

Alaska Club Kink Education Policy

The Alaska Club Kink Education Policy establishes a set of guidelines and a code of conduct for kink educators, owners, and participating members. It provides practical guidance for navigating many of the ethical dilemmas we face and creates a framework for clear communication between all education participants.

This policy was adapted from the Kink Educators Code of Conduct (KECC) created by the KECC Collective (thekecc.org).

Educator Guidelines

Kink education is a niche field and much of what we do falls outside the expertise of existing professions. It is therefore inevitable and appropriate that kink education is largely the domain of *expert amateurs*. The lack of formal certification, however, requires us to be diligent about our educator expertise.

In order for students to practice informed consent, they need accurate information about risk. Because students lack the expertise to evaluate the information they are being taught, it is imperative that educators a) teach accurate information and b) clearly disclose their level of expertise.

Our goal is to provide high-quality education and give our students the information they need to make informed decisions about risk. We seek out educators who are confident and proficient in the topics they teach, being careful to distinguish between competence and confidence. We seek to ensure that every educator teaches within their area of competence and clearly communicates their credentials to students. We reject educators who have misrepresented or falsified their credentials.

The consent risks associated with using students for demonstrations mandate that we have clear standards for using students during demonstrations and we work closely with our educators to ensure they understand and follow those standards. If an educator requires volunteers, we encourage them to find suitable candidates and conduct proper negotiation in advance.

We actively promote a healthy consent culture at our events. We integrate consent into all aspects of our educational programs and ask our educators to include consent in every class. We also expect our attendees to follow by example and practice consent best practices.

Our mission is to make our events safe and welcoming to all attendees. The club has a zero-tolerance policy regarding bigotry or harassment at our events. We have a formal mechanism for reporting and handling such incidents, and our events have at least one staff member who is trained to handle the reporting process. See the *Alaska Club Kink Engagement Policy* for further details.

Educators who model poor practices in their classes or their personal lives can do substantial and lasting damage to a community. When the club approves you as an educator, it is providing you with a status, access to potential victims, and the de facto endorsement of the organization.

As a prospective instructor we ask that you consider the following information. Your answers are part of our vetting process and aid in our due diligence towards keeping our members safe.

1. Who is an accountability reference we can contact?
2. Have you ever caused a significant injury as part of your instruction. If so, please provide details of what happened and what steps you have taken to prevent further injuries.
3. Have you ever been banned from attending a kink or sex-related event, if so, please provide details.
4. How do you incorporate consent into your classes?
5. Will your class utilize others for demonstrations. If so, what are your processes for managing consent with them?
6. What is your experience with teaching this material? Do you have any relevant qualifications?
7. Have you read and agree to abide by the *Alaska Club Kink Education Policy*?

Educator Conduct

Educators must teach within their area of expertise. The educator will only teach material they thoroughly understand and is capable of teaching competently. If the educator teaches techniques that are contrary to commonly accepted best practices, they will clearly communicate that and explain reasons for doing so.

When teaching any topic in the domain of a particular profession—for example blood play, breath play, hypnosis, or any kind of medical play—the educator will explicitly tell students whether:

- a) they have relevant professional qualifications, or
- b) they have reviewed the material the educator will be teaching with a qualified professional, or
- c) they are teaching their own opinion.

Educators must act professionally. The educator will represent themselves honestly, giving complete answers to all questions during the booking process. They will provide complete and accurate information about experience and qualifications. They will be clear and up-front about their expectations regarding logistics and compensation. They will show up on time and be prepared to teach. An educators' conduct reflects on the club and behaving in a professional and responsible fashion while working is required.

Educators must respect each person's right to choose their own risk profile. The educator will not pressure anyone to perform techniques outside their risk profile. The educator will make it clear that students are welcome to audit any techniques they are not comfortable performing.

- a) If the educator is teaching high-risk techniques or activities, they will clearly communicate the risks involved and encourage students to negotiate in class before engaging in any hands-on practice.
- b) The educator will respect each venue's policies about high-risk activities.

Educators must treat everyone in a respectful manner and make them feel welcome. The educator will act in a professional capacity and will be accountable for their actions in accordance with the *Alaska Club Kink Code of Conduct*.

Educators must maintain professional boundaries during classes. The educator will clearly communicate the relationship agreements they have with any partners present to provide context for their behavior.

Educators must respect the privacy of the participants. The educator will not request anyone to share private information with them, nor will the educator make information available to themselves that should not have been shared with them.

Educators are expected to practice and demonstrate consent best practices. This includes, but is not limited to:

- a) Verbal or written agreements between all involved parties.
- b) An understanding of both the educator's capacity and the capacity of the other individuals involved.
- c) Keeping all parties fully informed, where everyone understands what is agreed to, and expressed with explicit agreement.
- d) Being consistent and continuous, where any doubt or confusion means stopping.
- e) Ensuring that all parties are free from: coercion; being forced; and are free of manipulation that could negatively impact their well-being.

Educators must be mindful of best practices when performing demonstrations. The educator will have a firm understanding of the power differential between educator and participant and will avoid putting any participant in a situation where their ability to give meaningful consent is compromised. Selecting and utilizing participants without prior negotiation may lead to consent issues.

It is strongly suggested that educators:

1. Utilize fellow educators or existing play partners for demos, or
2. Select a demo volunteer at least 24 hours before class and negotiate with them prior to the day of the class, explicitly describing what they are volunteering for and what risks are involved, or
3. Choose student volunteers during class using the practices described below to reduce the inherent risks.

The educator will not pressure anyone into volunteering. The educator will accept responsibility for taking care of student volunteers and respecting other people's right to freely discuss their experiences. They will never pressure anyone to keep quiet about their experience.

The educator will not retaliate against anyone for sharing their concerns with club management, either directly or via third parties. The educator respects everyone's right to hold private discussions about educators and venues.

Class Guidelines

A perfect educational experience can be difficult to achieve without the right tools. As educators, we want participants to come away from every class having "learned a lot", proclaiming that they "had a great time", that they "loved the instructor and the material", and would "highly recommend the class" to everyone interested.

The following key points will make classes great. And while not every class needs every item, consider how each one could enhance the student experience you are working to provide.

1. Be presentable. You are the focal point for more than an hour. Now is the time to wear the right outfit, fix your hair, wash your hands, etc. Your students are there for the material, but YOU are also the product.
2. Communicate well. Practice, at least once, what you are going to present to the class. Make sure the people in the back can hear you or make other arrangements (microphone, seating change, class size) ahead of time. A polished speech, without too many “um”, “uhhhhh”, or other common placeholders will go a long way.
3. Know your material. You are being placed in a position of authority. Saying “I don’t know” is a fine answer, but not to every question.
4. Engage with your audience. This can be as simple as making eye contact with each of them or creating a dialog by asking questions. The best instructors have a way to make the students a part of the experience.
5. Relate to your students, otherwise known as “know your audience”. Keep your presentation in their grasp. The material may be new, but everything else (vocabulary, anecdotes, examples) should feel comfortable.
6. Add structure. Classes need to open with an introduction. It needs to include who you are, what your qualifications are, who your accountability person/pod is. After that comes the content. Wrap it all up with a summary, Q&A, links to more information, etc.
7. Provide good content. Classes may include PowerPoint slides, videos, music, items to pass around, things to get up and do or other exercises, or a demonstration. Be sure you are providing more than a single slide for students to stare at for an hour.
8. Consider providing a handout, token, or other tangible item that students can take with them as a reminder of the class and material.
9. Provide breaks if the class is longer than an hour. Providing a snack is also advisable.
10. Plan to stick around after class for follow-on questions if possible.

Thank you for being an educator in our community!

This policy is considered a living document, subject to periodic review and updates as necessary. The parties involved acknowledge that circumstances may change, requiring amendments to reflect new terms, conditions, or additional provisions. Any amendments or modifications to this agreement shall be made at the discretion of the club management. Such changes shall be deemed effective as of the date specified of release, and all previous versions of this document shall be considered superseded.

Please contact info@alaskaclubkink.com for more information.