

Public Interest Portfolio Project

The Teaching Consent Project



Presented to Dr. Kari Lundgren

PWR 215: Writing in the Public Interest

By Brette Bliss

December 5, 2018

Letter of Transmittal

December 3, 2018

Dr. Kari Lundgren,
3201 Campus Drive
Semen Hall 117
Klamath Falls, Oregon 97601

Dear Dr. Lundgren,

The contents of this portfolio include my white paper, identity sampler, advocacy sampler, and fundraising sampler. Of these documents, all are revised except the identity sampler.

The Teaching Consent Project aims to address sexual harassment in schools through teaching consent education curriculum and strategies to the most influential people in children's lives, their parents and teachers. TCP believes consent is best taught to all ages throughout development starting at a young age. Our nonprofit offers workshops for parents and teachers, as well as has open access teaching materials so anyone who wants to teach consent can.

The documents in this portfolio are all in the spirit of this sentiment. The white paper addresses the problem and solution in depth. The identity sampler outlines who TCP is and provides updates on TCP's progress in solving the problem. The advocacy sampler shows our audience what we believe and addresses the problem again while hinting at what we do. The fundraising sampler tells our audience how we are solving the problem and how they can help. All of these documents outline the importance of consent education and how TCP is solving the problems surrounding it in varying degrees of explicitness.

The revisions to the final documents are as follows,

White paper: I removed all references to "sexual bullying" and focused entirely on sexual harassment in schools, occasionally discussing how bullying contributes to the problem. For the figures, I added "refer to" tags and some descriptive text to sentences before the images appear. I changed almost all instances where I mention "America" or "Americans" to the "U.S." I added topic sentences to the headings "The problem", "Types of consent education", "why consent education", and "solution". I also proofread for any typos I may have missed and added more spaces between headings.

The Advocacy sampler: I added the sentence, "The Teaching Consent Project would like to thank you" to the first block to tie the letter to the editor content into the TCP. In the op-ed, I combined blocks to reduce redundancy, changed the characters in some of my sentences, and changed a few word choices throughout.

The Fundraising Sampler: I changed negative emphasis statements throughout. Where I say "Unfortunately we cannot" in regard to providing free materials to "We will need about \$10,000 to create, test, edit, and publish two open access online text books." This effectively removes the negative emphasis from the sentence, as well as provides a specific dollar amount. I used "we want" a total of five times in the letter, I changed the word choice for all of them. Finally, I added transitional language throughout.

Sincerely,



Brette Bliss
Founder, The Teaching Consent Project
2027 Herbert Street
Klamath Falls, Oregon 97601

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White paper

Preventing Sexual Harassment in School Aged Children through Consent Education

Teaching Consent Project: A White Paper written to advocate for funding towards consent education workshops for parents and educators.

Author: Brette Bliss

The Problem: Consent Education in the United States

Schools in the United States do not prioritize teaching consent.

In the U.S., the definition of consent is not standardized. Additionally, Consent is not included or discussed openly and in depth in sex education or health-based curriculums. Most U.S. students experience sexual harassment at some point in their education. To solve this problem, the Teaching Consent Project aims to provide consent education workshops to parents and educators to make teaching consent accessible and possible. The Teaching Consent Project's long term goals are to spread curriculum from our workshops to provide open access teaching materials for parents and educators so that consent education can become a normal part of education in U.S. schools and homes.

Defining Consent

Consent is defined differently in every state. There is no standard legal definition for sexual consent on a national level, nor is there consensus on how consent should be defined. Many states do not have set definitions for consent ("Consent Laws," 2018). California is the first and only state in the U.S. to legislate affirmative consent and defines consent as "positive cooperation in act or attitude pursuant to the exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved" ("Consent Laws," 2018). Affirmative consent is currently, the most descriptive and comprehensive definition of consent and many college campuses are beginning to adopt it. With that said, affirmative consent has yet to be adopted universally.

Due to a lack of consensus in U.S. Legislation regarding consent, there are no uniform or standard methods to teach consent. This lends itself to a lack of consensus on how to define consent in schools.

The definition of sexual consent should be standardized in its use in education and legal application. Additionally, the definition of non-sexual consent should be standard. Teaching consent is not only about sexual contexts we fear our children entering, it's also about teaching children to value and respect their own and other's right and abilities to consent.

Types of Consent Education in the United States

Consent Education is lacking in the U.S.

As the legal definition of consent is not standard or regulated, neither is sex education where consent should be taught. According to World Youth Alliance, The U.S. does not regulate sex education and every state has the right to choose whether they regulate sex education or not (Curvino, 2014). Katherine Stranger Hall and David Hall of the University of Georgia explain that states that do choose to regulate sex education have a choice between Abstinence-only sex education funding and Teen Pregnancy Prevention Initiative funding (2011).

Abstinence-only funding funds sex education programs that emphasize abstinence until marriage is the only accepted sexual behavior and omits other topics, such as consent. Consent is not taught in standard abstinence-only programs. Student are only taught how to refuse sexual advances.

The Teen Pregnancy Prevention Initiative funding, funds programs that targets groups that have higher rates of teen pregnancy. These education programs address sexually risky behaviors such as contraceptive use, level of sexual activity,

and STD/STI knowledge. Consent is not explored in depth in these programs and is often taught as “no means no”, if it is taught at all.

The organizations in the U.S. that teach consent outside of sex education curriculum generally focus on high school and college age students. The workshops are focused on consent in the context of preventing rape and sexual violence in older students. There is very little emphasis on teaching younger children consent to prevent sexual harassment or building on that knowledge in older students to focus on sexual consent and harassment.

Why Consent Education?

Consent Education can address the widespread cases of sexual harassment in schools.

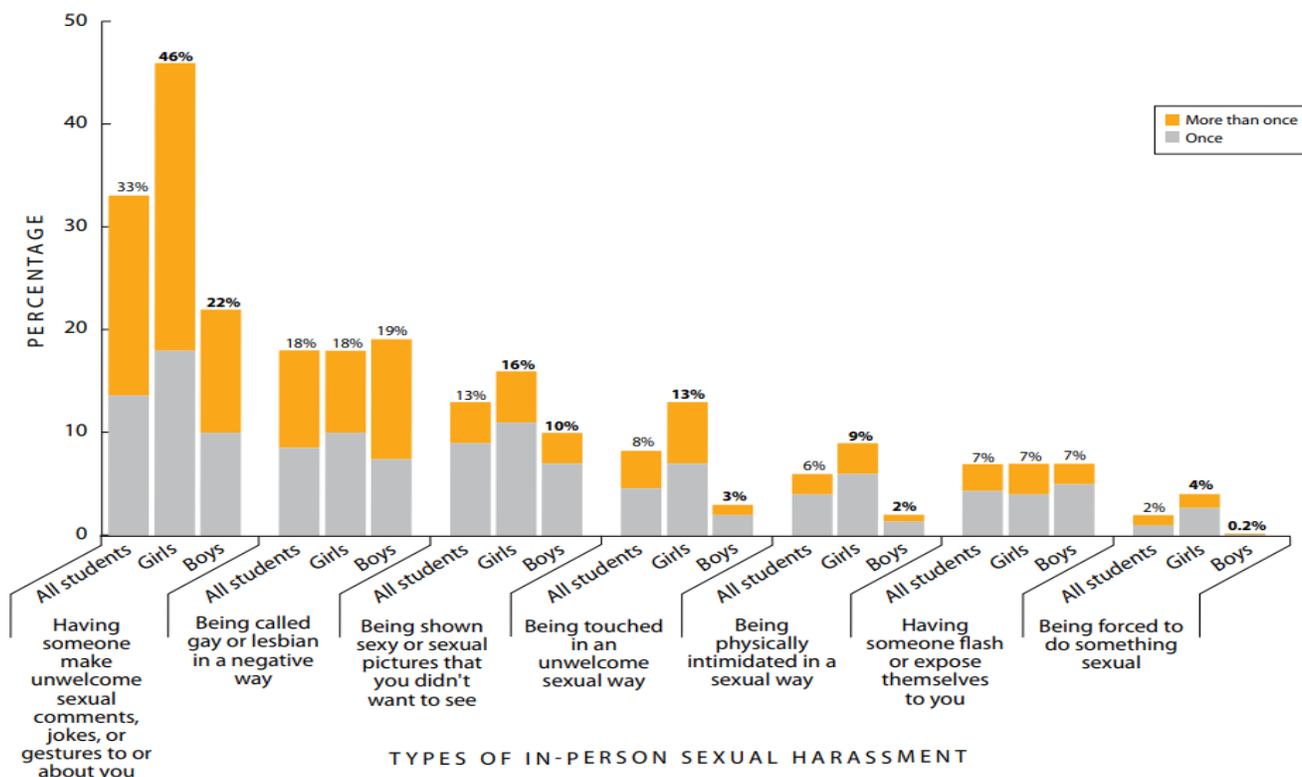
Sexual Harassment

Sexual harassment is characterized by the effect it has on the victim, whether the perpetrator intended harm or not (AAUW, 2011). Sexual harassment in schools primarily affects young girls, has deep homophobic elements, and is driven by gender inequality and norms.

Forms of sexual harassment and assault in children:

- Sexual comments, gestures, teasing, and threats
- Non-consensual physical contact (hugging, kissing, touching)
- Games that include kissing, touching, removal of clothing, etc.
- Jokes, threats, and comments rooted in sexism
- Jokes, threats, and comments rooted in homophobia

Refer to figure 1 for the most common forms of sexual harassment in schools.



Notes: **Bold** numbers indicate statistically significant gender differences at the 95 percent level. Base=survey respondents (n=1,965 students), 1,002 girls and 963 boys in grades 7–12. Source: AAUW sexual harassment survey, May–June 2011.

Figure 1: Types of Sexual Harassment Students Experience in Person, by Gender. This figure illustrates the most common forms of sexual harassment students experience at school (Hill & Kears, 2011).

Unfortunately, many cases of sexual harassment and even assaults in schools are categorized as bullying. Bullying is not against the law while harassment and violent assault are. Physical bullying, while uncommon, can become assault when the situation becomes more violent and under the right legal circumstances (“What is Bullying,” 2018). Sexual harassment and bullying in elementary school can translate into sexual harassment and assault in high school.

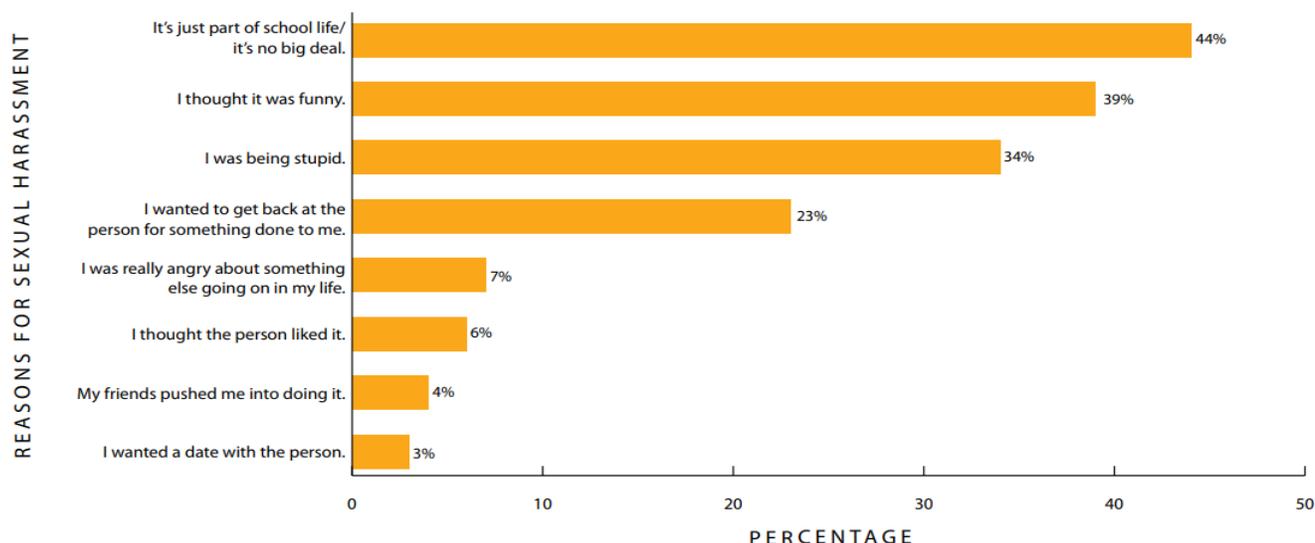
Who is Affected?

The American Association of University Women report that in the 2010-11 school year, 48% of grades 7-12 students reported being sexually harassed (Hill & Kears, 2011). Boys that are more likely to be sexually harassed and bullied are good-looking, are perceived as less masculine, or overweight. Girls that are more likely to be sexually harassed or bullied fit into any of these categories:

- Have more developed bodies than peers
- Are prettier than average
- Do not meet conventional beauty standards
- Are overweight

Additionally, students are sexually harassed over their race and perceived or known sexual orientation.

Students that sexually harass others disproportionately behave this way because they didn’t think what they were doing was serious. Figure 2 shows the most common reasons students reports ‘why’ they sexually harassed another student.



Notes: Base=survey respondents who indicated that they had harassed someone in person or online since the beginning of the school year (n=290 students), 135 girls and 155 boys in grades 7-12. Categories were not mutually exclusive, and students could choose more than one reason.
Source: AAUW sexual harassment survey, May-June 2011.

Figure 2: Why Students Sexually Harassed Other Students. This figure illustrates student's reasons for sexually harassing other students (Hill & Kears, 2011).

Students that are perpetrators often have been sexually harassed themselves. The normativity of sexual harassment feeds the cycle of harassment and violence.

Educating students on consent and what is and isn't appropriate behavior at a younger age could prevent or hinder the cycle of sexual harassment in schools by removing the normative elements of these behaviors. Students sexually harass other students because they do not understand consent and the implications of their actions.

Solution: Teaching Consent

Consent Education is integral to the development of children and should be taught to all ages throughout development.

The concept of consent is not inherently sexual and can be applied to health and social education of younger student groups just as well as older groups. Many forms of harassment behaviors are the result of not understanding or respecting consent. Teaching the opposite of these behaviors early can prevent the widespread harassment experienced by most children.

Teachers can use metaphors and age appropriate situations to teach the concept of consent. Where it wouldn't be appropriate to teach fourth graders consent in a sexual context, it would be appropriate to teach them consent regarding physical contact like hugging and verbal contact like teasing and commentary about other children's' appearances.

Students that already understand consent or have a basic understanding are more prepared to learn about consent in a sexual context as it builds off previously taught curriculum. Understanding and respecting when another student doesn't want to hug can be translated into understanding and respecting another student not wanting to have sex. Consent education builds on itself to enforce the importance and responsibility students have to get consent from other students. It can also enforce that comments, threats, or teasing, about another student's body or sexuality violates consent.

Consent workshops

The Teaching Consent Project asks for funding to host workshops for parents and educators to provide consent education and training in teaching consent to all student age groups.

The workshops for parents and educators focus entirely on talking about and teaching consent. Because consent is not a standard element of sex education or education in general, parents and teachers may feel overwhelmed or lost discussing and applying the subject at home and in classrooms. These workshops provide consent curriculum and strategies to teach the curriculum.

The Teaching Consent Project is based off the United Kingdom's UK Feminista organization and the Schools Against Sexism project. This organization provides workshops for young people and educators to teach consent (Teacher Training). This type of workshop is different from ones offered in the United States as it is tailored for elementary and high school (primary and secondary) students. The workshops offered in the United States are targeted towards college campuses with high sexual assault statistics.

UK Feminista offers full and half day training programs that the Teaching Consent Project can adapt to the needs of educators and parents in the United States. The Teaching Consent Project will not offer workshops for students. The project only provides consent education training for educators and parents because we at the project believe consent is best taught and reinforced by educators and parents over a period of time.

By holding workshops for both parents and educators, students can receive consent education at home or school. Parents have the option to receive workshop training and teach their children consent at home when their school districts not wish to include consent education in general curriculum. Parents and School Districts can apply for workshops with the Teaching Consent Project.

The example curriculum below includes strategies for teaching consent for parents and educators as adapted from established tactics for teaching consent, as well as types of strategies used in countries like the United Kingdom and Canada (Bell, 2017) (Campbell,2016).

Example of grades k-7 curriculum (ages 5-12)

Curriculum topics

- Body ownership
- Consent and physical touching (hugs, kisses, games)

- Consent and verbal and physical bullying
- Discussing respecting someone else's right to consent
- Practicing asking for and giving and refusing consent
- Establishing consent-based vocabulary so students can communicate exact details of harassment or abuse
- Identifying parts of the body using scientific language

Strategies

- Use direct messages and age appropriate examples to teach consent to younger groups of students.
- Use metaphors to teach consent to older elementary age students. Using metaphors and age appropriate examples of consent to educate young children about sexual consent removes the chance for addressing topics that may be inappropriate without prior permission in the classroom but still present the core messages of consent.

Example of grades 8-12+ curriculum (ages 13-18+)

Curriculum topics

- Defining consent as is legally defined by your state, provide other congruent definitions to further establish a specific definition of consent
- Discussing real world issues and applications of consent
- Discuss forms of consent and instances where someone cannot consent
- Teaching that getting consent is a priority and a responsibility
- Teaching students to accept “no” as an answer

Strategies

- Use direct messages to communicate the importance of sexual consent and how consent is asked for and given, denied, or revoked.
- Teach in mixed gender classrooms to garner a variety of perspectives and to discuss real world situations and the applications of consent.

Conclusion

If Americans want to reduce harassment in schools, then we need to start teaching our youth consent at a younger age. Not addressing harassment at young ages contributes the normativity of sexual harassment and assault in high schools and colleges. If we teach students that consent is a priority and a responsibility early on, they can apply that education to their adult lives. The Teaching Consent Project aims to create an education system in the U.S. that stops normalization of harassment of any kind, especially sexual. The Teaching Consent Project needs funding to develop research-based curriculum and the ability to disseminate that curriculum effectively through online, print, and workshop mediums.

Disclaimer: Teaching consent will not stop rape or other acts of sexual violence, as predators do not care about consent. Teaching consent in schools instead can help build a greater understanding for non-predatorial individuals who genuinely do not understand consent or specific nuances to consent to create more respectful and conscious individuals. The primary purpose of teaching consent is to prevent sexual harassment and non-violent assaults at a young age, which translates into sexual harassment and forms of assault in older student groups. Teaching consent and stopping the normalization of sexual harassment can also contribute to reducing sexism and rape culture in our society.

Resources

Bell, R. (2017 January 13). Why schools should say 'yes' to teaching consent. TES.

Retrieved from <https://www.tes.com/news/why-schools-should-say-yes-teaching-consent>

Campbell, M.(2016). 'No' means...pepperoni?. Maclean's, 129(12/13), 42-43

Consent Laws. (2018). In *RAINN*. Retrieved from

<https://apps.rainn.org/policy/compare/consent-laws.cfm>

Curvino, M., Grizzle Fischer, M. (2014). Claiming sex education is a right does not make it so: a close reading of international law. *The New Bioethics*, 20(1), 72-98.

Hill, C., Kearl, H. (2011). Crossing the line: Sexual harassment at school. AAUW.

Retrieved from <https://www.aauw.org/files/2013/02/Crossing-the-Line-Sexual-Harassment-at-School.pdf>

Sexual Harassment Versus Bullying. (2011 September 29). In AAUW. Retrieved

from <https://www.aauw.org/2011/09/29/sexual-harassment-versus-bullying/>

Stanger-Hall KF, Hall, DW (2011). Abstinence-Only education and teen pregnancy rates: why we need comprehensive sex education in the U.S. *PLoS ONE* 6(10): e24658.

Teacher Training. (n.d.). In *UKFEMINISTA*. Retrieved from

<https://ukfeminista.org.uk/news/teacher-training/>

What is bullying. (2018). In StopBullying.gov. Retrieved

from <https://www.stopbullying.gov/what-is-bullying/index.html>

Identity Sampler

Mission Statement:

Providing educators with tools to teach consent education to grow kind and respectful students.

Reflection:

I wrote two mission statements, and instead of picking one, I combined them. The first mission statement I finalized was “providing educators with tools to teach consent education.” The second one I wrote was actually my first attempt at a vision statement. When I was happy with it, I realized it was more of a second mission statement. It was “To grow kinder and socially aware adults through consent education. I like what I was trying to say, but not how I was saying it.

My nonprofit is education based. It provides education for teachers and parents, so they can educate children. I decided its mission statement needed to communicate both parts. My two mission statement ideas each communicated one part. I combined them, since the language was more or less the same in both. I kept the growth metaphor because I thought it was important to emphasize that teaching consent doesn’t happen once, it’s a process that happens over time while a student is growing up. I also only say “educators” in my statement because educators include teachers, school districts, education administration, and parents.

My mission statement is what we do, who we do it for (both educators and students), and why. It's on the long side. I'm sure if I were an actual organization of people there would be more input in the creation process that could have resulted in a shorter, more effective mission statement.

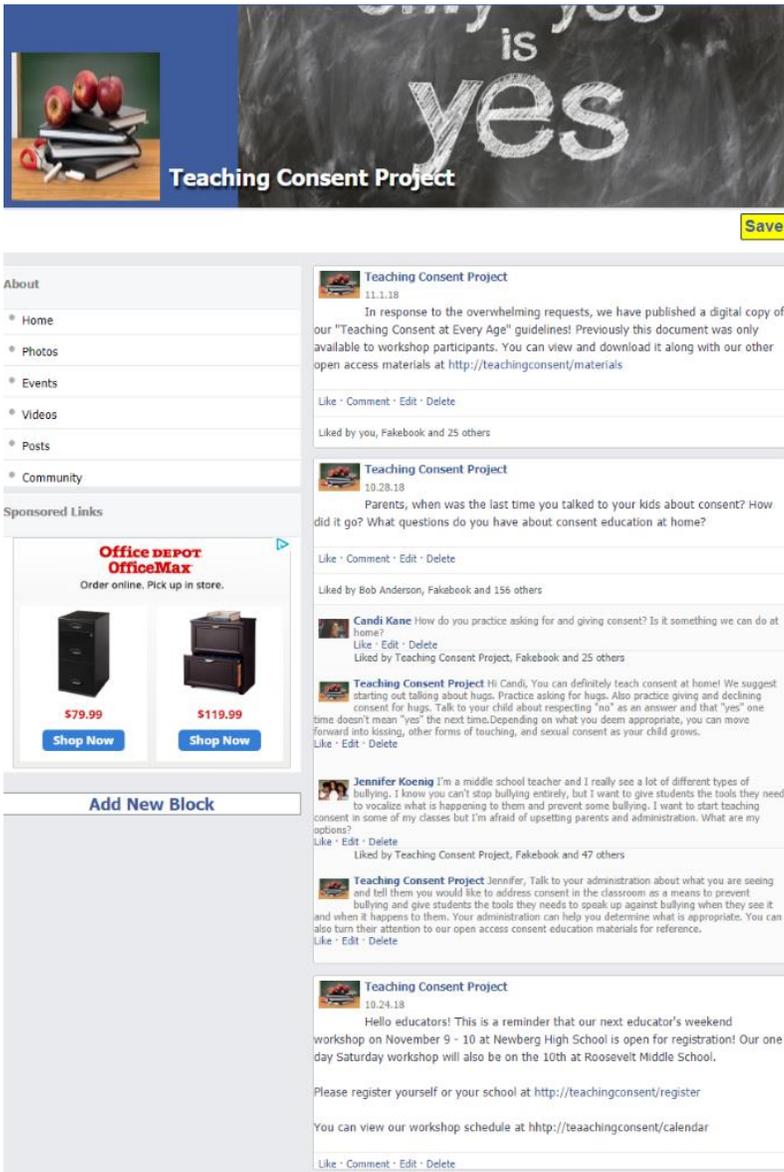
Vision Statement:

To foster kindness and respect in all schools

Reflection:

My original vision statement became part of my mission statement. I did keep some of that statement. My nonprofit is about education and teaching consent to students (through teaching their teachers). The long-term goal for my non-profit is to foster kindness and respect in all schools. I originally had “society” but that’s such a vague sentiment. What or who’s society? I decided to narrow the scope to schools, because that’s where my primary focus is. I added “all” to keep it future focused.

Fakebook:



The image shows a screenshot of a Facebook page for the "Teaching Consent Project". The cover photo features a chalkboard with the words "is yes" written on it, and a smaller photo of apples on a desk. The page layout includes a left-hand navigation menu with options like Home, Photos, Events, Videos, Posts, and Community. Below the menu is a "Sponsored Links" section for Office Depot and OfficeMax. The main content area displays several posts from the "Teaching Consent Project" page, including announcements about digital copies of guidelines, questions from users like Candi Kane and Jennifer Koenig, and workshop registration information. Each post includes a date, a "Like" button, and a "Save" button.

Reflection:

I modeled my Fakebook page after organization pages I am familiar with and others that I looked at. Fakebook isn't as updated as Facebook is so there are some limitations to creating an organization page as opposed to a personal page. I altered the "about" block and added tabs that are unique to community and organization pages. I deleted the "friends" block because it doesn't fit and organization page layout. Community pages have a list of members, but organization pages do not. I wanted to differentiate my page from community pages.

I did want to take a community approach to the type of content curated on the page. I posted two organization updates and a question for people who (might) follow the page. Question posts are a great way to get engagement, especially when you respond to the questions posed (otherwise what was the point?). I chose free stock photos for the cover and profile photos. I am not pleased with how they turned out, but I struggled to find relevant images that matched my message. Outside of creating a logo for my non-profit, I don't have images that feel appropriate and are aesthetically pleasing.

Twister:

twister

Don't forget to register for our upcoming workshops at <http://teachingconsent/register>

10.24.18 via Tweetdeck

 **TeachingConsent**
Teaching Consent Project

What questions did you have about consent growing up? Who answered them for you?

10.28.18 via Tweetdeck

 **TeachingConsent**
Teaching Consent Project

We have ma
Age materia
<http://teach>

11.1.18 via Tweetdeck

 **Teachi**
Teaching Conse

Reflection:

My twister posts correspond with my Fakebook posts. Because two Fakebook posts are updates, I “twisted” two updates that are the same message as on Fakebook but meet the shorter style appropriate for the medium. The twister post that corresponds with the Fakebook question post. It is not the same question. It is still a question but doesn’t necessarily require a lengthy response from the organization. It’s more of a “this was my experience” response from the audience, not a “please answer my question” response.

Advocacy Sampler

Letter to the Editor

Letter

Teaching Children Consent Should Not Include Teaching Them Shame

The Teaching Consent Project discusses the importance of not teaching shame with consent.

Nov. 9, 2018

To the Editor:

Re [“The New Birds and Bees: Teaching Kids about Boundaries and Consent”](#) (Sept. 27):

Bonnie J. Rough effectively provides readers with the argument to avoid shame in consent education. We should always teach children about their bodies and consent without including shame. The Teaching Consent Project would like to thank you.

According to BigTalk Education, children who know and value their bodies are more likely to report abuse and can provide accurate descriptions of the abuse. Rough said that teaching children shame through words and actions hinders a child's ability to understand consent, body autonomy, and their ability to report.

Teaching Consent to children is incredibly important, and the younger the better. Rough provided approaches to teaching consent to children younger than six that are appropriate and allow children the opportunity to know and value their bodies; something most American children are never taught. Instead, we teach children that their bodily functions and parts are dirty and shameful. This hurts not only children, but future children, and the cycle repeats.

The emphasis on shame in sex education at home and in schools is detrimental to the wellbeing of children, thank you for addressing that so thoughtfully.

Brette Bliss

Oregon

The writer is the founder of the nonprofit education project, Teaching Consent Project

Op-Ed

“No” Isn’t Enough

We Have Failed to Teach Consent to Our Children

By **Brette Bliss**

Bliss is the founder of the nonprofit Teaching Consent Project

Nov. 9, 2018

What we have learned from the #MeToo and Time’s Up movements is that sexual assault and harassment are rampant in our society and until now, we hadn’t realized how normal we thought these instances were. These movements have given people the agency to say, “this happened to me too, and that’s not okay.”

While #MeToo and Time’s Up have shed light on the sexual based harassment, discrimination, and assault all people face, it has failed to provide us with a solution to this epidemic. #MeToo and Time’s Up have highlighted the need for consent education in America. Yet, why are we not acting and teaching consent to our children right now?

Consent education can help prevent many forms of harassment and assault. We need to make consent education our solution, and it needs to be implemented at a young age.

Teaching consent to our children over the course of their education can grow kind and respectful students, who will grow into kind and respectful adults.

Teaching Consent is much more than giving your kids the “birds and the bees” talk and saying, “no means no.” Consent is a responsibility we must instill in our children. It’s about giving them the tools and vocabulary they need to consent and ask for consent, as well as the agency to speak up when their right to consent has been violated.

Young children can learn consent in the context of hugs, games, and reporting abuse. Older children can build on that foundational knowledge to learn sexual consent, and the responsibility they have to get affirmative consent.

We have the right to consent to physical touch, to being exposed to sexually explicit media or body parts, to not being subjected to sexually explicit comments about ourselves, and the right to refuse to partake in any sexual act at any time regardless of relationship.

Teaching consent is teaching safety. How do we protect children and future adults from inadvertently hurting someone because they didn’t understand consent?

We teach them consent at various stages of their lives. It allows individuals to say something as soon as, or as their consent is being violated, at any age. It allows individuals to understand how to ask for consent in any context and how to assess their own and someone else’s ability to consent.

The biggest issue with addressing sexual harassment and assault in adults is that we are forgetting it also happens, and is happening, in schools. The American Association of University Women reported in the 2010-11 school year, 48% of grades 7-12 students reported being sexually harassed. That’s almost half.

Students that report sexually harassing other students, also report being sexually harassed themselves. This shows how normalized this behavior is. Students genuinely do not know when bullying crosses the line into sexual harassment and even assault.

Harassment is characterized by the effect it has on the victim, not the intent of the perpetrator. Students that don’t understand consent can’t possibly understand the difference between playful teasing and harassment or even assault.

Making teaching consent a priority can prepare students to respect and value their own right to consent, as well as others. This doesn't happen with one session of consent education. It happens while they are growing.

Teaching consent consistently throughout development can better foster a child's ability to understand and apply consent.

Parents can teach consent at home by reinforcing the importance of consent and its many applications as they deem appropriate for their child's age. Educators of young students can teach consent in the classroom. Educators for older students can include sexual consent in sex education and health classes.

If school districts incorporate appropriate consent education into every grade level, students can get the reinforced consent education they need to understand the responsibility they have to respect theirs and others' right to consent in all stages of their lives.

The Teaching Consent Project has been working to get consent education in schools through training educators and parents to prepare them to teach consent to all ages. We hope Americans adopt consent education at home and school in the ways they can.

Infographic

PREVENTING SEXUAL ASSAULT AND HARASSMENT AT SCHOOL

Teaching Consent Project

WHAT IS SEXUAL HARASSMENT AND ASSAULT?



Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment.

Sexual harassment becomes assault when intentional physical contact of a sexual nature is made. This includes unwanted and forceful contact, and rape.

HOW MANY STUDENTS ARE AFFECTED?



48% of students experience sexual harassment at school

All students that reported sexually harassing another student have been sexually harassed themselves

From 2011-2015, 17,000 reported sexual assaults were committed by students

TEACHING CONSENT AT SCHOOL

Teach Consent at every stage to denormalize sexual harassment and assault in schools

Younger groups:

- teach students about their bodies scientifically and accurately
- talk about consent and hugging, touching, and games
- practice giving and refusing consent
- talk about respecting others' right to consent



Older groups:

- define sexual consent as affirmative
- discuss real world issues and applications of consent
- discuss forms of consent and instances where someone cannot consent
- teach that getting consent is a responsibility
- teach how to accept "no" as an answer

TO REGISTER FOR CONSENT EDUCATION
TRAINING OR TO LEARN MORE, VISIT
TEACHINGCONSENT.COM

Fundraising Sampler

Brette Bliss

The Teaching Consent Project

2121 Farber Street

Portland, Oregon 97209

May 23, 2018

Guadalupe Deck

135 Angela Road

Fort Wayne, Indiana 46808

Dear Ms. Deck

Almost half, 48% of students, between 7th and 12th grade report experiencing sexual harassment at school. Additionally, students that report having sexually harassed another student, also report having been sexually harassed themselves. You might even remember sexual harassment and assault at your own schools. Your own children may be experiencing this.

This behavior is just as unacceptable in children as it is in adults and truly boils down to a lack of understanding of consent. Students must be taught consent starting at a young age. Students that understand consent are better prepared to recognize when their consent is being violated and how to report it. Students can also learn how to ask for consent, and how to give or decline consent.

Understanding and respecting consent should be an expectation in school, but right now, it is not. Collectively, we need to fix this, and the Teaching Consent Project is here to help.

The Teaching Consent Project aims to provide educators with the tools they need to teach consent education to grow kind and respectful students. Our project provides workshops for groups of parents and schools to give them what they need to effectively teach consent at home and in classrooms to all ages.

We believe teaching consent consistently over time is the best way to prepare students to understand and apply consent knowledge. The only way to do this, is to make sure educators (parents and teachers) at home and in the classroom are prepared to teach consent.

The Teaching Consent Project has been providing consent education workshops for five years now and some of our former attendees express the clear difference they see in their children and students after only a few sessions using our strategies and activities. We have hosted over 1,000 workshops in the United States.

Our Workshops are one and two-day weekend sessions that cover all age levels. School districts and parent organizations can register groups of 15 or more for workshops.

Our dedicated consent experts are all volunteers and cannot afford to pay out of pocket for traveling expenses multiple weekends a month. Workshop fees cover half of our volunteer's travel expenses.

Workshop fees are 50% of what it would cost our volunteers to travel to the workshop location. We rely entirely on donations and fundraisers to operate as an organization, and for workshop fees to get our educators where they need to be.



Figure 1: Attendees Mary and Alison practicing asking for, and giving or declining consent strategies for children



We cannot justify hosting workshops for fewer than 15 people as our volunteers must travel to and from workshops, and often long distances. This is a barrier to smaller groups of parents or teachers that cannot get their school districts to participate.

Many people who want to better their school districts and communities cannot access our workshop materials.

We aim to provide groups and individuals that cannot attend our workshops with the materials our consent experts use and teach from. Another reason for providing free materials is for our workshop attendees to have access to materials after their sessions. These materials include strategies for teaching consent to specific age levels, age appropriate activities, and how to include consent outside of sex and health education.

Our goal is for anyone to have access to the tools and strategies we provide at our workshops. To ensure there are as few barriers as possible to our project, we must develop open access, or free consent education materials that can be used by anyone.

In order to provide effective materials, we will need to fund creating, testing, and publishing these documents. We will need about \$10,000 to create, test, edit, and publish two open access online text books.

We ask for donations from parents and educators like you, to help us reach our goal to provide consent education materials to anyone who needs it. In order to educate kinder and more respectful students, we need the tools to do so. Not everyone is an expert on consent education, but anyone can be, and we will facilitate that.

Parents and teachers having access to free education materials can positively alter the lives of children. Your contribution can change the lives of so many children, maybe even your own. But we cannot provide free materials without the donations of dedicated parents, educators, and caring individuals.

Please donate today. You can contribute and learn more about us at our website, teachingconsent.com. We have also included a pre-paid, pre-stamped envelope for more traditional donations.

Sincerely,



Brette Bliss

Founder, The Teaching Consent Project



Figure 2: A group of attendees preparing for our affirmative consent activity

P.S. You can actively help us create free education materials. Your contribution will provide parents and teachers with open access consent education materials to ensure there are as few barriers to consent education as possible.

Thank-you letter

Brette Bliss
The Teaching Consent Project
2121 Farber Street
Portland, Oregon 97209

November 14, 2018

Guadalupe Deck
135 Angela Road
Fort Wayne, Indiana 46808

Dear Ms. Deck,

We at the Teaching Consent Project would like to formally thank you for supporting our mission to provide parents and educators with free consent education materials.

You can view the library of materials you helped create at teachingconsent.com/materials-library.

Your contribution has made it possible for teachers and parents everywhere to have access to our training materials, something we could not have provided without you and other compassionate individuals.

Our online open access materials library has been viewed by over 38,000 people since its launch in September. Documents like our “Consent Education for Children Ages 5-10” and “Teaching Sexual Consent in Sex Education” have been downloaded a combined 29,000 times!

You made this happen. We could not be more grateful for your dedication to teaching students consent.

Our next project is to provide grants for underfunded school districts that cannot pay the travel fee but still need workshops. Our workshops provide training that our documents simply cannot accomplish. We have many school districts that request workshops but cannot get our volunteers to their locations. We try our best, but we cannot cover 100% of travel fees every time a consent expert travels for the weekend. We are currently in the process of developing documents for grant requests. Soon, we can begin a campaign to fund these grants.

We are also searching for more volunteer consent experts. Our goal is to increase our team so that there are at least two volunteer consent experts in every state, making it easier for us to provide more consent workshops and keep the experts local. This will also keep travel fees down. Your dedication to the Teaching Consent Project makes you a prime candidate. If you are interested in volunteering with us, please contact us with the contact information below or inquire through our website at teachingconsent.com/become-a-volunteer.

Thank you for your continued support,



Brette Bliss
555-555-555

Founder, The Teaching Consent Project

Fundraising Insert

Hello From The Teaching Consent Project

Providing educators with tools to teach consent education to grow kind and respectful students.



The Teaching Consent Project team of dedicated and knowledgeable educators at our annual curriculum planning meeting

Meet Our Team!

The Teaching Consent Project is proud of our team of volunteer educators.

Our team of consent experts dedicate their time away from their families and careers to knowing consent laws and policies; knowing what's new in consent, sex, and bullying education; travelling to workshops; and creating curriculum for our workshops.

These compassionate volunteers love teaching and making schools safer for all students.

If you are interested in joining our team or contributing to our campaign contact us on our website.

To learn more about us and to contribute, visit teachingconsent.com