Hello. Let’s GO.

INTRODUCTION Sabrina

Hi, our people group is sexual health educators. Because their goal is to educate students, our goal was to create a better system to help facilitate their job first.

THESIS STATEMENT Sabrina

(so we don’t “lead them on”)

We created a program for all students to obtain a consent license (which will replace the age of consent). We looked very closely at models of drivers licenses and education systems in general, and this is what we started with…..

REQUIREMENTS TABLE Melissa

These are our requirements.

\*Pick out a few (maybe 2)..... And tell a story as to why we chose it, and tell the story of the person who led us onto that…\*

Motivations behind personas to explain why each takes each path, not just their jobs.

Similarly, a lot of these other requirements were chosen in this way.

*The requirements table evolved over time, as we saw the personas possibly taking roles within the framework of this program.*

DETAIL ABOUT PROGRAM Nathan

\*mention different debates/paths we had\*

Sex is dangerous, driving is too

At a certain age, government mandated curriculum

Fine?

Special focus on consent, safety, stds

Hope to address sexual assault statistics

Stigmatized,

Under-resourced,

Conflicting information

Bold, but the solution makes a lot of sense

* Just like license certification, consent certification has a standardized test
* Curriculum would include things like:
* License would look something like:
* Platform for teaching and certification testing would look like:
  + Also serves as a space people can return to for access to resources, like appointments and additional training.

\*interaction map\*

HOW IT AFFECTS PEOPLE Emma

\*go thru personas\*

\*interaction map\*

We outlined the journeys our personas might follow through the implementation and normalization of this program in our interaction map.

For Engaging Emily, this program would create the option of becoming a full time sexual health teacher, between her current job, and the sexual wellness certification center. The existence of a physical meeting space would create a community for educators to share resources and experiences.

Guiding Grace could be involved in this program as an administrator of a Sexual Health Education and Certification Center. Giving her a place where sexual health education is the priority means that she has the resources to do her job well, and the chance to enjoy those “aha” moments from students that make her job feel worth it.

Advocating Ally could be involved in the formation of this program by pushing governmental policy across, and raising excitement for it through the media. Once the program is implemented, she could be involved in making sure that the license is accessible and treated equally for all variety of people.

HOW THEY ARE **AFFECTED**

**Finally, we looked into how our stakeholders lives would be fundamentally affected by this program.**

Advocating Ally is more empowered because her work has resulted in change, and there has been progress in society. Now, there is opportunity for other activism instead of the same old topics she was dealing with prior.

Engaging Emily- is now a valued member of society, and has a widespread place to do her work. There will be more engaging emilys in the world due to demand.

Guiding Grace- no longer has to fight fires (like sexual assault) and the resources that shes worked so hard to create (like the sexual health centers) are being utilized.

Overall, we feel as though this program would have an impact on society and change the conversations we have around the topic

People would be able to make more informed choices about health as we hope to teach facts and not values and **energize the field of sexual health.**

Thank you.