Dear Stanford Community Member,

Welcome to your Starter Kit for Building a Consent Culture! Thank you for wanting to engage in creating a culture where boundaries are affirmed and caring relationships are valued.

First things first, what is consent? Consent can be nonverbally or verbally given and is not coerced, silent, or assumed on the basis of existing or past relationships. Consent is informed, ongoing, freely given, and mutually understood. Consent to one act does not automatically transfer to consenting to another act. Consent can be applied broadly to all interactions between people, which can include sexual activity and beyond. And this leads us to this starter kit, where we focus on how to integrate consent more broadly as a cultural norm.

This kit was designed to be utilized in conjunction with and/or after an in-person training from the SARA Office to foster continued conversations and the growth of tangible solutions. Please keep in mind that this kit is not an exhaustive list of ways to develop consent culture, but more of a starting place. In this kit, you are given 4 ways to create consent culture along with subsequent activities. We encourage you to apply these activities within your communities and make it your own.

As you read and use this kit, we invite you to reflect on these questions:

How can these tools be used to meet the unique needs of my community?

How will my community members be empowered to be involved to create consent culture?

As always, please reach out to the SARA Office if you have further questions/comments. We would love to partner with you as you continue to shape our culture into a more consensual one! Our contact info is as follows:

With gratitude,

SHARE: Education Team
saraoffice@stanford.edu || Sara.stanford.edu || (650) 725-1056 || Kingscote Gardens at 419 Lagunita Drive (Suite 220)
Refresher: Who is the SARA Office?

Vision: We believe in communities where everyone is empowered to express themselves and have caring relationships.


SARA Offerings:

Education
- Workshops/trainings
- Classes (e.g., Flip the Script, StoryCraft, Violence Intervention and Prevention)
- Campus-wide programs (e.g., Beyond Sex Ed, Take Back the Night)

Advocacy
- Navigate Stanford and off-campus processes
- Consult about options
- Coordinate accommodations

Response
- Coordination with key partners/support persons
- Partner in policy implementation
- Collaborate on institutional & cultural change

Let’s Chat More!
- saraoffice@stanford.edu
- sara.stanford.edu
- (650) 725-1056
- Hours: 9:30am-4:30pm (Monday-Friday). Due to our educational and outreach responsibilities, these hours may be subject to change on any given day. Appointments are highly suggested and are available by calling/emailing the SARA Office or using staff scheduling links on our website.

How do you engage with SARA?
- Request a training
- Seek a consultation for: programs, community change or response, & policies
- Schedule a chat with us to learn more about our office and Stanford and off-campus resources
- Partner with us to outreach to your communities
- Become a Peer Educator
- Share a story in StoryCraft on sexuality or relationships
- Participate in holistic healing workshops
- Gain support through advocacy

Training topics include:
- Building Consent Culture
- Upstander Intervention
- Relationship Violence
- Sexual Assault
- Stalking
- Gender-based Discrimination
- Sexual Harassment
- Intersectionality, Systems of Oppression, and Sexual Violence
- Healthy Masculinities
- Intimacy and Relationships
- Healthy Relationships
- Conversations about Sex and Sexuality
- Supporting Survivors
- Trauma Stewardship & Vicarious Trauma

*We honor diversity, inclusion, and intersectionality in all aspects of our programming and services.
4 Ways* to Create a Culture of Consent:

1. Community Boundaries: Set and communicate expectations of your community wants/needs (Pg 4-5).
2. Live the Upstander Life: A Look at the LIFE Model (Pg 6-7).
3. Intervention Strategies: Use intervention and norm setting strategies that support consent culture, which include:
   a. Non-Violent Communication (Pg 8).
   b. 4 Ds of intervention (Pg 9).
4. Follow Up: Revisit often and embed throughout continuous community and culture development (i.e. language, visuals, priorities, programs, response) throughout the year (refer to activity on pg 10).

*Okay, yes, maybe breaking it down into 4 ways may be a bit simplistic. If only it were that easy! So, let these be more like guidelines and a place to start from. In the end, this is a tool – it is up to you on how you wish to use it.
1: Community Boundaries

We invite you to practice this exercise of forming community boundaries within a community that you feel would greatly benefit from a shared understanding of community boundaries. A community can mean a variety of different things – interest-based, location, identity group, etc. – whichever the community you choose, we hope that this community conversation is a transformative one.

What are boundaries? Boundaries are limits and rules that are set to define the bounds of personal and community interactions. Boundaries can change across time & space and can differ across individuals, cultures, and communities. This activity seeks to reflect, develop, and affirm community boundaries (although this can be applied to personal boundaries within relationships). When boundaries are defined, we are living in the space of choice, instead of obligation. This is how we can integrate consent into our community norms. When developing and communicating boundaries, it is important to keep in mind how power dynamics, verbals/non-verbals, and intent vs. impact play out in supporting and/or challenging boundaries.

As you begin to reflect and develop your community boundaries, we invite you to explore the wide range of boundary types (i.e. material, physical, mental, emotional, sexual, and spiritual boundaries). We also invite you to reflect on the challenges in communicating these boundaries and possible solutions to assert these boundaries.

Please use the following questions to guide reflection before jumping into developing community boundaries:

1. Imagine what it would feel like to assert your boundaries. Ask yourself: How does this make me feel?

2. What are my benefits and challenges to asserting community boundaries?

3. Where do I have and not have power and influence within my community or communities?
1: Community Boundaries (continued)

Instructions: Take 3-5 minutes to fill this out individually. Once everyone is finished, discuss your responses with your group.

Follow up discussion questions: What are the differences & similarities? What do we want to establish as part of our agreed upon community boundaries? How can we continue to practice this throughout the year? How do we want to engage in addressing boundary violations?

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<tr>
<th>ESSENTIAL:</th>
<th>ACCEPTABLE:</th>
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<tr>
<td>What is essential to have and expect from others for you to feel safe and supported in your community?</td>
<td>What are you willing to accept? (perhaps it bothers you, but you are willing to let it go or address it later)</td>
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<th>DEALBREAKER:</th>
<th>BONUS:</th>
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<tr>
<td>What are you absolutely not willing to put up with? (perhaps you need to address this immediately)</td>
<td>Imagine your ideal community – what would it be like? feel like?</td>
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2: Upstander Intervention

**Bystander:** Anyone in the community who sees or hears about a behavior that could lead to something high risk or harmful. Every bystander faces the same choice: “Do I get involved and try to make things better? Or do I ignore the situation?”

**Upstander:** Anyone who makes the choice to intervene to try to make things better.

As a Upstander, what can I do? In order to intervene in a sustainable and intentional manner, we must ask ourselves the question:

“How do we foster a culture of upstanding to reduce all harms in a campus microsystem that has the capacity to passively reflect or actively disrupt our societal system of oppression?”

As a Stanford community member and a global citizen, we invite you to reframe the critical role of the Upstander as an individual that disrupts our systems of oppression by decreasing/ending the harm and violence produced through the ways we are socialized within this system. To support you in doing this, we invite you to live the Upstander life through the LIFE model (see figure on pg 5). This is a holistic approach to what it means to be an upstander that both intervenes in daily acts of harm (i.e. street harassment, bullying, sexist jokes) and periodic high-risk situations (i.e. situations that may lead to physical violence, sexual assault, relationship violence). It is a daily process of tuning in to self and others and intervening through the framework of privilege and oppression.

Curious as to how you can live the #UpstanderLife? Request a training by visiting sara.stanford.edu. For now, take a look at some intervention strategies that we utilize during the training on subsequent pages.
The Upstander LIFE model is informed and grounded in systems thinking, oppression, intersectionality*, multipartiality*, and socialization and the impact on intervention, efficacy, and response. Request a full 2-hour workshop by visiting upstander.stanford.edu.

Intersectionality*: the ways in which oppressive institutions (the -isms) are interconnected and cannot be examined separately (Kimberlé Crenshaw, 1989) and is largely used when discussing systematic oppression.

Multipartiality*: as opposed to impartiality, is a practice in intergroup dialogue facilitation that focuses on balancing social power, independent of and in contrast to dominant norms in society.

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3A: Intervention Strategy - Non-Violent Communication

To assist you in evaluating what you can do to intervene safely (the last step of LIFE, pg 7), there are two intervention strategies that you can use: Non-Violent Communication (NVC) and 4 Ds (Direct, Distract, Delegate, Delay).

For those who wish to provide feedback to a responsible party, NVC can be one tool to communicate your perspective. NVC is a 4-step communication process developed by Marshall Rosenberg and focuses on self-empathy, empathy, and honest self-expression. To learn more about how to use this intervention strategy, please request an Upstander Life Workshop by sara.stanford.edu/upstanderlife or emailing gpoon1@stanford.edu.
3B: Intervention Strategy - The 4 Ds* (Direct, Distract, Delegate, Delay)
For those who wish to intervene in the moment or slightly afterwards, the 4 Ds can provide the opportunity for you to choose the intervention option that is most safe & accessible to you.

- **Direct:** Directly intervening, in the moment, to prevent a problematic situation from happening.
- **Distract:** Interrupting the situation without directly confronting the one enacting the harm.
- **Delegate:** Seeking help from another individual (i.e. someone who has more social power or authority in the situation).
- **Delay:** Check in with impacted parties after incident occurred and continue with follow up.

*Please note: safety is always the utmost priority for all parties involved. Exercise caution for if and how to intervene with the appropriate tool when approaching any circumstance where risk to personal safety is a concern.

**Instructions:** Go through each scenario independently and/or collectively and discuss which 4 D intervention you could use. We invite you to be creative, list as many intervention examples you can think of, and know that there is not a singular way to intervene.

1. You think a friend or family member is in an abusive or unhealthy relationship. What do you do?
2. You’re at a party or out drinking. Someone nearby has had a lot to drink and is being harassed or manipulated by someone you think may do something harmful to them. What do you do?
3. You are in class when overhear a student give feedback to another student to be more “masculine” when presenting to increase credibility. What do you do?
4. You are studying in Old Union with a group of friends and someone says a sexually harassing comment to someone in the group. What do you do?
5. What other scenarios can you think of? Create 3 scenarios below and discuss what you would do:

To learn more about how to use this intervention strategy, please request an Upstander Life Workshop by sara.stanford.edu/upstanderlife or emailing gpoon1@stanford.edu.
4: Follow Up

Instructions: After going through this starter kit individually and collectively, we invite you to discuss and create goals to cultivate community accountability that centers consent culture within your daily, monthly, and yearly rhythms of life.

1. How can I integrate consensual cultural practices into my daily life? (Pro tip: Use the information, tools, strategies in this starter kit).

2. As a community, how do we continue to shape, uphold, & revisit our agreed community boundaries? Be as specific as possible and think about the existing structures (programs, meetings, visuals, policies/procedures, etc.) in place and structures that need to be in place.

3. Studies have shown that the probability of reaching long-term goals are significantly increased when we set a subsidiary goal (aka a goal that acts as a stepping stone to the long-term goal) that needs to be completed within 24 hours. Example: if my long-term goal is to foster a caring community, my subsidiary 24-hour goal is to talk with my friend about the importance of personal and community boundaries or to get a book on non-violent communication. We invite you to set this for yourself and share your responses with someone you feel supported by to ensure accountability.

What is my long-term goal, and what are my subsidiary goal(s) that I can do within 24-hours to step towards that goal?