

Consent in the Performance Spaces

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Spaces of Acceptable Risks

**Spaces To
S.O.A.R.**

JOURNAL OF CONSENT BASED PERFORMANCE:

Focus on Impact, Not Intention: Moving from 'Safe' Spaces to Spaces of Acceptable Risk

by Laura Rikard & Amanda Rose Villarreal, Ph.D.

5 Guiding Best Practices

CONSENT

BOUNDARIES

DELOADED/DESXUALIZED

CHOREOGRAPHY

DOCUMENTATION

Consent

- Contextual
- Conditional
- Revocable

CONTEXT

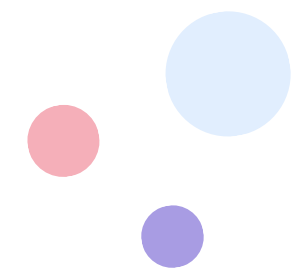
Process and Product focused spaces
for the Performing Arts.
Specifically: Acting

CONDITIONS

- The Acting Classroom in Higher Education
- Studio Training
- Rehearsal

REVOCABLE

Yes, however in this context there will
be consequences when revoked.



CONSENT \neq SURVIVAL

*Having informed requirements does not equate to survival.

Performer's Job:

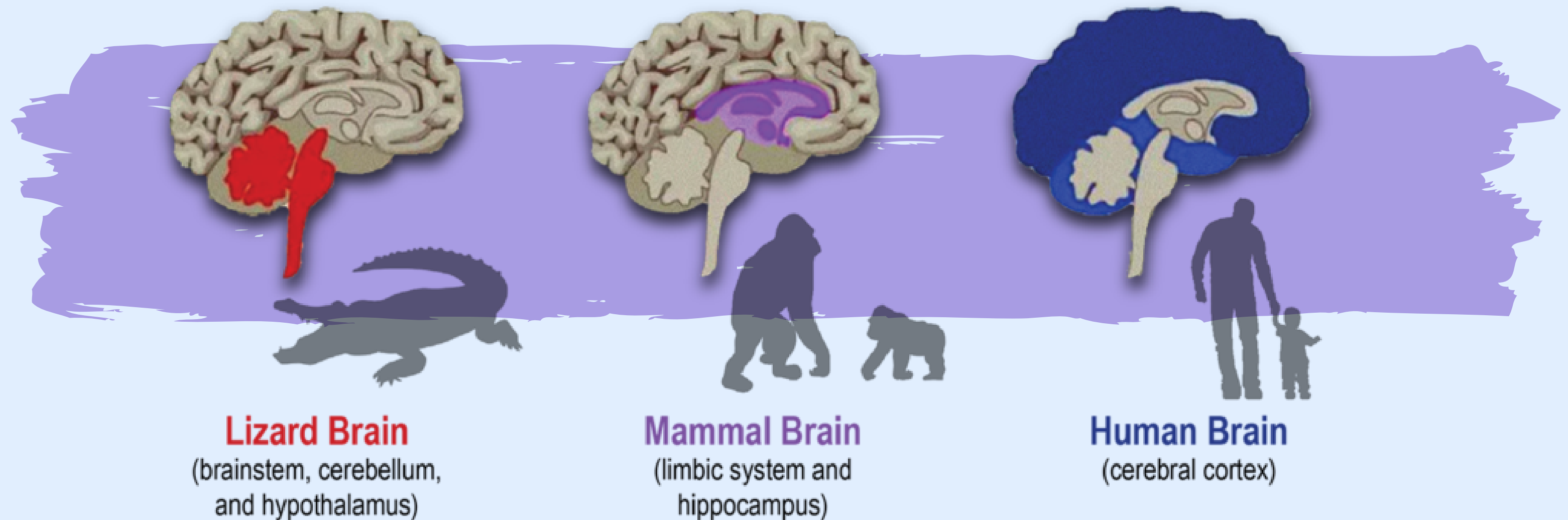
To poetize emotionally and physically the most uncomfortable moments of the character's life. To imagine living in survival mode while staying in control of their instrument.

Actor training is intended to build technique to accomplish this goal.



Survival Brain:

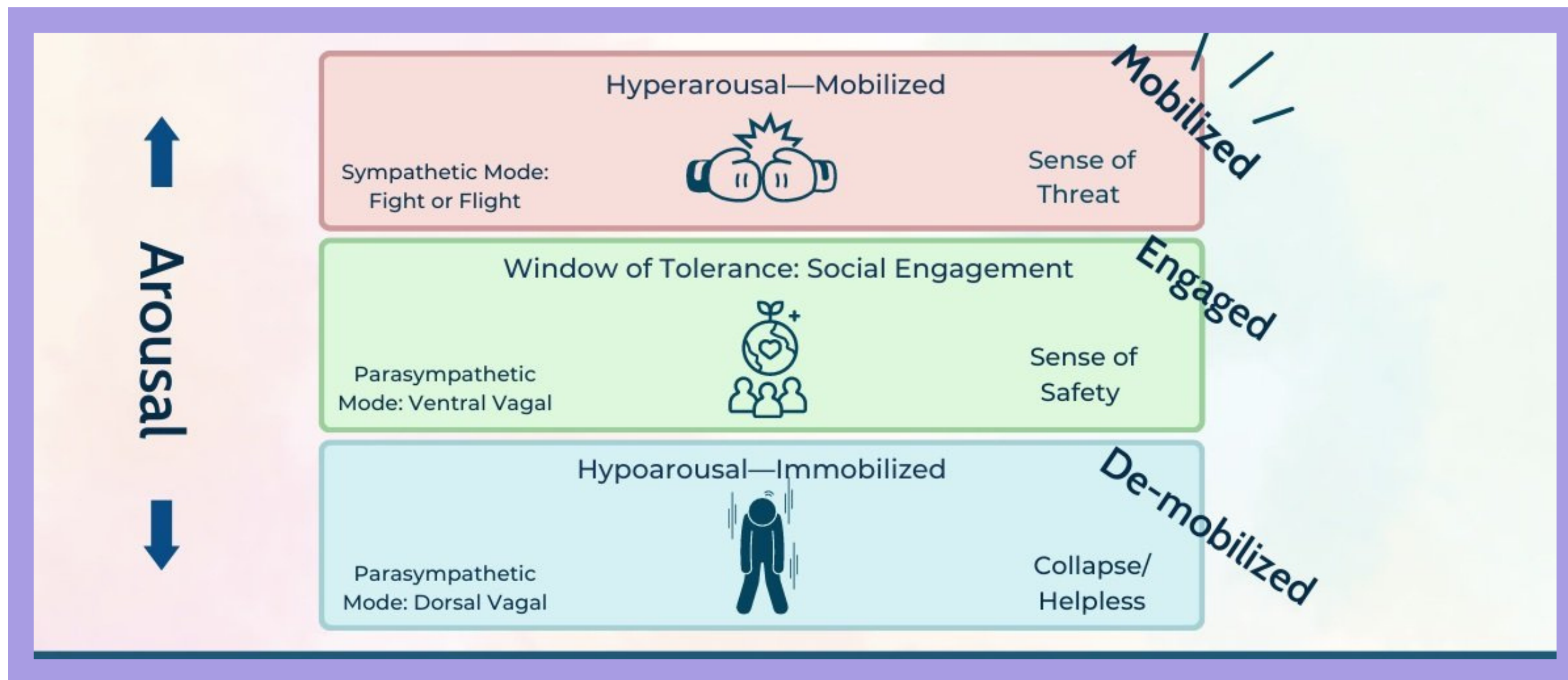
Flight, Fight, Freeze, Fawn/Alignment



[.com/insight/reptile-brain-strategy-why-use-it-how-counter-it/](https://www.insight.com/insight/reptile-brain-strategy-why-use-it-how-counter-it/)

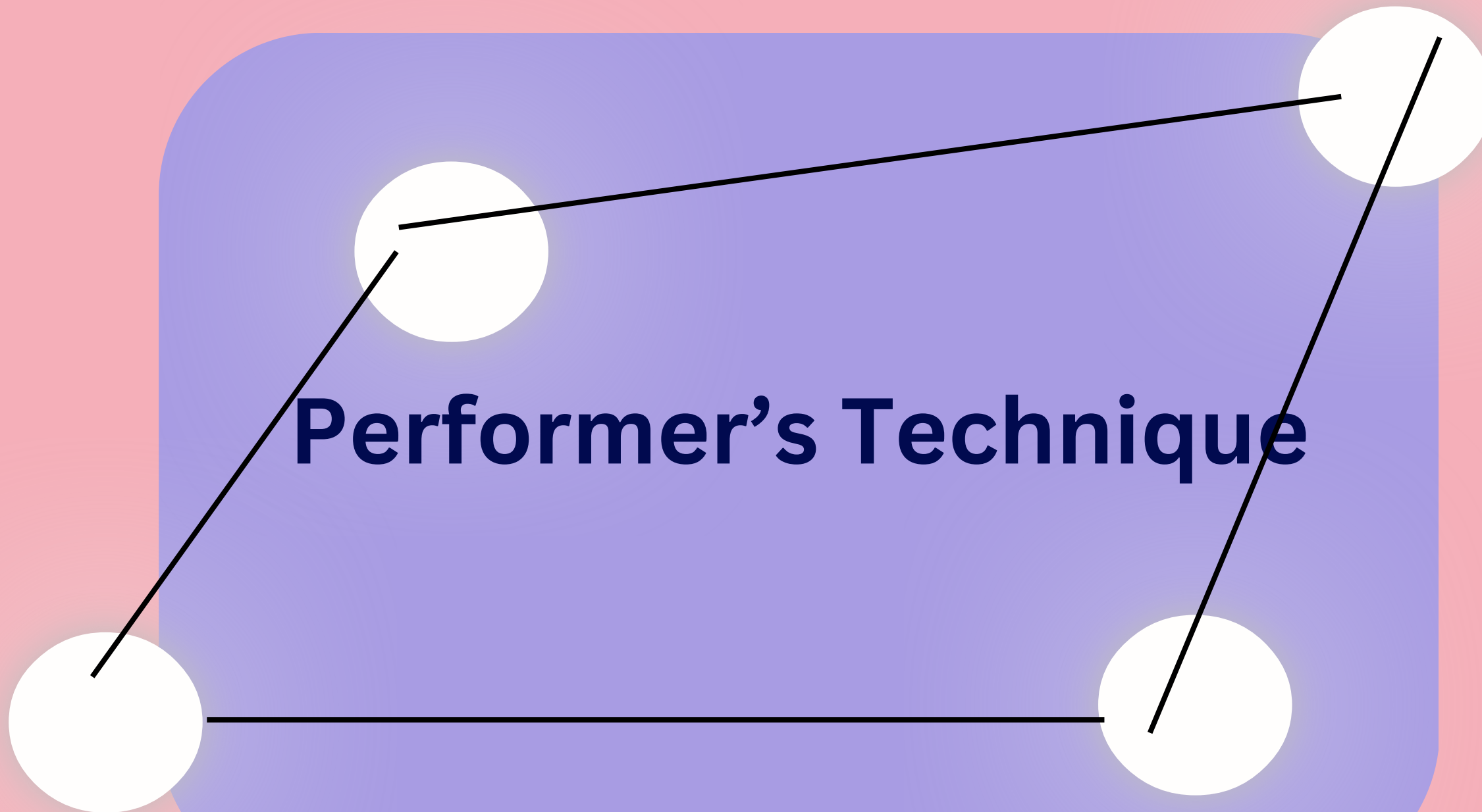
WINDOW OF TOLERANCE


DR. DAN SEIGAL



Character's Journey

Performer's Technique





5 Qualities of Consent in the Performance Classroom/ Rehearsal

FULLY INFORMED

Verbal & Non Verbal

**DECISION MAKING
CAPABILITIES ARE IN FULL
FUNCTION ORDER**

**ENTHUSIASTIC/AFFIRMATIVE
“YES”**

**REPERCUSSIONS FOR
REVOKING**



TIPS:

set up an expectation of Productive Discomfort

**“If you are
comfortable you
are not learning”**

Berné Brown

Boundaries

Comfort



OPEN Ended Questions

W

How is that working for you??

T

What do you think about that?

F

How are you feeling?



Fully Informing Tips

- **Step by Step Instructions**
- **State the Learning Outcomes**
- **State How You Guide (Instructional Touch Method)**
- **Remind Button & Double Tap (Self-Care Cue)**
- **Physical Expectation and offer Accommodations**
- **Verbal Expectations and offer Accommodations**
- **Establish Boundaries and Respect Boundaries**
- **Open Ended Questions (work, think, feel)**
- **Offer Options For A Different Way to Engage**
- **Offer an Option for Stepping Out**

More Tips

Offer a Class Survey at the Beginning of the Term

- Class Description with Instruction Descriptions
- Name Pronunciation/Nicknames?
- Pronouns
- State your main mode for communication. (Email, Text)
- What information they wish to let you know about their person that they feel will help you support them in the space?
- Thoughts on Material (i.e. scenes with no profanity, scenes with no touching or intimacy, etc.)
- They can wait to complete this form.
- Let them know what happens to this form.
- Have a course outline/ syllabus available at least two weeks before the class available, note that it will may after the first day of class.

Trauma

- **Trauma is subjective.**

- **Content Disclosure**

“Triggering” Mental Health diagnosis

“Activation” is proactive language and not a diagnosis

Resolved

Actors may want to connect and use it

Unresolved

Highly recommend not using it in the work

Rest/Digestable

Trauma that is resolved and still active

Teach by focusing on how to inform and equip the student to explore and discover.

Progress and/or leave behind shock and surprise methods of the past.



THANK
YOU



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