related disabilities may find communicating consent a more complex task and may not be physically able to display enthusiasm.

Not everyone has the privilege to feel enthusiastic about sexual consent but that doesn't necessarily mean that they lack the freedom and capacity to make that choice, it just means that wider conversations may need to be had about how to communicate consent to make sure everyone involved is clear and comfortable about the situation. Once people start insisting that enthusiasm is a necessary factor of consent, we begin to remove autonomy and invalidate the choices of these people.

3. Five Top Tips for Facilitating Learning Spaces

1. Be Accessible

Your behaviour as a facilitator is very important to the space and the discussions within it. Things that you should bear in mind are:



2. Be Inclusive

It's important to remember that everyone has varying experiences of sex and sex-education. Taking the following things into consideration when you are facilitating will help you create a more inclusive environment. Things to remember:

- Not everyone has had sex
- Not everyone is heterosexual
- Some people are asexual (someone who does not experience sexual attraction)
- Not everyone has had sex-education

3. Be Challenging

One of the aims of the programme is to rectify problematic perspectives of consent and in order to do this we need to be prepared to challenge common myths about consent and rape culture.

It's important to talk about and challenge misconceptions not only to make sure myths aren't reinforced, but also because discussions enable people to unlearn problematic concepts and form more healthy ideas of consent.

Here are some ways that you can challenge perceptions:

- Say again? - Ask open questions (e.g. Why do you say that? What does that mean to you?) to allow the person to fully explain their opinion and why they hold that view.

- Inform - You can counter problematic perceptions by providing factual information
- Open the discussion - you can deconstruct myths by exploring the problematic views of one person with the group as a whole by asking questions such as "How does everyone feel about x belief?"
- Confrontation - it might be necessary in some occasions to confront individuals outside during the break to talk to them personally about their views.

4. Use Trigger Warnings

Trigger warnings are used to inform people about potentially upsetting content, such as: sexual violence, self-harm, rape, etc.

If you are aware that something that you are about to discuss is potentially triggering, you should give a trigger warning before talking about the subject then allow a considerable amount of time for participants who want to leave momentarily to do so.

Example of how to give a trigger warning:

"Trigger Warning for the next section of this workshop where we will be talking about rape myths for 20 minutes. If right now or at any time you feel triggered by the discussion please feel free to momentarily leave the space"

You should explain this at the beginning of the workshop and also explain what trigger warnings are and how they will be used. It's also sensible to avoid talking about bad personal experiences or role playing bad experiences to prevent triggering members of the audience.

5. Use Ground Rules

Having ground rules or safer spaces policy is useful for making sure the discussions are as accessible as possible.

- Create ground rules with your workshop participants. This gives people the opportunity to also say what they might find triggering or inaccessible.
- Highlight the importance of respecting the rules that you've created as a group.
- After this is done, make sure you write these ground rules in a place where everyone can see (such as a poster on a wall).
- Make sure you stick to the ground rules and explain the consequences of breaking the rules.

If someone is really disrupting the space, unapologetically upsetting people and/or showing a complete disregard for the ground rules you should be prepared to ask them to leave the space in order for the rest of the workshop to take place in a safer environment.

Example ground rules:

- This is a safe space - don't be afraid to ask questions
- Don't assume other people genders and use and respect and use people's pronouns
- No offensive language
- Use trigger warnings
- Raise your hand when you want to talk
- Don't judge people on their opinions
- Don't make assumptions about other people's' past experiences
- Don't discuss bad personal experiences or role play bad experiences

It's possible someone will want to debate certain issues and challenge particular points. Whilst group discussion and reflection is important and helpful, you should ensure no one person dominates the session or prevents you from moving on to other aspects of the workshop.

4. Training Workshop Outline

Below is an **agenda** for a three hour training workshop.

1. Introduction (5 minutes)
2. Consent 101 (15 minutes)
3. Consent 102 (20 minutes)
4. Student Staff Misconduct (20 minutes)
5. Facilitating safer spaces (15 minutes)
6. Challenging perceptions (20 minutes)
7. Break (10 minutes)
8. Practice workshop (1 hour)
9. Peer feedback (10 minutes)
10. Wrap up (5 minutes)

Extra tips:

Print out workshop agendas

Prepare materials for activities in advance

Make sure that the room is suitable for an interactive workshop – i.e. enough space to move around, swap chairs etc.

Materials:

- Facilitator workshop slideshow
- Consent Workshop guides
- Workshop Feedback forms
- A flipchart and a marker pen
- Post-it notes
- Blu-Tack
- Large sheets of paper
- Pens

1. Introduction (5 minutes)

- Introduce yourself and your preferred pronouns
- Explain the aims of the workshop
- Read out the workshop agenda
- Explain what trigger warnings are and how they will be used
- Read out the ground rules
- Ask everybody to say their names and their pronouns

2. Consent 101 (15 minutes)

This section of the workshop aims to create a space where students can discuss their own definitions of consent.

A) Defining consent

To prepare for this exercise you need to:

- Get four large pieces of paper write one of the following questions on each of them.
- What is consent?
- What is not consent?
- What are the benefits of asking for consent?
- What is the point of consent education?
- Then place the pieces of paper in different spaces around the room

Task: Give the students five minutes to go around the room and write down answers on each piece of paper and then spend five minutes reading out what people have written. Make sure you challenge and explore definitions or examples that might be problematic.

Examples of answers:

- What Is Consent? - *comfortable, retractable, respecting boundaries, necessary, an active choice, conscious*
- What is not consent? - *pressured, under the influence, assumed, previous consent, being in a relationship*
- What are the benefits of asking for consent? - *clarity, consensual sexual activity, defined boundaries*
- What is the point of consent education? - *empowering people to make informed choices, preventing abuse*

B) Consent and the law

- Read out what the law says about Consent, rape and sexual assault
- Ask the class what they think about how the terms are defined in the law
- It's important for people to know how these terms are defined in the law. However we must be sensitive and respectful of how Survivors of abuse choose to define their experiences.

3. Consent 102 (20 minutes)

A lack of understanding about consent contributes to misconceptions about relationships, this feeds into harmful culture where sexual abuse goes unchallenged.

In the next part of the workshop we are going to discuss how positive and negative cultures about sex and relationships are created and what impact they have on society.

A) Rape culture versus Consent culture

To prepare for this exercise you will need to:

- Draw two huge trees on large piece of paper, title one of the trees the problem tree and the other one the solution tree, and stick them up on the wall
- Split the class into four groups.
- Give each of them a block of post-it notes.
- Read out the definition of a rape culture and consent culture

Rape culture - is a term used to define a culture where sexual abuse is condoned and normalised through societal attitudes, images and practices.

Consent culture - is a term used to define a culture where asking for consent, establishing and respecting personal boundaries is normalised through societal attitudes, images and practices.

Task 1: Give each group one of the questions below and give them five minutes to discuss and write down answers to the questions on post it notes.

- Group 1 What are the causes of rape culture?
- Group 2 What are the effects of rape culture?
- Group 3 What are the causes of consent culture?
- Group 4 What are the effects of consent culture?

Task 2: Next, ask one person from each group to gather their group's post-it notes

- Get one person from Group 1 to put their post it notes on the roots of the problem tree and read what their group came up with.
- Get one person from Group 2 to put their post it notes on the leaves of the problem tree and read what their group came up with.
- Get one person from Group 3 to put their post it notes on the roots of the solution tree and read what their group came up with.

- Get one person from Group 4 to put their post it notes on the roots of the solution tree and read what their group came up with.

B) Respecting Sexuality

Sexual orientation is to do with **who you** like and sexuality is about what kind of sex you like. Understanding consent is also about not making assumptions about people's choices and respecting everyone's boundaries. This also includes avoiding making assumptions about people's sexual orientation and making assumptions about people's sexuality because of their sexual orientation.

We live in a heteronormative world, this means that people often assume that everyone is heterosexual which means that people who are not, are sometimes put in situations where they are discriminated against and where their boundaries are not respected.

To prepare for this exercise you will need to:

- Split the class into five groups of people
- Give each group a flashcard with one of the following statements:

Homosexual Is a person is attracted to people of the same gender as them.

Bisexual Is a person who is attracted to more than one gender.

Asexual Is a person who has little to no sexual attraction.

Abstinence Is when a person chooses to not have sex for a certain period of time.

Celibate Is when a person chooses to refrain from ever having sex.

Sex Worker - is someone who engages in consensual sexual services in exchange for money

Task: Give the groups five minutes to discuss what assumptions people might make about that person's sexuality and how they may be discriminated against or have their boundaries disrespected. After five minutes, go around the groups and get people to read out there flashcards and share their thoughts with the rest of the group.

4. Student Staff Misconduct (25 minutes)

This is a discussion-based section, presenting information and getting the group to reflect on the issue and how it integrates with their current understanding and training.

When considering consent, we should think about how it manifests for students. There has been work on student-student consent issues but work on sexual harassment and assault towards students by staff members is a less visible issue. This is called student staff misconduct. This section of the workshop will discuss what misconduct is, the current statistics, and what that means when tackling consent on campus for students.

Task 1: Ask the group 'why do we use the term misconduct?' 5 minutes to talk about what they think it means and why use the term instead of others, e.g. sexual harassment or assault.

Task 2: Share the definition with the group and ask for their feedback. Total of 10 minutes, with 5 minutes to read through the definition slides and 5 minutes to discuss what this means, perhaps asking the following questions.

- How does the power imbalance complicate the notion of consent?
- Have you considered this as an issue for consent training?
- How do we navigate appropriate behaviours and unclear boundaries to everyone is safe?

Definition:

- We use 'sexual misconduct' to define a continuum of sexualised, predatory behaviours from staff to students.
- We're concerned with behaviours that are broader than harassment – which implies 'unwanted behaviour'
- In the context of HE, this means that power imbalance between staff and students complicates notions of consent
- In our research, we asked about a whole range of behaviours ranging from everyday forms of sexual misconduct to sexual assault and rape.
- Although some of these behaviours may not be sinister in intent, it's important to look at the whole picture.
- These behaviours should not be seen in isolation – they form part of a continuum of sexual misconduct.
- Low-key or everyday forms of sexual misconduct normalise a sexualised environment which makes more serious abuses more likely to occur
- They may exclude students who don't feel comfortable learning in this kind of space. This is more likely to be women and LGBT+ students – reinforcing already existing inequalities.

Student Staff Misconduct: the facts

These are the headline figures from the report. It is not prevalence study (so does not represent figures for the UK) but looks at behaviours and attitudes behind misconduct.

- We surveyed 1839 respondents and held focus groups with 15 students
- 41% of all respondents had experienced some form of sexualised behaviour from staff
- 1 in 8 of current students reported being touched by a staff member in a way that made them uncomfortable
- 35 (2.3%) current students reported non-consensual sexual contact by a staff member (sexual assault), while 9 reported a case of sexual assault or rape.

We found clearly gendered experiences and inequities with other demographic groups, which we believe is due to the power structures and patriarchal rape culture.

- 15.6% of women reported being touched by a staff member in a way that made them uncomfortable, compared to 7% of men.
- 22.9% of gay, queer and bisexual women had experienced being touched in a way that made them uncomfortable.
- Around 20% of postgraduate women experienced this
- Almost 8% of gay, queer and bisexual women and 7% of postgrad women had a staff member ask for sex

What next?

One of the recommendations from our report called for workshops on gender, power and consent for all faculty and students to raise awareness on the damaging and gendered effects of misconduct. We believe eliminating sexual misconduct needs a shift in behaviour and culture as well as policy. Ensure that the group knows that being a consent training facilitator is part of this process.

Other recommendations called for urgent review of reporting procedures, clear policies including updating sexual harassment policies to include misconduct in the definition, and better support systems.

These recommendations are like those we've long been talking about for creating better awareness of consent and tackling sexual harassment on campuses.

Task: Read through facts and figures and next steps. Consider framing the below questions to get the group to think beyond the single issue but how it is part of wider consent work.

- How can you integrate issue of student-staff misconduct in your consent awareness, training and activism?
- How can we ensure there is nuance and a cohesive picture of consent and misconduct?

Things to be aware of:

- This is a difficult issue because there is little consensus on what appropriate relationships are between staff and students. It is individual and nuanced.
- Overall 80% of respondents in our research were uncomfortable with romantic or sexual relationships between staff and students, but policies do not lay out the boundaries.
- As it is a continuum or spectrum of behaviours it is hard to tell (for yourself and others) the differences between close relationships and those that step over boundaries.
- Some attendees will not be aware of this issue, but there are resources including the [Power in the Academy: staff sexual misconduct in UK higher education](#) report that go into more detail.

5. Facilitating safer spaces (15 minutes)

The next exercise aims to get students to identify skills and behaviours that are needed to become an efficient facilitator.

To prepare for this exercise you need to:

- Get four large pieces of paper and write one of the following questions on each of them.
- What makes a good facilitator?
- What makes a bad facilitator?
- What makes a safe and accessible learning environment?
- What makes an unsafe and inaccessible learning environment?
- Place the pieces of paper in different spaces around the room.

Task: Allow the student five minutes to go around the room and write their thoughts and examples of the pieces of paper. Spend 10 minutes facilitating a discussion on what people wrote down.

6. Challenging perceptions (20 minutes)

One of the aims of the programme is to rectify problematic perspectives of consent and in order to do this we need to be prepared to challenge common myths about consent and rape culture.

A) Good and Bad ways of challenging opinions.

Task 1: Draw up a table with the two column headings 'Good ways' and 'Bad ways' and ask the students to give examples of good and bad ways of challenging opinions.

Example:

Good ways of challenging opinions	Bad ways of challenging opinions
<ul style="list-style-type: none">• Ask open questions to allow the person to fully explain their opinion and why they hold that view.• Provide factual information• Open the discussion - ask the class questions such as "how does everyone feel about x"• Private confrontation - it might be necessary in some occasions to confront individual out during the break to talk to them personally about their views.	<ul style="list-style-type: none">• Using insulting language• Targeting the person not their opinion• Completely shutting them down• Ridiculing people• Not acknowledging them

It's possible someone will want to debate certain issues for a very long time. Whilst group discussion and reflection is important and helpful, you should ensure no one person dominates the session or prevents you from moving on. You can use the 'car park' (see above in Five Top Tips for Facilitating Learning Spaces) to help move the discussion on.

B) Myth Busting Exercise

This is a student/facilitator role playing activity that should take about 5-10 minutes. The myths in the myth buster section of the consent workshop are needed to do this activity.

To prepare for this exercise you will need to:

- Announce a trigger warning for discussions of rape myths, some of them are homophobic and victim blaming.
- Put everyone into pairs - one person has to play the student and the other one has to play the facilitator.
- Give each pair a myth to work on, including the implications and facts.

Task:

- The student has to say the myth to facilitator. The facilitator now has 1 minute to respond in a negative way.
- The student repeats the myth and this time the facilitator now has 1 minute to respond in a positive way.
- Spend a couple of minutes discussing the difference between positive and negative reactions and what impact people think reactions have on rectifying problematic ideas.

Break (10 minutes)

7. Practice workshop (1 hour)

For the next exercise, the class will be delivering a practice consent workshop. They will only be delivering the below sections of the workshop, because the last section is quite self-explanatory and relies almost completely on group discussion without facilitation. Make sure everyone is aware of this.

If you have edited the consent workshop and it has a different outline from the original I Heart Consent workshop, you will have to alter the next task according to your new outline.

To prepare for this exercise you will need to:

- Split the class into four groups and hand out consent workshop toolkits.
- Allocate each group with the sections written below.
 - Group 1 - Introduction, icebreaker and Ground Rules
 - Group 2 - What is consent, Rape culture and Victim-blaming
 - Group 3 - Slut-shaming & Prude-Shaming & Respecting Sexuality
 - Group 4 - Mythbusters
 - Group 5 - Student Staff Misconduct
- Provide the groups with materials such as post-it notes, papers and pens.
- Make a feedback chart on a whiteboard or flip chart with the headings shown below.

Group 1	Group 2	Group 3	Group 4	Group 5

Task: Each group has 10 minutes to prepare their section of the workshop and 10 minutes to deliver it in front of the class like it's a real workshop.

After the 10 minutes prep, give each person 3 post-it notes and ask them to write the name of the other groups on them. Ask the class to write some feedback for each group on the post-it note as each group delivers their section.

8. Peer feedback (15 minutes)

Task: Ask each group to go up to the feedback chart and place the relevant post-it notes under the group names. Ask them to give feedback in the form of 'What went well...' and 'Even better if...', this helps to ensure the feedback is constructive and received positively.

Read out the feedback of each group and ask everyone how they felt delivering their section and how they thought things could be improved.

9. Wrap up (5 minutes)

This is a good time to try answer any questions anyone may have and talk about support groups for facilitators and how to signpost survivors.

End the workshop by thanking everyone for attending and by giving out feedback forms.

5. Useful links:

Asexual Visibility and Education Network - www.asexuality.org

AVA Project - www.avaproject.org.uk

Broken Rainbow - www.brokenrainbow.org.uk

Brook - www.brook.org.uk

Crown Prosecution Service - Rape and Sexual Offences: Chapter 21: Societal Myths
-www.cps.gov.uk/legal/p_to_r/rape_and_sexual_offences/societal_myths/

End Violence Against Women Coalition - www.endviolenceagainstwomen.org.uk

Rape Crisis - www.rapecrisis.org.uk

Sexpression UK - www.sexpression.org.uk

Sexual Offences Act 2003 (England & Wales) -
<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Sexual Offences (Northern Ireland) Order 2008 -
<http://www.legislation.gov.uk/nisi/2008/1769/contents>

Sexual Offences (Scotland) Act 2009 -
<http://www.legislation.gov.uk/asp/2009/9/contents>

Survivors UK - www.survivorsuk.org

The Havens - www.thehavens.org.uk

This is abuse -www.thisisabuse.direct.gov.uk

For more info on I Heart Consent visit:

Facebook: www.facebook.com/iheartconsent

Twitter: www.twitter.com/IHeartConsent

Tumblr: www.iheartconsent.tumblr.com