



THE HUNTING GROUND

HIGH SCHOOL CURRICULUM GUIDE

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DEAR EDUCATOR LETTER: KEEP YOUR STUDENTS AND SCHOOL SAFE

DEAR EDUCATOR,

Sexual assault is a national issue that threatens the safety of our schools and the productivity and development of our students. Consider these startling statistics:

- Approximately **1.8 million adolescents** in the United States have been **victims of sexual assault**.¹
- **35.8% of sexual assaults** occur when the victim is between the **ages of 12-17**.²
- **Teens 16 to 19 years of age** were **3.5 times more likely** than the general population to be victims of rape, attempted rape, or sexual assault.³
- In college, **1 in 5 women is sexually assaulted**.⁴
- Most often it happens in her **freshman or sophomore year**.⁵
- In the majority of cases (**75-80%**), **she knows her attacker**, whether an acquaintance, classmate, friend or ex-boyfriend.⁶
- Many are survivors of **“incapacitated assault”**: They are sexually abused while drunk, drugged, passed out, or otherwise incapacitated.⁷
- And although fewer and harder to assess, **5% of college men say they are survivors** of sexual assault.⁸
- An AAP study of young adults who are victimized in adolescence shows **increased rates of destructive behaviors** in these students such as substance abuse, depression, and suicidal ideation.⁹

As administrators and teachers, this issue demands our attention, as we can make a difference through the education of our students. *The Hunting Ground* begins this process as it tells the stories of young men and women who are victims and perpetrators of sexual violence, and presents unprecedented opportunities to effect social change. Through the viewing of this film and use of its curriculum guide, school communities will gain a clear understanding of sexual assault, its impact and prevention, and how to support those who are affected. Further, teachers and students will engage in substantive discussion and learning about:

- Healthy relationships and **consent**
- The relationship between substance use and **sexual assault**
- Sexual assault and its **impact** on individuals and communities
- Bystander intervention and **personal safety**
- How to **take action** and accelerate change to put an end to sexual violence
- How to seek support and **recovery** as a victim of sexual assault

The focus of the national media has been on sexual assault on college and university campuses, **Title IX** and the Clery Act. What many public secondary schools don't know is that they too are covered by Title IX. **The Department of Education's "Dear Colleague Letter"** reminds administrators of all federally funded schools of their responsibilities.

Sexual assault is so prevalent that the White House has created a task force with a mandate to fight sexual assault on all college campuses. ***These dynamics of sexual violence are playing out within our high schools as well.*** Preventative measures must be taken when sexuality is emerging, so that we can address this problem wherever and whenever it exists, as well as ***prepare our high school students for what they may encounter in post-secondary institutions.*** The CDC recommends that schools evaluate and implement effective curriculum on dating and sexual violence that is delivered to high school students in grades 9-12.¹⁰

The Hunting Ground centers on sexual assault on college campuses. The harrowing narratives of survivors, the testimony of experts, the coverage of school cultures relating to this issue, and how students are responding in constructive ways for justice will heighten the awareness of students, inspire preventative strategies and thinking, as well as motivate youth to join the fight against sexual violence. This is a call to action to which we must all respond to ensure our students thrive in their learning environments and beyond.

AFTER VIEWING THE HUNTING GROUND:

"The film wasn't shaming of men at all, it got me interested and inspired to help. What would be the best way for me to do that?"

- Senior High School Boy



"I want to know what colleges are doing to keep people safe now."

- Senior High School Girl

"It's just so confusing. Do I know the difference and if what I'm doing is wrong?"

- Senior High School Boy

"I was put in a similar situation and it helped to know that they were scared of being blamed too."

- Sophomore High School Girl

"How can I help?"

- Junior High School Boy

"Seeing those girls tear up and be short of breath got me so much more than a teacher saying, 'Kaylah got raped and it changed her.'"

- Junior High School Girl



HOW TO USE THIS GUIDE

As teachers, we are always looking for more time. Time to cover the next concept. Time to meet with a student. Time to grade a stack of assignments. In schools there are many competing interests for this valuable commodity; therefore, this Guide is structured into sections that can be taught within various school schedules and time frames. The first is specific to *The Hunting Ground* film. The optional subsequent units are designed to target the underlying issues that can lead to nonconsensual sexual activity, as well as lessons that represent what healthy sexuality can look like. Each lesson plan is complete within itself, as well as a stepping stone to another. You can do one, two or all of them. Like all effective curricula, however, the more attention you can allocate to encourage deeper understanding and breadth of learning to each concept, the greater the impact of the lessons.

Sexual assault is a sensitive issue to address. Know your students' capacity and make sure that what you select to teach is age appropriate. There are huge developmental differences among the high school grades. Common Sense Media suggests 15 as the minimum appropriate age to view *The Hunting Ground*. Many of the lesson plans, however, are appropriate for younger high school students. The curriculum is also particularly effective for peer advocacy group training.

Essential to each lesson is the creation of a safe space and context in which to have successful classroom conversation and fruitful instruction. Keep it "real." Teenagers need an environment free of judgment, guilt, shame, absolutes and ultimatums in order to share with open honesty. It will also be important to scaffold your lesson(s) so that you begin with those that are more simple and then progress towards those that are more complex and potentially

intense. Organize your time so that you can wrap up each lesson with a sense of closure. Studies show the benefits of combining various approaches to sexual assault prevention are most effective.¹¹ Lessons on the documentary, *The Hunting Ground*, sexual assault prevention, consent, and healthy relationships are included. Lesson plans incorporate experiential learning through projects, media, art, theater, critical thinking and constructive conversation. Finally, when the lessons you've decided to teach have come to an end, leave students with resources and ways to continue the conversation, access resources and take action.

OPEN EACH CLASS WITH THIS

With any conversation about sexuality in a classroom setting, it is important to communicate your intentions with transparency. Specifically, share that the conversation is happening because of your student's developmental age, the plethora of sexual images and innuendos teens are exposed to daily and because some students may be experimenting with their sexuality and relationships. Note that this does not mean that all students are or should be experimenting with and/or participating in sexual relationships. It is important to acknowledge that all people have an individual sense of "readiness" for engaging in sexual experiences, and that only that individual can know when the time is right for him or her. It is also important to be prepared and have credible information for making that decision.

In general, these lessons focus on how students approach their lives with integrity. The objective is to heighten a student's awareness of personal, interpersonal and community dynamics and impact; to encourage students to draw upon credible and medically accurate information to make decisions that honor their values and shape their lives in positive ways; and to inspire students to see problems as opportunities to do "the right thing," learn and grow.

Current neuroscience tells us that through neurological pruning and myelination during adolescence, teenagers are literally shaping their brains with how they "practice" their lives. David Mochel, of Applied Attention Consulting, beautifully illustrates this concept as follows: practice shapes your brain; your brain shapes your reality; everything is practice; you choose what you practice; and you don't get to choose the consequences. So be careful what you practice because you're going to get good at it! As an educator, you can encourage students to imagine their goals and dreams for the future, and then work backwards to figure out what they need to practice to reach those goals and dreams. Keep this orientation in mind whenever engaging in teen health education.

Should you be inspired, consider this opportunity to address additional aspects of youth development in your curriculum that will contribute to the social-emotional growth of your students and support the overall health of your community. The health habits teenagers develop in adolescence have implications for how they will treat themselves and others in their future.

In addition, it is important to note, when teaching about sexual assault, that the majority of perpetrators do not see their assault as "rape." It is important to be specific, when appropriate, and use the words "sexual assault" and "rape," accurately and whenever possible. Sexist cultural attitudes and unhealthy perspectives on sexuality too often support a mindset that normalizes and promotes a culture that facilitates sexual assault.

Finally, help your students understand that breaking the silence around sexual assault is paramount to bringing an end to it. Perpetrators of sexual assault count on the silence of their victims to avoid accountability. Survivors and their allies generate strength and intolerance when they step forward with their stories and stand together in solidarity. The insidious impact of sexual assault, like most dysfunction, thrives in isolation. Bringing this issue out in the open and educating students with a supportive, direct and honest approach will contribute to making our schools a safer place to learn and thrive.

POTENTIAL ISSUES:

Given the cited statistics, it is possible that there may be some students who have experienced sexual assault in your classroom. Should a student come forward and disclose that they have been assaulted, or suspect but are unclear that they have been assaulted, schools are responsible for supporting them. First and foremost, believe them. Be an empathetic and supportive listener. Promptly connect the student with the appropriate staff (School Counselor and/or Title IX Coordinator) and administrator for support and next steps. See the Department of Education's [Dear Colleague Letter](#) and [Know Your Rights](#) explanation for your school's moral and legal responsibilities should your school receive any federal funding whatsoever. Note that even private schools may receive such funding, for instance for federal lunch programs.

If your school is private or parochial, sexual assault that takes place under the school's jurisdiction falls under any sexual harassment policy that's in place. If it's known or suspected that the assault took place at home, and is a domestic situation, it is possible that the teacher, counselor, or administrator will need to report the situation to Child Protective Services. The parameters may vary from state to state.

Prepare by carefully designating someone who will receive any reports as a result of screening the film.

The film focuses on sexual assault survivors; it may also lead to questions regarding the rights of accused students as well. Many students and parents may request information about sexual assault and your school's policies. This is an opportunity to reinforce how your institution creates a prompt and equitable process and to describe the resources available for complainants and respondents. Be prepared to discuss your disciplinary procedures as well as your school's history of responding to these issues, your current efforts and opportunities for change.

QUALIFICATIONS NEEDED:

Given the difficult nature of discussing sexual assault, it is essential that teachers who implement these lessons be competent in a variety of skills. These include: classroom behavior management, effective group facilitation, multicultural competency and basic counseling. Ideally, teachers are experienced with addressing sensitive and challenging issues and comfortable teaching about health-related topics, especially sexuality and violence. Teachers must be competent in creating and maintaining a safe environment, in which students can explore, deliberate and wrestle with weighted topics that may conjure up vulnerability, judgment and awkward behavior. Consider collaboration/team teaching with the school counselor and/or dean of students.

"I said what was happening didn't feel quite right, and he said, 'Don't worry, you're doing great, I'm almost finished.'"

- Senior High School Girl

"I thought I wanted it but was so drunk I don't really remember."

- Sophomore High School Boy

"He told me that if I didn't give him oral sex, he would send the naked pictures of me to everyone at school."

- Junior High School Girl

RESOURCES FOR FACULTY INSPIRED TO TAKE ACTION

The Hunting Ground
Official Website

Faculty Against Rape

Coaching Boys Into Men

Not Alone

PRIMARY UNIT OF STUDY

VIEWING AND DISCUSSING *THE HUNTING GROUND*

UNIT I: *THE HUNTING GROUND*

LEARNING OBJECTIVES

- Recognize and understand the prevalence of sexual assault in teenage communities and on college campuses, and that this is not just a women's problem or a men's problem, but a human problem.
- Develop empathy for survivors of sexual assault and understand the lasting effects of sexual assault trauma.
- Recognize that men can be victims of sexual assault and the important role men play in being a part of the solution in ending sexual violence.
- Deconstruct survivors' stories to better understand how to stay safe by taking preventative measures.
- Inspire bystander intervention should students witness potential sexual assault.
- Navigate resources on how to report and recover from sexual assault and how to take action as an ally and a friend in combating sexual violence on high school and college campuses.

SUMMARY OF THE FILM:

The Hunting Ground takes audiences straight to the heart of a shocking epidemic of violence and institutional cover-ups sweeping college campuses across America. The team behind the Oscar®-nominated *The Invisible War* presents an exposé of the startling prevalence of sexual assault at U.S. institutions of higher learning. In raw and emotional interviews, survivors and their families share real-life stories that have become all too common. Those brave enough to report the crimes face disbelief, apathy, victim-blaming, harassment and retaliation from both their fellow students and the administrators who are charged with protecting them.

The Hunting Ground weaves in the story of two courageous survivors who are shining a spotlight on the alarming trend of universities and colleges to downplay and deny sexual assaults on their campuses. As they strike back using an innovative legal strategy, they gain momentum to inspire justice in the process.



SUGGESTED MINIMUM AGE: 15

TIME NEEDED: The DVD includes a 40-minute, 58-minute, and 106-minute version. Screen and choose which version you will show.

BEFORE VIEWING THE FILM:

To heighten awareness of students' preconceptions and possible misconceptions of sexual assault, ask students to write in response to the following prompts before viewing the film (15 minutes):

1. What is your understanding of sexual assault?
2. Who are the victims? Who are the perpetrators?
3. Describe what you think happens leading up to an assault.
4. If you have an image or scenario in your mind of where a sexual assault takes place or what happens during a sexual assault, describe it.
5. What do you think the short- and long-term effects of sexual assault are?

If you are interested in an optional extended pre-viewing activity, see Appendix 2.

AFTER VIEWING THE FILM:

Provide students with the opportunity to write again. It's helpful for students to take a moment to digest what they've seen and organize some thoughts so that they are ready to talk. Encourage them to answer the same pre-viewing questions before discussing as a larger group (15 minutes).

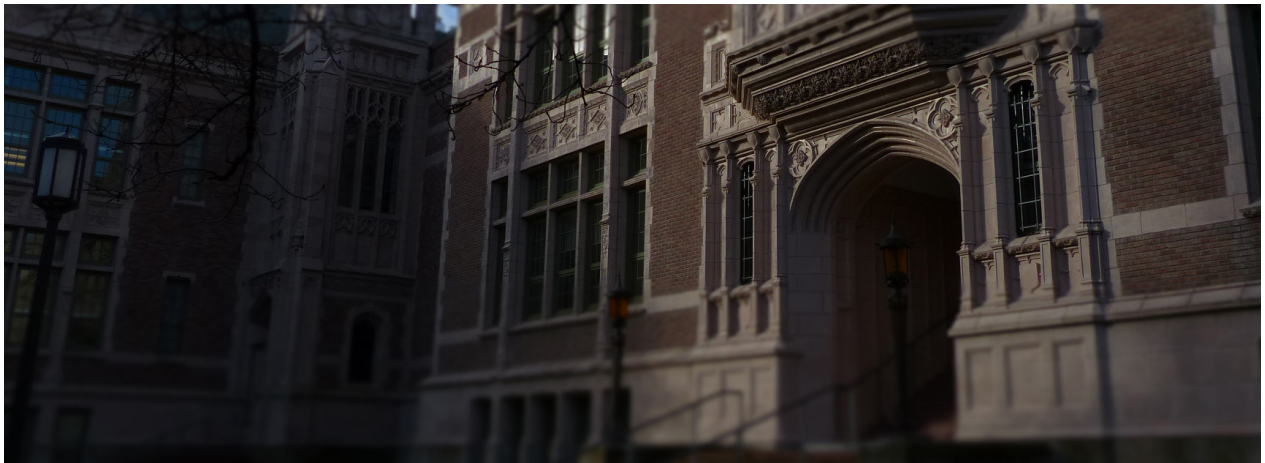


Photo credit: Chain Camera Pictures

LAYING THE GROUNDWORK: GUIDELINES FOR A SUCCESSFUL DISCUSSION

1. Think about the psychology of space. Organize the classroom so that students are in a circle and can see each other without obstruction. We encourage authentic discussion when students can connect visually and verbally.
2. Tell students that your intentions are to create a safe space for learning about a sensitive and challenging topic so that they can make healthy decisions and keep themselves and their friends safe.
3. Provide guidelines and explicit expectations for behavior. Come up with a short list of rules. The rules should be simple, but take time to explain the concepts. These should be posted or written where everyone can see them. It is important to go over each rule by asking students what they think the rule means and check for understanding. Ask students what they think is needed to manage the conversation as well. Their contributions and ownership is essential. After creating the collective guidelines, ask each student if he or she agrees and ask for each to provide you with an eye-to-eye head nod as you go around the room to show their commitment.
4. Be adamant that whatever guidelines that have been established will be upheld should the norms be disrespected.
5. Remind students that a public conversation is not the place to incriminate themselves or their peers or to speak about deeply personal experiences. Have them speak in hypotheticals and without specific students' names. Encourage them to speak with you privately if there is a need to reveal something that is not appropriate for the entire group to hear. Provide concrete examples so kids know what you mean.
6. Deal with conflicts as they arise. Be open and direct.
7. Encourage a variety of answers and ask conversation-building and clarifying questions (What's another way to explain that? How do you think that makes others feel? Help me understand what you mean by "X"?). Stay on topic. When students introduce a tangent, acknowledge what's said and guide them back to the primary topic.
8. Be mindful of student "air time." Encourage students to be aware of this as well. Make sure there is room for all social styles. Create the space and time for those who aren't usually eager to participate to contribute. Some students need an invitation to join in; it is up to them to respond or pass.
9. Avoid taking a stance. In your position as a teacher, you may influence students away from their true thoughts. Encourage students to form their own opinions through their conversation; however, it may be necessary, as the adult in the room, to share your opinion if the discussion becomes negative and unproductive, which shouldn't be confused with honesty.
10. Summarize and review points made when the conversation is coming to an end to provide a sense of closure. If there are open-ended concepts left unresolved, create written assignments that further explore the idea and provide credible resources to access more information.

SOME SUGGESTED EXPECTATIONS:

PERSONALIZE YOUR KNOWLEDGE: Encourage students to speak for themselves by using “I statements.”

SUSPEND JUDGMENT: Acknowledge how many people fear being judged for what they may say. Acknowledge that you are working together to create a space where students can be honest and sincere in the interest of learning how to make the community a healthy one for all.

Respect the process: This is an exploration. Be patient and generous with each other. Be present and engaged through active listening and not interrupting.

LISTEN TO UNDERSTAND: Be attentive to what someone else is saying. This is respect that all of us deserve and should expect for ourselves. Many times we immediately think of what we want to say in response to someone else's sharing. Suspend that initial impulse and hear each other out entirely. Use this opportunity to learn from your peers. If you agree with what they are saying, it gives you more to consider. If you don't agree, it can further define what you think is right. You benefit either way.

LEAN INTO DISCOMFORT: Conversations that have to do with difficult topics and sex can be uncomfortable. It's important to be resilient when confronted with awkward and challenging situations. These situations can yield the most growth.

LICENSE TO FUMBLE AND USE “OUCH”: Acknowledge that these conversations may be challenging and that it’s okay to make mistakes. If someone says something that is offensive to another, simply say the word, “ouch.” Pause in that moment and mediate the issue.

CONFIDENTIALITY: It is unrealistic to expect that no one will repeat personal sharing that takes place in the classroom; however, it is fair to expect that students will not violate others' vulnerability by gossiping, trash talking, mocking or ridiculing what others have said.



Photo credit: Chain Camera Pictures

QUESTIONS FOR LARGE-GROUP DISCUSSION

MINIMUM TIME NEEDED: 40 MINUTES

How much time you need may depend on several factors: 1. Student interest in and capacity for grasping these concepts; 2. Student willingness to participate in discussion about a challenging topic; 3. Student exposure to, and history of, discussing difficult social issues. Questions are tagged for different versions of the film.

QUESTIONS:

1. How is your pre-viewing concept of sexual assault different or the same from what you saw in the film? (all versions)
2. Based on the interviews of survivors, what's your understanding of the emotional and physical impacts of sexual assault? (all versions)
3. Were you surprised by the stories of male survivors? Why do you think many people assume that men cannot be victims of sexual assault? (all versions)
4. Many of the victims talked about how the administrators they went to for support blamed them and tried to discourage their seeking help. Why do you think they did this? Did it surprise you? There were also teachers who supported the victims. If you were looking for adult help, who would you go to first? (all versions)
5. How was social media used in the film? (Not only by perpetrators, but by Andrea and Annie in their action to help others?) (all versions)
6. Were there common elements of survivors' stories about how assaults happened? What did you learn about what perpetrators do to make people vulnerable? (all versions)
7. One of the clinical experts talked about alcohol as a "weapon." How is it and other drugs used as a "weapon" and how can people avoid being targeted? (original full-length version)
8. How did the survivors in the film empower themselves despite the adversity they experienced? (all versions)
9. What are some examples from the film of how students and teachers on college campuses are a part of ending sexual assault, and of how others support it to continue? (all versions)
10. How is this a community issue? What happens to a community when its individual members experience trauma and violence at the hand of others within it? Does it affect others in the community? Are we responsible for each other? Why or why not? (all versions)
11. How might gender stereotypes contribute to sexual assault? Reference scenes in the film to illustrate your thinking. (all versions)
12. Many of the victims talked about how difficult it was to tell their parents of their assault. Now that you know about these issues, what do you want your family and/or friends to know? What should adults be telling young people about this? (original full-length version)
13. What information do you now have that is useful to others? How can you be a good friend or ally for others now that you know about sexual assault? How can you impact the fight against sexual violence? (all versions)

CLOSING: (5-10 MINUTES)

Provide students with the names of specific people on campus with whom they can talk about the film or sexual assault if they still have questions. Provide students with resources identified in Appendix 3.

OPTIONAL EXTENDED LESSON:

INDIVIDUAL ACTION & COMMUNITY RESPONSIBILITY

Now that students have viewed and discussed *The Hunting Ground*, they will most likely be concerned about and want to know:

1. How they can stay safe.
2. What to do if they see a potential assault taking place.
3. How the government is taking action to make sure schools are accountable and support students who are victims of sexual assault.
4. How schools are working to prevent sexual assault on their campuses in the future.
5. What to do if they or someone they know is a victim.

If you don't have the classroom time to engage in the extension activity, see Appendix 3.

LEARNING OBJECTIVES

This lesson plan will empower students to act individually by accessing resources to support themselves and others; break the silence and take responsibility as community members through collaborative work that will educate others beyond your classroom; and reassure themselves that schools are being held accountable for these issues by the U.S. government. If you wish to delve deeper, there are subsequent plans.

MATERIALS:

Poster boards, art supplies, access to the Internet or phone lines.

MINIMUM TIME NEEDED:

The equivalent of two, possibly three, 40-minute class periods and a homework assignment to research topics assigned. (multiple classes recommended)

IF YOUR TIME IS LIMITED:

You may choose to simply hand out the Sexual Assault Prevention, Survivor Support and Recovery Packet Appendix 3 and have the groups focus on the visuals to be posted around school. This would cut down on research time significantly. Students would create posters on Day One and present on Day Two.

INTRODUCE THE ACTIVITY:

1. Tell students that they will be educating each other on strategies for safety, government and university policies that are in place to help them, how to take action against sexual violence, how to intervene as a bystander and what to do if they or someone they know is sexually assaulted.
2. You/they may choose to post their posters within the school to further engage and impact the community.
3. You may also organize a poster contest.

TEACH DAY ONE:

1. Divide the class up into pairs or small groups depending on your class size. There are six topics to cover.
2. Assign each group one of the six topics below.
3. Tell each group to share the responsibility of finding information about its topic and presenting the information to the larger class as an oral presentation with visual aid. If your school has a peer advocacy group that is trained to prevent bullying, stand up for victims and/or mediate conflict among students, encourage those students, who may be in your class, to share aspects of their knowledge and training. Encourage them to contribute information on what they know and ask conversation-building questions during discussion.
4. On Day One groups should:

- 1) **Be clear about their assignment.**
- 2) **Discuss, divide and assume responsibility for their group's requirements.**
- 3) **Be clear about who will research what as well as what will be included on their visual.**
- 4) **Start their research and ask any clarifying questions of the teacher before class ends.**
- 5) **Know the best way to communicate with group members outside of class, the best way to do that if needed.**

HOMEWORK:

Gather information for their group project. Write down statements and essential information that can be transcribed onto their visual aids. Find any images to be included during the next class.

TEACH DAY TWO:

1. Instruct groups to:

- 1) **Collaborate and put together their visual aids.**
- 2) **Decide who will present what aspect of the work.**

2. Have each group present its findings and visual presentation.

NOTE: How long the presentations take will depend on the size of your class. Plan accordingly. Extra class time may be needed.

GROUP 1: HOW TO STAY SAFE:

Tell the group to research various resources by calling hot lines or visiting websites, specifically: **RAINN**, **Futures Without Violence: The Hunting Ground Tool Kit**, **Know Your IX**, **Culture of Respect**. Instruct students to think about the survivors' stories in *The Hunting Ground* and what they can learn from them to be proactive to avoid sexual assault. Go to various college and university websites that now provide information to students about how to stay safe.

Student visual aid needs to include:

- 1) **A statement that acknowledges the importance of these strategies, and that even though they are important, we really shouldn't have to live in a society in which we are at risk for sexual assault and need to take these precautions.**
- 2) **Strategies for preventing sexual assault.**
- 3) **Explicit language that can be used assertively in establishing boundaries and limits.**

GROUP 2: WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED.

Suggest that students consult **RAINN** and/or the local RAINN-affiliated rape crisis center for guidelines.

Student visual aid needs to include:

- 1) **A definition of sexual assault.**
- 2) **Clarification that sexual assault is a crime and that victims of sexual assault are never at fault.**
- 3) **Information on steps to consider.**
- 4) **LGBTQ and transgender resources and information at End Rape on Campus as well as STAND in PRIDE, which is a collaboration of Community Violence Solutions, Rainbow Community Center and STAND! For Families Free of Violence.**

GROUP 3: WHAT TO DO IF YOU SEE A POTENTIAL ASSAULT TAKING PLACE OR WITNESS PERPETRATOR-LIKE BEHAVIOR.

Instruct students to search “how to be a bystander” among a variety of college and university websites. Tell the group to look at the bystander intervention posters at the [University of New Hampshire College of Liberal Arts Prevention Innovations Research Center](#) and from [Men Can Stop Rape](#). After reviewing and discussing all of the posters that exemplify bystander intervention, this group can create two visuals: one with information and the other modeled after the examples provided.

Student visual aid(s) need to include:

- 1) **Messaging specific to the culture of your school.**
- 2) **Language that is realistic and relevant.**
- 3) **Resources for students who want to learn more.**

GROUP 4: WHAT’S THE GOVERNMENT DOING?

Tell the group to research [Not Alone](#) and [Futures Without Violence](#).

Student visuals will need to include:

- 1) **Why the website was created and what its purpose is.**
- 2) **What Title IX is, what it entitles students to and how it relates to sexual assault.**
- 3) **What high school student rights are. How the White House is holding colleges and universities accountable with funding and legislation.**

GROUP 5: HOW COLLEGES AND UNIVERSITIES ARE KEEPING THEIR STUDENTS SAFE.

Tell the group to go to various college and university websites and search “sexual assault prevention.”

Student visuals will need to include:

- 1) **A diverse representation of schools and the various efforts currently in place to ensure student safety from sexual assault on student campuses.**
- 2) **General information on Student Health Services on college and university campuses.**

GROUP 6: WHAT STUDENTS SHOULD DO IF SOMEONE THEY KNOW IS SEXUALLY ASSAULTED.

Tell the group to research *Not Alone*, The Department of Education, Culture of Respect and Know Your IX.

Student visuals will need to include:

- 1) A definition of sexual assault.
- 2) A definition of victim blaming and clarification that sexual assault is a crime and that victims of sexual assault are never at fault.
- 3) Action items for what to do if your friend tells you that he or she has been assaulted.
- 4) Resources for survivors. Make sure to include resources that are accessible to all people, especially if students will take a “Gap Year,” go to a Junior College, go into vocational training or go straight to work.



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ADDITIONAL UNITS OF STUDY:

EDUCATIONAL EXPERIENCES TO PREVENT SEXUAL ASSAULT AND PROMOTE HEALTHY RELATIONSHIPS

UNIT II: CONSENT

LEARNING OBJECTIVES

- To understand the concept of consent, what it is and what it's not, and how it applies to sexual behavior.
- To differentiate between consensual and nonconsensual sexual activity in a given situation.
- To learn how to engage in a respectful consensual sexual relationship with someone else.
- To recognize the importance of consent and the consequences of nonconsensual sexual acts.

LESSON: CONSENT: WHAT DOES IT REALLY MEAN?

MINIMUM TIME NEEDED:

The equivalent of a 40-minute class period. (Multiple classes recommended).

TEACH:

1. Go over the general definition of "consent": to agree to allow or do something; to give permission for some thing to happen or be done.
2. Use examples to illustrate how consent makes a difference. For instance, "If I take your bike and ride it to the corner store and I have your consent, I'm borrowing it. If I don't have your consent, it could be seen as stealing it." Or, "If I hit you in the face and I have your consent, we could be boxing. If I hit you in the face and I don't have your consent, it could be seen as assault."
3. Highlight that consent is at work all of the time in our lives and relationships.
4. Encourage conversation that focuses on empathy and the experience of consensual vs. nonconsensual situations. You may ask, "How many of you are okay with someone taking french fries off your plate at lunch?" and "How many of you are not?" or "How many of you are okay with sharing a lick of your ice cream cone?" and "How many of you are not?" Point out that some people are okay with this behavior; some are not. Ask your students, "How can we tell if someone is going to be okay with it?" Lead students to the answer: "You have to

ask. This is called seeking consent.” You may then pose: “For those of you who don’t like someone taking your french fries, what does it feel like when someone does this without asking?” Etc...

5. Challenge students to come up with their own examples of how consent makes an obvious difference in how a situation is experienced and perceived.
6. Tell students that you will now apply the same concept of consent to sexuality. Introduce the definition and concept of sexual consent: affirmative, conscious and voluntary agreement to engage in sexual activity.
7. Present the information provided on sexual consent. This has the potential to take an entire class period.

IMPORTANT NOTE: *If this lesson is done within the context of a comprehensive sex education course, it is appropriate and more productive to ask the students to come up with certain information through group discussion. The assumption is that a level of comfort with the topic and rapport with each other and the teacher will already exist, and students will more readily participate. For instance, “What are the ways you can tell someone is into what you’re doing sexually?” or “What could people actually say while the sexual behavior is going on to ask for consent?” On the other hand, if this lesson is used in a more isolated context, it may be more productive for the teacher to simply present the information. An alternative, to mitigate discomfort, is to ask for each student’s answer on an anonymous note card and then collect them all and share contributions with the larger group. Make sure to communicate that any gratuitous answers will not be presented.*

8. Show this 2:51-minute video, **Tea and Consent**, by Blue Seat Studios. This is the “clean” version for teachers to use in classrooms.

CLOSING: (10 MINUTES)

Check for understanding by asking students to recall pertinent information and ask any questions they may have.

A NOTE ABOUT QUESTIONS: *Students may have a lot of questions about sexual consent. For example:*

- 1) *What if I don’t want to tell someone what I want because I’m afraid they might slut-shame me?”*
- 2) *“Does this mean I can never have drunk sex again?”*
- 3) *“What if we’re both drunk and it’s consensual but then the next day they change their mind and accuse me of assault?”*

If you don’t have an answer for these questions, it is best to acknowledge this and tell students that you will look for the information you need to provide them with a thoughtful response. Then do so. It will be important that you follow up and answer their questions with the information you discover.

LESSON: CONSENT: COMICS AND CONSENT

PREPARATION:

Lesson: Consent: What does it really mean?

MINIMUM TIME NEEDED:

One 40-minute class.

OBJECTIVE

Students will engage their imaginations and come up with various comic (fun!) representations of consent. Students will consider the importance of consent in everyday interactions and make the concrete connection from the everyday concept of consent to sexual consent and its important elements. Students will approach representations with critical thinking skills to further define their understanding.

TEACH:

1. Present the comic collection attached to the article: **“What If We Treated All Consent like Society Treats Sexual Consent?”** on the **Everyday Feminism website**. *Make sure to see the “Check it out” box that links to a “curse-word-free version.”* These comics illustrate the concept of consent. Be explicit about how the cartoons are not about actual sexual activity but illustrate the concept of sexual consent in a variety of ways.
2. Briefly go over each comic strip. Have students identify the concept of consent in each strip and make a concrete connection to how it relates to sexual consent.
3. Distribute the cartoon template in Appendix 4 and have students come up with their own comic in pairs.
4. Have students display the comic strips in the classroom for view.
5. Have students critique (not to be mistaken for criticize) the comic strips as a class.

CLOSING: (10 MINUTES)

In a large group, have students discuss which comic strips illustrate the concept of consent and how it relates to sexual consent most effectively.

LESSON: CONSENT: SCENARIO DECONSTRUCTIONS

OBJECTIVE

To review pertinent information about consent and provide students with the opportunity to discuss probable scenarios that involve sexual consent. Students will engage critical thinking skills and practice evaluating risk and will explore strategies for dealing with various predicaments and ethical quandaries related to sexual consent and sexual assault.

MINIMUM TIME NECESSARY:

Approximately 10 to 15 minutes per scenario. More straightforward scenarios may take less time; more complex scenarios may take more. How much total time you will need will depend on which scenarios you choose, how many you choose and the same variables for the time needed for larger group discussions about difficult topics.

NOTE: The scenarios are included in Appendix 6 should you need to print them out for students to reference.

TEACH:

1. Select scenarios you wish to use. Be mindful of sequence. Start with more simple or obvious scenarios and build up to those that are more challenging and require more sophisticated critical thinking.

A NOTE ABOUT SELECTION: A variety of scenarios are included so that you can choose those that you feel will best serve your class. There are male-female, gender neutral, same sex and transgender scenarios. Whatever your selection, keep in mind that it should be age appropriate and include a broad range of student identities and experiences. This is particularly important for critically thinking about power dynamics. It is also essential that you include scenarios that are consensual as well as those that aren't.

2. Have a large group discussion in which you simply present each scenario: Provide a visual representation by handout or projector, as well as read it out loud (you can have students read them as well).
3. Engage in deconstruction together following the guidelines below.
4. Divide the class into gender-balanced groups of four, and assign each group a scenario or scenarios. Each group should also have a note taker.
5. Have each small group deconstruct their scenario(s) according to the deconstruction guidelines. (Five to ten minutes per scenario.)
6. Reconvene as a large group and have a representative from each group share his or her assessment of the scenario(s).

IMPORTANT NOTE: The options for dealing with these scenarios can seem obvious. It is effective to acknowledge the worst outcome, ideal outcome and then the most realistic outcome. **The most realistic outcome** is the one to emphasize because it is the most probable. Identify and discuss what can get in the way of the most positive and realistic outcome. Encourage students to “keep it real” when discussing what happens. Remind them that despite people knowing what they should do, it doesn’t always play out that way. The important question then, is “Why?” and what measures could have been taken to avoid the severity of the situation or the situation altogether.

DECONSTRUCTION GUIDELINES:

- Identify the power dynamics between and among individuals. To guide students through this, you may ask: Is one of the characters older than the other? Who has more social power based on the information given? Is anyone “incapacitated”? Is anyone more vulnerable because of current relationships or emotional feelings?
- Identify and discuss the emotional and physical risks of the situation. You may ask: What is at stake for any of the people involved? What are the potential consequences should the scenario continue (positive and/or negative)?
- Identify and discuss ethical and moral considerations. You may ask: Is there a moral quandary here? Are there any values at stake? Is anything ethically wrong with this situation? What do you think is the “right thing” to do?
- Assess if the sexual activity throughout the scenario is consensual? Why or why not?
- Essential question to ask: If it is not consensual, how might the trajectory change if behavior changed? What could be done to establish a healthy, reciprocal, and consensual outcome? If it is consensual, when and how was consent communicated? Encourage students to use concrete examples from the scenario to illustrate their thinking.

SCENARIOS (FOR TEACHERS):

1. Blake and Reese, two high school sophomores, are at a small party at a friend’s house. Everyone has been drinking. Blake has a crush on Reese. Blake and Reese talk, laugh, have a good time together...Pretty soon the rest of their friends move on to the kitchen to find something to eat. Blake and Reese are alone in the TV room and Blake makes a move. They kiss and make out for a while. It feels great. Blake’s hands are all over Reese and then he tries to unbutton her jeans. Reese starts to feel awkward. Reese moves so that Blake can’t undo them. Blake puts his hands on Reese’s hip and moves her back closer to him. Blake whispers, “Don’t worry, we’ll take it easy.”

Was the sexual activity consensual? An important factor is whether or not Reese is “incapacitated” and able to provide consent; however, the activity is not consensual when she moves so that Blake can’t undo her jeans. He understands her concern because he says, “Don’t worry...” Reese sets a boundary that Blake does not respect.

2. Jessie and Alex have been together/going out with each other for a couple of weeks. The two are at Jessie's house. There is no one else home. While the two are making out, Alex starts to take off Jessie's shirt. Jessie helps Alex and then Alex takes off Jessie's pants too. Jessie starts to take off Alex's clothes. Alex introduces intimate touching and then asks for oral sex. Jessie moves down on Alex and starts to perform oral sex, but after a few minutes says, "Wait, I don't know that I'm so into this." Alex says, "Just a little longer, I'm almost there, don't stop now." Jessie continues until Alex is finished.

Was the sexual activity consensual? The activity is consensual in the beginning when they are helping each other take off clothes; however, it is not consensual when Alex says, "Wait, I don't know..." and Alex says, "Don't stop now."

3. Linda, a sophomore, is at a party on the lake with her friends and her older sister, who is a senior. They have all been drinking. They run into Alex, also a senior, and his friends. Alex thinks Linda is hot and invites her to go smoke with him away from their friends. Alex and Linda hook up. Alex wants Linda to give him oral sex. Linda says, "I don't know. I've never really done that before; can't we just keep doing what we're doing?" Alex says sure, but then pushes Linda down on him and she gives him oral sex.

Was the sexual activity consensual? Is Linda "incapacitated" and able to provide consent? Regardless, the answer is, no; it is not consensual. Linda is hesitant and unsure. Consent must be affirmative. Alex appears to respect Linda's boundary but does not with his subsequent pushing. Alex does not acquire Linda's consent and instead disregards her insecurity and "pushes" her anyway. His action does not ask Linda if she wants to; it expects/demands that Linda does.

4. Reagan and Shane are studying together in Reagan's room. They take a break and give each other back rubs. Shane introduces some intimate touching. Shane moves closer and says, "Okay, but I don't want to go too far; we have a lot more to study." Reagan and Shane continue to kiss and intimately touch each other. Shane reciprocates Reagan's touching; however, as their activity becomes more intense, Shane sets some boundaries. Reagan sighs and laughs a bit and says, "Okay, let's study," and jokes that they'll really deserve to "get after it" when they're done. After their studying is done, Reagan is quick to get intimate with Shane again. Shane says, "It's late, I should really go," but continues to reciprocate Reagan's touching. Reagan says, "Please stay." Shane says, "Oh, all right," and pulls Reagan closer.

Was the sexual activity consensual? Yes, it is consensual. There is some initial ambiguity that is clarified later. Shane expresses some hesitation, but ultimately acquiesces on her own when she pulls Reagan closer.

5. Kai has had one relationship with someone, but it recently ended. Kai was so distracted by the relationship that he didn't go out much with friends. Now that Kai's single again, Kai goes out with friends to party and is having a great time. Logan, who Kai used to flirt with and mess around with a bit freshman year, is at the party and propositions Kai. Kai thinks, "What the heck, why not?" and goes upstairs with Logan. They start hooking up. Their chemistry is pretty intense and things progress quickly. Logan asks Kai if they should have sex. Kai says "yes." They start to have sex, but while it's going on, Kai decides it doesn't feel right, so Kai whispers, "It's enough; can we stop?" Logan doesn't seem to hear Kai, it doesn't register, or Logan ignores the request, so Logan continues.

Was the sexual activity consensual? The initial activity is consensual; however, consent is revoked when Kai says, "It's enough; can we stop?" At that moment, because Logan does not respond, the activity is no longer consensual.

6. Jordan is a sophomore and Charlie is a junior. They are flirty with each other, but don't really know each other that well. Charlie asks Jordan to Prom. Charlie pays for the tickets, dinner and a cab to the after-party at a friend's house. Charlie says s/he will also pay for the cab ride home and have the cab drop Jordan off at home first. Jordan and Charlie have fun at dinner. At Prom, they separate for a chunk of time and hang out with their own friends. At the after-party both Jordan and Charlie drink. Charlie then leads Jordan upstairs to a bedroom and locks the door. Suddenly Charlie is all over Jordan and they are on the bed. Jordan wants to say something, but Charlie keeps aggressively kissing, and starts to feel up, Jordan. Finally, Jordan is able to say, "Wait, let's slow down." Charlie says, "For what? Just relax. You're going to like this."

Was the sexual activity consensual? No, Charlie's aggressive pursuit does not take into consideration what Charlie is comfortable doing. When Jordan tries to communicate the need to slow down, Charlie disregards the attempt to set boundaries and presumes/dictates what Jordan wants.

7. Devin and Quinn are a couple and messing around late at night in Devin's bedroom. Things are getting pretty intense and clothes are coming off. Devin's family is home, but asleep. The door is locked. The lights are on and Devin expresses feeling uneasy that the lights are on and there are people in the house. Quinn says, "Don't worry, it'll be fine. Your parents are so chill. They won't bother us." Devin and Quinn continue to get together, but Devin is still distracted. Quinn says, "Do you want to stop, are you into it?" Devin says, "Yeah, I'm into it. It's okay." Quinn and Devin hook up some more. Quinn asks, "You better?" Devin replies, "Yeah, I'm good," and the two engage in oral sex.

Was the sexual activity consensual? Yes, when Devin expresses hesitation and discomfort, Quinn asks what Devin would like to do and offers to stop. This expresses a willingness to respect Devin's limits. Quinn also checks in again before continuing to make sure Devin consents.

8. Casey (Sophomore) and Riley (Junior) have been lab partners in an advanced Chem. class. They have been focused and productive, as well as flirty. Riley confides that he's going to a party on Saturday and that he's hoping a certain person he's interested in will be there. Casey encourages him to "go for it," but Riley says he doubts that this person feels the same way. Casey says, "Oh, come on, anyone would go out with you." A couple of weeks later, Casey and Riley are still in the same class, but haven't really been talking since they have different lab partners. Casey gets up to go to the girl's bathroom. While Casey's washing her hands at the sink, someone enters. It's Riley. Casey is surprised and asks, "What are you doing in here?" Riley doesn't say anything, just walks forward, corners Casey against the wall, and starts to aggressively kiss and feel her up. Casey is shocked, starts to squirm and push him away. She says, "Cut it out. Stop!" Riley stops, backs off, and smiling, says, "Tease" and walks out.

Was the sexual activity consensual? No, it is not consensual. Casey has not invited Riley to engage in sexual contact. She clearly doesn't want it by immediately pushing him away and saying "stop." Riley's behavior/disrespect is intentional.

9. Tina and Cooper have been friends since their freshman year of high school. Tina is transgender. Cooper's gender identity is aligned with his assigned sex of "male." Midway through freshman year, Tina and Cooper talked about her gender identity and expression. Cooper was open and understanding. Recently, during their sophomore year, Tina has felt like there's been more emotional intimacy between them. She brings it up with Cooper; he is honest and has noticed the same thing. On the weekend, Tina and Cooper are watching a movie and cuddling on the couch. Tina and Cooper are physically close, Cooper looks at Tina questioningly, and Tina nods "yes." Tina and Cooper start to make out. Tina hints at taking Cooper's shirt off by starting to lift

it when Cooper helps her to do it. Cooper starts to unbutton Tina's shirt and is fumbling with the buttons, so she helps him undo them. Tina and Cooper make out for a while longer, and Cooper asks, "Is this okay?" Tina responds, "Mmm Hmm, let's just stay like this for awhile." The two make out a little more, put their shirts back on and finish the movie.

Was the sexual activity consensual? Yes, there has been clear communication, and there is pause with each newly initiated sexual activity to acquire consent. There is verbal as well as physical affirmation of consent, which is respected between the two of them.

10. Emily and David are seniors who party (drink and sometimes smoke) socially. They have mutual friends in different social circles and are friendly when they see each other at school in class. They have hooked up a couple of times when there's been a party at someone's house. It's usually towards the end of the night and they've both felt fine about it. They've taken their sexual exploration to the point that Emily has given David oral sex. Via text, they flirt and will allude to their hookups. In the last text exchange, they confirm that they're both going to the same party, that they'll meet for their usual end-of-night hookup and are down for having sex. When Emily and David are together like they planned, they begin to have intercourse with a condom. While the intercourse is taking place, Emily whispers, "Wait, this doesn't feel right." David continues and responds in a soothing and understanding voice, "Don't worry, just a minute, I'm almost finished."

Is the sexual activity consensual? The initial activity is consensual; however, consent is revoked when Emily says, "Wait, this doesn't feel right." At that moment, when David tells her to wait until he's finished, the activity is no longer consensual. Emily has set a boundary that David does not respect out of his own self-interest. Although not a primary focus of the dynamic in this scenario, it is worthy to note that consent cannot be given over text or any device. Consent has to be given in the moment of the activity.

11. Ryan and Morgan have been going out for a while. Morgan is at Ryan's house after school; no one else is home. Ryan and Morgan's time together is playful and fun. They both tried to do some homework, but just ended up making out and getting together. They've talked about the possibility of oral sex before--not a full-on conversation, but they have mentioned it casually. Morgan starts to move down Ryan's body and then looks up questioningly. Ryan nods, "yes." Morgan gives Ryan oral sex. Afterwards, they continue to mess around to the point that intercourse could happen. They've never really talked about it before, but Morgan asks Ryan if he has a condom. Ryan says "yes" and questions "Are you up for sex?" Morgan says, "I think so, but go slow, okay?" Ryan nods, puts on the condom, Morgan guides Ryan to intercourse and they have sex. Ryan asks, "You okay? Tell me what feels good" Morgan nods and says, "Okay."

Was the sexual activity consensual? Yes, with each newly initiated sexual activity, consent was given. The activity was reciprocal, respectful and responsive. When there was some ambiguity expressed, a clarifying question was asked. The activity itself is consensual; however, it is worth exploring whether or not the couple was ready to engage in the activity regardless. This is also an opportunity to discuss "readiness" and the value of discussing readiness prior to engaging in sexual activity.

12. Jim is a senior and Phil is a junior. The two are good friends who hook up from time to time. Jim is out in the community and more sexually experienced than Phil. Phil hasn't really identified his sexual orientation publicly and has had a couple of past relationships with a few girls. Since he's questioning, he and Jim have agreed to keep their relationship on the DL. The last time the two got together they alluded to having sex (intercourse) by Jim saying, "Next time I'm bringing a condom." Phil responded, "Cool." Jim and Phil are kicking back at Jim's house. The two hook up, are messing around and get to a point when intercourse could happen. Phil asks Jim

if he has a condom. Jim says he was kidding about the condom, but it doesn't matter because they don't have to worry about pregnancy. Phil says, "I don't know..." and Jim says, "Really, don't worry about it. I'm clean and I know you want to." Phil suggests they wait until the next time. Jim responds, "Yeah, but who knows when that will be. Come on, it'll be good. Next time I swear I'll bring a condom. Just this once." Phil hesitates and reluctantly agrees. The two have intercourse.

Was the sexual activity consensual? The initial sexual activity is consensual; however, when it comes to intercourse, it is not consensual. Phil is hesitant and tries to set boundaries with condom use and wanting to wait until he is comfortable with the circumstances. Jim doesn't respect Phil's limits and pressures/coerces Phil into having "reluctant" sex.

13. Judy and Ben have been going out for several months. The two have expressed that they are in love with each other. Both are virgins and agree to have intercourse for the first time together. They talk about it and are prepared. Judy acquired the pill at a clinic and Ben has condoms. Judy's parents are at the movies and have said they won't return until late. Ben comes over to hang out--this is the night they plan on losing it to each other. Ben and Judy have a lot of fun together; they have some dinner, watch a movie. Judy is a little jumpy and awkward. Ben asks what's wrong and she says she's just nervous and proposes that they have some wine to calm her nerves. They get a bottle from her parents' cabinet and she has two large glasses pretty quickly. Pretty soon, they're getting together. Judy's still acting a little different, but says she really wants to go ahead with their plan. Ben is hesitant, but then she pulls him towards her and the two have sex.

Was the sexual activity consensual? Initially, consent is ambiguous. Judy is conflicted over her desire to have intercourse. When she drinks two large glasses of wine quickly to lower inhibitions and calm herself down she becomes "incapacitated." Ben is hesitant for good reason; he senses Judy's lack of confidence and questions her consent. Judy pulls Ben towards her, but only after she has been drinking; therefore, in the moment, the sex is not consensual.

14. Aaliyah and Jasmine are new freshmen. They live in the Freshman Quad. Their dorms are "dry" and the RAs are pretty tight with the no underage drinking rule. Aaliyah's been dating a junior, Brody, who she met in her math class. He lives in The Tower, which is housing for upperclassmen. The Tower isn't "dry." Brody suggests they sneak the girls in, so that they can hang out and party with his suitemates. The two girls go to The Tower and kick back with Brody and a couple of his friends. His friend Mateo's girlfriend is there too. Jasmine doesn't have a lot of experience with drinking, but is getting into it. Everyone is playing the drinking card game, Suck and Blow, in the living area. Jasmine is failing and getting wasted. When the game is done, Brody and Aaliyah go into Brody's room and close the door. Soon after, Brody's suitemate, Zach, leads Jasmine into his bedroom and closes the door. Zach let's go of Jasmine's hand and she falls onto the bed. Zach gets on top of her, is kissing her and starts to undo her jeans. Jasmine says, "Wait, wait, I hardly even know you." Zach says, "Sure you do, we've been partying together all night. Just relax." Zach continues. Jasmine is mildly responsive to Zach's touch, she then says, "Where's Aaliyah? We should go." Zach says, "She's busy with Brody. Don't worry, you can stay with me." Jasmine doesn't remember much else after that point, but wakes up naked next to Zach, who's sleeping.

Was the sexual activity consensual? No, Jasmine is clearly "incapacitated" and unable to provide clear, affirmative consent. In addition, she expresses hesitation and tries to set boundaries that Zach excuses and dismisses. Jasmine could not have provided consent to any activity, especially that which she doesn't remember, like how she got to be naked and anything else that may have happened.

LESSON: CONSENT: CREATE A PUBLIC SERVICE ANNOUNCEMENT

OBJECTIVE

To reinforce the concept of positive sexual consent, the realities and impact of nonconsensual sexual behavior and the consequences of sexual assault, through the creation of a public service announcement (PSA).

MINIMUM TIME NEEDED:

The equivalent of three 40-minute class periods. Two homework assignments. (multiple classes recommended)

TEACH DAY ONE:

1. Introduce the activity and that students will be creating PSAs about consent.
2. Show students the PSA created by the White House, **1 is 2 Many**, and the **Video: Tea and Consent (clean)** by Blue Seat Studios. (In the original version, there are a couple of swear words; the “clean” version was created for teachers.) You may choose to show other public service announcements about other social issues so that students get an idea of the range of possibilities for their own PSA about sexual consent.
3. Discuss the objectives of a PSA: raising awareness and changing public attitudes and behavior through information and messaging. Decide how long each PSA should be (suggested time: approx. 2 minutes), and acknowledge what tools students will have access to for creating the PSA.
4. Divide the class into groups of 3 or 4. Each group will be responsible for creating its own PSA.
5. Students will prepare to film. Instruct students to come up with:

- **A primary objective for the PSA. This should include a target audience.**
- **The most pertinent information and powerful message about consent that they want to communicate through the PSA.**
- **The most effective strategy for getting their message across.**

6. As class comes to an end, have students divide up the responsibilities of #5 and complete for homework.

HOMEWORK: Complete assigned preparation per #5.

TEACH DAY TWO:

1. Provide students with the storyboard template in Appendix 7. They will use this to organize and plan out their script and images, as well as decide who will assume what responsibilities for their PSA production.
2. Support student collaboration towards creating and filming their PSAs. Students should rehearse and film their PSAs.

HOMEWORK: Finish final PSA.

TEACH DAY THREE:

1. Have students present their PSAs to the class. Other ideas include appropriately posting the PSAs to YouTube, and showing the PSAs at an all-school assembly or meeting.

CLOSING: (15 MINUTES)

Have students discuss which PSAs they found most effective and why as a large group.



Photo credit: Chain Camera Pictures

UNIT III: BYSTANDER INTERVENTION

A growing body of research shows that bystander intervention is a key piece in preventing sexual assault. The White House's **Not Alone** website summarizes the assets of **Bystander-Focused Prevention of Sexual Violence**. It includes a discussion of common components of bystander intervention, effective delivery methods, online resources, and the challenges bystanders confront in taking action. Research reveals that a multidisciplinary approach to bystander training is most effective.¹² Therefore, viewing video clips, hands-on collaborative projects, drama or theater-like activities and critical-thinking opportunities are included in these lesson plans.

Bystander intervention can be done by anyone who isn't a perpetrator or victim in any given situation. A complement to other sexual assault prevention approaches, bystander intervention creates a culture that is intolerant to abusive behavior and encourages leadership by speaking up in opposition to negative and inappropriate behavior. When selecting what you will teach, keep in mind that teenagers need a variety of pedagogical modalities and concrete strategies to deepen understanding and encourage action. You may want to open with the White House PSA: **1 is 2 Many**.

LEARNING OBJECTIVES

- Practice empathy through the discussion of sexual assault and its impact on victims, their families, and the greater community.
- Think critically about social dynamics to strategize and practice speaking against language and behavior that can lead to sexual assault.
- Expand ideas on positive strategies for sexual assault intervention and prevention.
- Identify what obstacles may get in the way of bystander action and consider options for mitigating those barriers.

LESSON: SEXUAL ASSAULT: A HUMAN ISSUE

OBJECTIVE

To encourage the perspective that sexual assault is **everyone's** issue. Jackson Katz and his colleagues pioneered the concept of bystander intervention. This TED talk focuses on the issue of sexual assault and the community responsibility we all share to take action and bring it to an end. Katz poses important questions and constructive alternatives for how we can challenge each other in different peer groups to be leaders in preventing sexual assault.

TIME NEEDED TO VIEW THE TALK: 17:40 MINUTES

MINIMUM TIME NEEDED FOR DISCUSSION: 20 MINUTES

How much time you will need may depend on several factors:

1. Student interest in and capacity for grasping these concepts;
2. Student willingness to participate in a discussion about a challenging topic;
3. Student exposure to, and history of, discussing difficult social issues.

MINIMUM TIME NEEDED FOR SMALL GROUP DISCUSSIONS: 20 MINUTES

TEACH:

1. View Jackson Katz's TED talk: "Violence Against Women - It's a Men's Issue."
2. Discuss highlights and questions as a class:
 - Jackson Katz encourages us to ask a "different set of questions" (different from those that frequently blame victims). What questions should we be asking of each other?
 - J.K. stated we all need "moral integrity." What is "moral integrity"?
 - J.K. quoted Dr. MLK. He said: "In the end, we will remember not the words of our enemies, but the silence of our friends." How is this quote significant to the high school experience and this issue? (There is another powerful quote that speaks to the same concept and can support student understanding and the importance of social justice: "First They Came for the Jews" by Pastor Niemoller.)

In smaller groups that are gender balanced, students can designate a note taker and a group speaker who will share conversation highlights with the broader class. As students share what came of their conversations, have a student write concrete strategies for speaking up and mitigating obstacles on the board:

- **Jackson Katz talked about victim blaming as being pervasive and that “we need to ask a different set of questions.” Come up with five “different” questions that you can ask each other that will support sexual assault prevention.**
- **J.K. said, “We all live in the world together,” and that everyone should stand together on this issue. What are some ways everybody can stand together on this issue here at school?**
- **J.K. asked, “How do we speak up? Challenge our friends? Support our friends?” It isn’t easy for teenagers to challenge each other. Come up with five concrete ways in which students can speak up. Next identify obstacles that can get in the way of having the courage to do so and then strategies for overcoming those obstacles.**

CLOSING: (5 MINUTES)

Acknowledge that it isn’t easy for teenagers to challenge each other. Highlight how Jackson Katz talked about speaking up as taking on a leadership role. Have students pair up and share with each other how they can be good leaders.



Photo credit: Chain Camera Pictures

LESSON: BYSTANDER INTERVENTION: “WHO ARE YOU?” VIDEO AND STORYBOARDS

OBJECTIVE

To see a concrete representation of how bystander intervention effectively prevents sexual assault, and to inspire creative and critical thinking about how and when to intervene.

MINIMUM TIME NEEDED TO VIEW VIDEO: 8 MINUTES

MINIMUM TIME NEEDED FOR LARGE GROUP DISCUSSION: 15 MINUTES

MINIMUM TIME NEEDED FOR STORYBOARD ACTIVITY:

The equivalent of two 40-minute classes and one homework assignment. (multiple classes recommended)

TEACH DAY ONE:

1. Go over the term “bystander intervention.” A bystander is anyone who isn’t a victim or perpetrator in a given situation. Bystander intervention is when a bystander speaks up and takes action to influence the given situation in a positive manner and prevent potential assault.
2. View this 8-minute video: WhoAreYou.co.nz, which was produced as a collaborative effort for a multi-media campaign to prevent sexual violence. It is a fictional scenario leading up to sexual assault. The actual assault is not included. The scenario will play through first. It will then rewind and pause at missed opportunities for bystander intervention. It is then replayed to exemplify how it’s done.
3. Questions for large group discussion:

- a. Do you understand why what happened would be considered sexual assault?
- b. Why do you think no one intervened the first time the scenario played out?
- c. Did it surprise you that there were so many opportunities for possible intervention?
- d. How did bystanders who intervened assert themselves? What made them effective? (Request students get concrete; e.g., “they were straightforward,” “they focused on the girl,” “they didn’t ask if they could intervene or give the potential perpetrator options,” “they spoke and acted like they meant it.”)
- e. For older students: “Who are you?” Who do you see yourself as in the video? (The Best Friend, The Employee/Bartender, The Flatmate/Roommate, The Stranger)

4. Break students up into groups of four or five.
5. Give each student the storyboard template Appendix 7. This is a working draft.
6. Acknowledge that the video is about young adults who are of drinking age. Also acknowledge that sexual assault often happens in conjunction with alcohol or other substances, but many times it does not. Instruct students to think about and discuss, in their small groups, what a scenario specific to their school culture might look like. This may be in an unhealthy relationship between two people, a conversation that's taking place among a group of friends that could be the precursor to an evening during which sexual assault may happen, at a party, etc.
7. Have students work together in their group to discuss, decide upon and create a storyboard on their templates. The template is a draft on which to sketch and organize ideas.

HOMEWORK

Ask students to write in response to the question: Who are you as a bystander? What situations can you imagine finding yourself in as a bystander and how might you intervene? Identify any obstacles that might get in the way of your intervention and come up with a couple of strategies for overcoming those barriers. Specify expectations for the length and depth of the writing assignment.

TEACH DAY TWO:

1. As a large group, students will share their written homework; draw attention to effective strategies for action.
2. Continue with the storyboard assignment. Have each group create a bigger representation of its template on larger pieces of paper, poster board or butcher paper. All groups should post their finished storyboards.
3. Have each group share the responsibility of presenting their story to the larger class.
4. Invite student participation in identifying the opportunities for bystander intervention.
5. Have students discuss where in the story the opportunities are and what they would do and say. Draw from effective strategies gleaned from the homework discussion.

IMPORTANT NOTE: Some students may have a hard time taking the topic seriously or get self-righteous and inflammatory or aggressive with their “comebacks” and interventions. Remind students that this is a serious issue and that being **assertive**--not aggressive, provoking, or passive--is ideal. Simply distracting someone can be effective.

CLOSING: (2-5 MINUTES)

Have students discuss in pairs which strategies they felt were most effective and why.

LESSON: BYSTANDER INTERVENTION: OPPORTUNITIES AND STRATEGIES THROUGH SCENARIO DECONSTRUCTION

LEARNING OBJECTIVES

- To consider and critically think about various realistic hypothetical scenarios that could result in sexual assault, to identify opportunities for intervention on the part of a bystander.
- To strategize and practice ways to effectively and positively intervene in a potential sexual assault situation.
- To generate and put into practice ideas for challenging peers when witness to or participating in conversations that promote the objectification and victimization of others in a sexual way.

There are several ways to approach scenario deconstruction and discussion. You may choose to simply discuss in a Socratic Circle or engage the students in a combination of processes. (Various options are listed below under teaching instructions.) In general, encourage students to think of this as not only preventing the assault and the violation of another human being but also as keeping someone else from getting into trouble. If the aggressor has a pattern of this negative behavior despite being challenged, it is important for it to be addressed by an adult in a position of authority. Whatever format for discussion you choose, remind students of the conversation guidelines and communicate that this discussion is an exploration through which all will better understand their values, limitations, what obstacles might interfere with making the “right” choice for us and what we can do to constructively prevent or deal with a challenging situation.

DECONSTRUCTION GUIDELINES FOR SCENARIOS:

1. Identify the power dynamics between and among individuals. To guide students through this, you may ask: Is one of the characters older than the other? Who has more social power based on the information given? Is anyone “incapacitated”? Is anyone more vulnerable because of current relationships or emotional feelings?
2. Identify the various bystanders. Remind students that a bystander is anyone who isn’t a potential victim or perpetrator in the given scenario.
3. Identify and discuss the emotional and physical risks of the situation. You may ask: What is at stake for any of the people involved? What are the potential consequences should the scenario continue and an assault occur?
4. Identify and discuss ethical and moral considerations. You may ask: What is ethically wrong with this situation? What do you, as someone who will intervene, value in the situation? What do you think is the “right thing” to do?
5. Identify the moment of opportunity for intervention and generate strategies to intervene. You may ask: At what points are there opportunities to redirect, interfere, distract, interrupt or influence the situation? What are some things you could do or say to productively intervene?

IMPORTANT NOTES: *The options for dealing with these scenarios can seem obvious. It is effective to acknowledge the worst outcome, ideal outcome and then the most realistic outcome. **The most realistic outcome** is the one to emphasize because it is the most probable for actually happening. It is also useful to identify and discuss what can get in the way of the most positive and realistic outcome. Encourage students to “keep it real” when discussing what happens. Remind them that despite people knowing what they should do, it doesn’t always play out that way. The important question then, is “Why?” and what measures could have been taken to avoid the severity of the situation or the situation altogether.*

Students may also ask what to do if they offer to intervene and their help is not accepted or rejected. Highlight that trying is what’s important and that they can only offer and do the best they can. This is also an opportunity to explore alternate strategies and evaluate how assertive they can be with their intervention relative to the relationship they have with the person they are trying to help.

MINIMUM TIME NECESSARY:

Approximately 10-15 minutes per scenario. More straightforward scenarios may take less time; more complex scenarios may take more. How much total time you will need will depend on which scenarios you choose and how many you choose.

Scenarios are included in Appendix 8 should you need to print them out for students to reference.

TEACH:

Options are as follows:

1. Select scenarios you wish to use. Be mindful of sequence. Start with more simple or obvious scenarios and build up to those that are more challenging and require more sophisticated critical thinking.

A NOTE ABOUT SELECTION: *A variety of scenarios are included so that you can choose those that you feel will best serve your class. There are male-female, gender neutral, same-sex and transgender scenarios. Whatever your selection, keep in mind that it should be age appropriate and include a broad range of student identities and experiences.*

2. Instruct students to silently raise their hands every time they identify an opportunity for intervention while you read the scenario out loud to the class. After the read is complete, ask those students who raised their hands to articulate why they did and their ideas for intervention. Encourage other students to build off the sharing and explore a range of options for what could be said or done.

3. Divide students into groups of four. Assign each group a scenario to deconstruct and discuss. Post or handout the deconstruction conversation guidelines. Have students take notes so that they can share the responsibility of reporting out to the larger group. Have a large group discussion to consider each group's ideas.
4. Place two to four empty chairs at the front of the room. Remind students of what it means to be a respectful audience. Ask for volunteers or assign students to the chairs relative to the characters in the scenario you have selected. Have the students occupy the chairs and assume the character in the scenario assigned to them. The students will then speak their lines. The teacher or another student can narrate. Run through the entire scenario once. During a second time, when students in the audience see an opportunity to intervene, they may say "Freeze," get up, tap that character's shoulder and assume their seat and role. The other student gives up their seat and becomes a part of the audience.
5. If your students can take acting out the various scenarios seriously, select scenarios and assign them to students. Have the groups rehearse. Remind students of what it means to be a respectful audience and why this is important when students are asked to take risks and present/perform/speak in front of their peers. Have each group act out their scenario. When the audience sees an opportunity for intervention, individuals should say "Freeze!". Pause the performance and discuss what could be done to prevent a potential assault. Resume the scenario until complete.
6. Divide the students up into gender-balanced groups of four or five. Provide a few examples of scenarios and then have the small groups create their own. They should write them down. Once each group has a scenario, have the groups trade scenarios, and engage in presentation and deconstruction using one of the above methods.

CLOSING: (5-10 MINUTES)

Have students pair up and share with each other which interventions they found to be most effective.

SCENARIOS (FOR TEACHERS):

1. Harrison, Dominic and Jack are in the locker room after practice. Jack is talking about the new high school junior transfer who is in his social studies class. He says, "Damn, dude, she's hella fine." Dominic responds, "Yeah, she's a dime; stacked too. You gotta go hit that girl. I dare you." Jack comes back with, "This weekend, I'll get Laney to invite her to Kylie's." Dominic says, "For sure, bro, I'm your wingman. Get her wasted."
2. Bella, Sophie and David are talking in a small group of friends about a girl who was at a party last weekend. She got really drunk and hooked up with someone. The rumor is that she regrets it and is telling everyone she was "taken advantage of." David says, "I don't believe it. She's always hot for someone and looking to hook up." Bella says, "Tell me about it. Next time someone should get pics and post. That'll wake her up to what's really going on." Another friend, Vic, says, "Wouldn't be hard, there's sure to be someone on her radar this weekend."

IMPORTANT NOTE: To circulate film or take photos of anyone who is under the age of 18 while the individual is engaged in anything of a sexual nature is a federal crime and considered to be the distribution of child pornography.

3. Lizzy and Olivia have just changed into their uniforms for an away soccer game and are in a hurry to meet the travel bus. They enter the back stairwell on the third floor of the building and start to make their way down. On the second-floor landing, David and Melanie are in a heated argument about something. David and Melanie are a well-known couple on campus. They have been together for almost a year and are notorious for being highly dramatic. While making their way down the stairs, Lizzy and Olivia can hear what David and Melanie are saying. Melanie sounds defensive and says, "I swear, he was just asking me about the test on Thursday. He was not hitting on me!" David yells back, "Yeah, right, I'm sure you were into it. I saw you! Slut." Melanie fires back, "Slut?! What about you and Gina the other night?" David, "Don't try and turn this around. We're talking about you." David shoves Gina against the wall. Lizzy and Olivia quickly walk by with their eyes on the floor. Lizzy can't help but glance at David while they pass. David glares and says, "What are you looking at? Mind your own business, b**ch." Olivia and Lizzy pick up their pace, get to the first floor, and exit the stairwell.
4. Isabel and Natalie are at a party. It's a small group of high school sophomores. Isabel has been crushing on Leo big time; he's at the gathering with his friend, Cameron, who's friends with Natalie. Natalie has been encouraging Isabel to get with Leo, but Isabel's self-conscious and not as experienced with boys as Natalie. Natalie told Cameron before the party that Isabel's into Leo and would be down to hook up. Cameron said he would "see what [he] could do." Everyone's been partying, and it's getting late. Isabel and Natalie are out on the back porch with Leo and Cameron. Leo says to Isabel, "Hey, you want to go for a walk, sober up a bit?" Isabel hesitates and says she's all right to just hang where they are. Natalie nudges her and says, "Go on, have some fun. Go with him." Isabel pauses, then stands, steadies herself and goes with Leo. Natalie says to Cameron, "He's cool, right? He won't be a jerk, right?" Cameron says, "He's cool; he'll show her a good time." Natalie says, "He likes her, right?" Cameron replies, "Yeah, he likes her. Likes her for tonight."
5. Michael, Jordan and Stephen are going to a kick-back at Jules' house. Maria texts that it starts at 8 p.m., and to bring liquor for shots. It's invite only. There should be about 15 people. Michael, Jordan and Stephen get to the party late and have a bottle of tequila. As they walk in the kitchen, Jordan sees a girl he knows, Angela (who has a boyfriend), and says to Michael, "Ooo, brother, get at that girl." Michael nods, gives Jordan a knowing look and heads to where Angela is with her friend Lizzie. Jordan goes straight to Lizzie and invites the girls to play "I Never" with shots. Within 30 minutes Angela has had at least five shots. Jim, a friend of Angela's boy friend, is kickin' it with others close by. He notices Angela is pretty trashed. Michael and Jordan continue to rally the girls to do more shots. Soon, Jordan puts his arm around Lizzie and takes her over to a group of people on the other side of the room. Michael says to Angela, "It's hot in here, you want to go outside where we can get some air and talk?" The two go outside together.
6. Linda is a high school sophomore and recently came out as gay. She is at an outdoor concert with her older sister, Gabby, and Gabby's senior friends. They have all been drinking. They run into Alexa, also a senior, who is with some other people. Alexa identifies as bi-sexual and recently heard that Linda has come out. Alexa invites Linda to go smoke with her away from their friends. About 20 feet away from the group, Alexa starts to intimately touch Linda. Gabby's friend, Sophia, can see them in the distance and notices that Linda looks awkward and isn't really responding to Alexa who is all over her.
7. Ty, a sophomore, is transgender. He has a tight group of a few friends as well as a couple of others outside of school who he plays baseball with on a club team. Ty recently tried out for the school play and landed one of

the most sought-after roles. After the first rehearsal, Ty is on his way to use the faculty bathroom, which he has permission to do for privacy reasons because he has experienced bullying in the boy's bathroom before. In the hallway, Cheri and Dawn are sitting on the floor, leaning against the lockers, doing their homework, and there are a few students getting their books together before going home. Just before entering the bathroom, a couple of juniors, Amari and Devin, who had also tried out for the role Ty got, step in front of him and push him back. Amari says, loud enough to make a few heads turn, "You think you're pretty special, huh?" Devin follows with, "You even get your own toilet." Ty is nonresponsive and tries to enter the bathroom again. He wants to escape inside because there's a lock on the door. Amari says, "What ARE you, anyway?" and starts poking at Ty and then grabs his crotch. Devin says, "Let's find out." and shoves Ty into the bathroom. Devin and Amari go in too and lock the door.

8. There's a bonfire on the beach. About 30 to 40 teenagers are there from the local high school. Everyone is partying. Some are taking Xanax® in addition to drinking alcohol. A high school freshman, Casey, takes 2 Xanax® and drinks as well. Within a couple of hours Casey can barely stand. A junior, Tony, leads Casey a little ways from the fire and starts to engage sexually. A few of Tony's friends notice and approach Casey and Tony. Tony's friends start coaching and pumping Tony up to "go for it" and "get after it." Tony is having intercourse with Casey. Most people at the fire have heard about what is going on. A few more people make their way over to Tony, Casey and Tony's friends. They take out their phones and film what's happening. They send the video and it goes viral within the school community.

IMPORTANT NOTE: To circulate film or take photos of anyone who is under the age of 18 while the individual is engaged in anything of a sexual nature is a federal crime and considered to be the distribution of child pornography.

9. Nick is a pledge at a fraternity and at the second party of the year at the house he is hoping to join. Earlier that afternoon, Nick and a couple of other pledges were invited by some fraternity members to help set up. The pledges were told to keep it on the DL because they aren't members yet and encouraging underage drinking is not allowed. At the party, there is punch available on the main floor of the house where there are a couple of poker tables and couches. The kegs and a ping-pong table are down in the basement. The music is loud and the house is packed. Nick is in the basement and sees frat members and others rallying each other as they play drinking games, throw back shots and drink beer. As a pledge, Nick and his few fellow pledges really shouldn't be there, so they are nursing their drinks on the far side of the room against the wall. Very quickly people are getting sloppy. Nick sees a girl on the far side of the room who is wasted. She is leaning up against a post and a fraternity brother, Mike, is in her space. His arm is around her waist; he's holding her up while talking to her. Mike leads her upstairs as she stumbles. Nick's pledge brother says, "Man, I bet he's going to tap that."

IMPORTANT NOTE: The Greek system now requires designated house members to be sober and vigilant so that they may intervene should they witness misconduct.

10. Alex and Tatum walk out of the college library together at 10:30 p.m., after a study group finishes. It is quiet and dark except for the lit pathways across the Quad. Alex veers off of the path to cut across the lawn towards the dorms. Tatum walks in the opposite direction towards other dorms. In the distance, Alex hears some noise

The group pauses and Alex hears them invite Tatum to join them. Alex checks the time, and wants to get back to meet friends who are going out. Someone in the group grabs Tatum's arm and says, "Aw, come on, have some fun." Tatum says, "No thanks, I really need to get back," and tries to walk away, but is cut off by someone in the group. Another starts to push at Tatum's shoulder so that Tatum is moving with them. Another starts to poke at Tatum's mid-section and says, "No thanks? Come on, let's have fun." Suddenly, Alex isn't sure who does it, but someone grabs Tatum's butt. They are all howling and laughing and pushing Tatum back and forth among them and grabbing at Tatum's body. Alex's phone goes off; friends text, "You coming? Time to go." Alex looks up one last time. Tatum makes an effort to get away again, but they keep pulling Tatum into their small circle.

11. Jake and Tim are both part of the GSA on their college campus. Jake is a freshman and Tim is a senior. They are friendly at the meetings and have participated in a couple of awareness-raising events together. Tim lives in a junior-senior dorm where his suitemates are having a small party. Tim invites Jake, and tells him to be low-key about coming and to use the back entrance because freshmen aren't allowed to attend get-togethers where there's alcohol. Jake arrives and there's a bunch of people kicking back in a lounge, drinking. Tim hands Jake a drink. The two are hanging out with a few others there and it is obvious that there is some sexual tension between Tim and Jake. Later, after two beers, while Jake is talking to a couple of girls, he is floored and can't seem to get up from his chair. An overwhelming heaviness sets in. Tim comes over to join in and says, "Hey, man, you're looking pretty trashed, you want to crash in my room?" Jake manages to say, "Nah, I'm good, I'm going to head out." One of the girls offers to walk Jake back and helps him stand. Tim intervenes, supports Jake under his arm and says, "It's cool; I got this" to the girl and takes Jake into his room across the hall and shuts the door.
12. Danny and Claire go to a party at a frat house with a bunch of friends. Most of the bedrooms have been decorated according to the party's theme. Each room has specific drinks and shots in line with the theme as well. The rooms are pretty crowded and everyone is absorbed in their own experience and friends. Danny and Claire are in a room and see someone passed out on the bed. Danny has a class with her but isn't sure where she lives or who her friends are. A couple of guys then enter the room and carry her out of the room and into a room across the hall. They close the door. At least 10 minutes pass and they're still in the room. Danny and Claire see another person go into the room and close the door. A friend of Danny and Claire's says they're going to move downstairs and to come along.



Photo credit: Chain Camera Pictures

UNIT IV: HEALTHY RELATIONSHIPS

For students to understand what healthy romantic and/or sexual relationships look and feel like, they need to understand how all relationships in their lives may influence them. Most students can distinguish between the different types of relationships in their lives and talk about them; however, understanding the significance and meaning of relationships can be a challenge. For students to discover who they are in relationships, they will need to reflect upon the dynamics of their existing relationships with friends, family, teachers, peers, coaches, etc. It's important for students to understand that relationships require varying levels of work to reap reward, and that practice and reflection in relationships can lead them to a greater self-awareness of who they are or want to be in romantic relationships. Because we live in such a hyper-sexualized culture, students are often challenged to know what a healthy romantic relationship looks like. Understanding who we are in sexual and romantic relationships is a lifelong process. The following lessons can begin that process for teens and provide them with essential information as they explore and experience the relationships of their lives.

LEARNING OBJECTIVES

- Reflect upon and consider what students value in their personal relationships and how those values influence romantic relationships.
- Consider stereotypical gender roles and messages that get in the way of being one's authentic self in relationships.
- Practice articulating values and personal boundaries through conversation.
- Understand the characteristics of what a healthy relationship is and is not.
- Create an ethical framework and affirmations for sexual relationships.

A NOTE ABOUT SELECTION: *With any conversation about sexuality in a classroom setting, it is important to communicate your intentions. Specifically, explain that the conversation is happening because of your student's developmental age, the plethora of sexual images and innuendos teens are exposed to daily, and that some students may be experimenting with their sexuality and relationships. Note that this does not mean that all students are or should be experimenting with and/or participating in sexual relationships. It is important to acknowledge that all people have an individual sense of "readiness" for engaging in sexual experiences, and that only that individual can know when the time is right for him or her. It is also important to be prepared and have credible information for making that decision. Hence, the conversations you are about to have.*

LESSON: HEALTHY RELATIONSHIPS: WHAT THEY ARE AND WHAT THEY'RE NOT

MINIMUM TIME NEEDED FOR DISCUSSION:

The equivalent of two 40-minute class periods, possibly more if students have a lot of questions about healthy relationships.

TEACH DAY ONE:

1. Organize student desks in a circle so that students can all see each other. Recall the guidelines for a successful conversation. If your classroom space doesn't allow for this, have students write at their desks and then circle them up in chairs or on the floor for classroom discussion.
2. Introduce the topic of healthy relationships and the above concepts and objectives.
3. Provide approximately 20 minutes for students to write in response to the following prompts. Communicate the definition of a "value": a person's principles or standards for behavior. Encourage students to use complete sentences and think of concrete examples to illustrate their thinking. Coach them to delve deeper than just stating a list of values; encourage them to ask themselves why they value what they do. Remind them that they are practicing how to express what's important to them effectively and writing is a part of that.

WRITING PROMPTS:

- What do you value in relationships? This can be any kind of relationship with: Friends, family, teachers, teammates, coaches, romantic interests, etc.
- How do you want to be treated in a relationship? Break this down into different kinds of relationships: Family, friends, acquaintances, romantic partners, people with whom you may explore sexuality, but without any commitment. If you've never had a "romantic partner"—meaning someone you've dated, etc.—what do you imagine would be important to you?

4. In a circle, ask students to share what they value in their relationships, how they want to be treated and why. In an effort to get total participation, go from left to right, around the circle, and ask for each student to share one value they identified. After each student shares, open the discussion up for others to elaborate. Encourage participation even if someone "has already said" what the student is thinking. Remind them that this is their opportunity to verbalize what's important to them. Acknowledge that personal sharing and being our true selves can be awkward. Life is awkward. Part of growing up is learning to push through that and stand up for what you expect and want from others.

HOMEWORK:

Have students write about their future and who they want to be, especially in their relationships. Does this include lots of friends who they can depend on and enjoy spending time with? Does this include fun and interesting coworkers who make their job an enjoyable experience? Does this include a family? Specify expectations for the length and depth of the writing assignment.

TEACH DAY TWO:

1. Have students read the previous night's homework to themselves. Introduce the concept of "practice," from page six. Encourage students to imagine their goals and dreams for the future, and then work backwards to figure out what they need to practice to reach those goals and dreams.
2. Ask students to consider their goals for their relationships in the future. Ask students to share and discuss what those may be and what they will then need to practice. Express hope for your students that they will have a life enriched with healthy relationships. Segue into the handout on healthy relationships in Appendix 9.
3. Go over the handout of what a healthy sexual or romantic relationship is and isn't. Identify overlap with what the students came up with from their own personal reflection on relationships in their homework, during the larger group discussion, and the information on the handout.

CLOSING: (5-10 MINUTES)

Invite students to consider relationships now, in their teenage years, as practice for accomplishing those ideals and goals for the future. The only way to learn about one's self in relationships is through the experience gained by being in them. In pairs, have students share the essential values they feel are important in their relationships and what they want to commit to practicing for the future.

LESSON: HEALTHY RELATIONSHIPS: THE CHALLENGE OF GENDER STEREOTYPES

Gender stereotypes or “straightjackets” can interfere with how we bring our true selves to a relationship. To encourage greater awareness in teens of what influences their relationships, it is useful to discuss cultural gender roles. The focus is to brainstorm those explicit and implicit messages students receive about their gender and to reflect upon how those messages may affect their relationships, not only with others, but with themselves.

PREPARATION:

Have each student bring in a container (with structure) from home that they can write on. This could be a Tupperware container or box. It should be big enough to write words on, but no larger than a shoe box. Students will also need a permanent marker or pen.

MINIMUM TIME NEEDED:

The equivalent of two 40-minute classes.

TEACH DAY ONE:

1. Put students in a circle. Define “gender” and “stereotype.” Teach that the concept of gender exists on a spectrum and that there are many ways in which people identify themselves. Still, many Americans think about gender in a binary way. This contributes to gender stereotypes as well. Have students brainstorm the implicit and explicit messages they are exposed to and receive about all genders. Write these up on the board.
2. Have students take out and consider their container. Discuss the implications of being “put in a box” or “contained,” and make the connection to the messages about gender students came up with. Acknowledge positive and negative messages about gender.
3. Have students write on the sides of their container the negative messages about their own gender that they feel confine or constrict them. Have them place the box or container in the middle of a piece of paper on their desks. Have them write the positive messages about their own gender that they receive on the paper surrounding the box.

TEACH DAY TWO:

1. Have students share what they’ve written on both the box/container and the paper.
2. Encourage students to think about how the positive and negative gender messages may influence their relationships in positive and negative ways. Ask students to share their thoughts.
3. Based on what students have learned about healthy and unhealthy relationships, encourage them to make direct connections between the positive and negative messages they’ve received about their gender and their perception of and/or behavior in relationships. Encourage students to discuss how the messages about gender might affect sexual relationships.
4. Invite students to do what they will with their containers. Most will crush or destroy them.
5. On the piece of paper with the positive messages about gender, invite students to add messages to themselves about who and how they want to be in their relationships.

CLOSING:

Go around the circle and have each student state a positive message “loud and proud.” You may choose to post the positive messages and/or gather the destroyed containers in a box to put below the display of positive messages.

LESSON: HOW TO THINK ABOUT HEALTHY RELATIONSHIPS: NOT BASEBALL...PIZZA!

It's important to emphasize with teenagers that not everyone involved in a "sexual relationship" is actually sexually active within it. A sexual relationship is an interpersonal one that includes emotional and/or physical intimacy; the connection usually includes romantic interest and/or sexual attraction. Too often in our American culture, sexuality is discussed with sexist, exclusive, impersonal, unemotional and often one-sided language that involves "scoring." (Think about the euphemism of "getting to third base.") This doesn't result in healthy sexuality development. Al Vernacchio has come up with an alternative metaphor for thinking about sexuality: pizza. Teenagers love this metaphor because most of them love pizza. With this introduction to the pizza model, students can consider a variety of concepts that are essential to healthy sexuality relationship development and have fun thinking about their favorite food.

TEACH:

1. Have students watch [Al Vernacchio's TED talk](#): "Sex Needs a New Metaphor. Here's One..."
2. Debrief the TED talk with the following questions:

- Vernacchio talks about the dominant American cultural metaphor of baseball for sexual activity as very problematic. He identifies it as sexist, heterosexist, competitive, and goal directed. Can you see where he's coming from? Discuss why he makes those assertions.
- How is the pizza metaphor different than the baseball metaphor?
- Why do you think Vernacchio suggests that the pizza metaphor will lead to more mutually satisfying sexual experiences?
- How does the pizza metaphor align with your understanding of sexual consent?
- Vernacchio states that the baseball metaphor is narrow and focused on commands. He asserts that the pizza metaphor requires questions. What questions do you ask someone when ordering pizza and how do they translate to sexual activity?

3. On a sheet of blank paper, encourage students to draw a pizza with three slices. In each slice have students write in response to the following:

- What is always on your pizza/a part of your relationships? What are the essential ingredients of the dough/the foundation? (e.g., trust, privacy, respect)
- What are you willing to discuss and consider--the toppings? (Some of this may vary depending on the person and type of relationship; an example response might be "sexual activity, but only at a pace I'm comfortable with.") For those students who may be sexually active or thinking about it, and if the classroom environment is truly safe, you can propose students identify different sexual behaviors as well.
- What are the questions you want to make sure and ask someone when ordering pizza/engaging in a sexual relationship together?

CLOSING:

In pairs, have students share what they came up with and what their essential ingredients may be.

UNIT V: ALCOHOL AND SEXUAL ASSAULT

Adolescence is a developmental time period that can include substantial changes in risk-taking behavior. This may include experimentation with drugs and alcohol and exploration of sexual activity and relationships. The developing teenage brain is more vulnerable to the negative effects of alcohol, as well as less sensitive to the sedative qualities of certain drugs. Before going to sleep or passing out, teens can experience greater cognitive impairment.

In the latest, most comprehensive study to date, a Washington Post/Kaiser poll shows that two thirds of college student sexual assaults are associated with alcohol use.¹³ The presence of alcohol or inebriated people does not necessarily mean a sexual assault will occur. But there are certain aspects of alcohol (which is also termed “the number one date rape drug”) and other “date-rape-drugs” (such as Rohypnol, Xanax, and GHB) that may contribute to an individual’s vulnerability to sexual assault. Alcohol can also lower inhibitions and impair cognitive functioning, so that someone may not seek, hear or respect consent, thereby perpetrating sexual assault. It is important to communicate that underage drinking is illegal. Students may perceive this as unfair; nevertheless, it’s the law and carries consequences should it be broken.

Finally, when we encourage students to pass, abstain or just say “no” to alcohol or other substances, it isn’t just the drug itself that they refuse, it’s the person who is offering it to them. **This is an important distinction to explore and discuss.** It is very different for a teenager to say “no” to their best friend or person they are interested in hanging out with, who is trying to support them (e.g., provide relief from stress) or offer a good time (e.g., “come on, it’ll be fun”), than a random person on the street. For instance, say a teen were to express stress over a big test and their friend then offers a drug and says, “Just take this, man, it’ll calm you down, make you feel better.” In saying “no,” the teen would not only reject the drug itself, but also his friend who is reaching out in connection to offer support. Or say a teenager is romantically interested in “getting with” or “hooking up” or “going out” with someone and that person is at a party and says, “Hey, I’ve been looking for you. Want to play quarters together? It’ll be fun.” If that teenager were to say “no,” s/he would not only reject the opportunity to spend time with their crush, but the opportunity to have fun with them. Saying no to the offer of alcohol may feel like saying no to a chance at romantic connection.

For facts and statistics about underage drinking, see the [CDC’s underage drinking fact sheet](#).

LEARNING OBJECTIVES

- To differentiate between the adult and teenage brain, specifically how the teen brain works differently and the impact substance use can have on behavior that could lead to sexual assault.
- To understand the relationship between sexual assault and alcohol.
- To realize how short-term decisions can lead to long-term consequences.
- To consider strategies for avoiding uncomfortable and sexually violent situations.

MINIMUM TIME NEEDED:

The equivalent of two 40-minute classes.

TEACH DAY ONE:

Discuss the following questions in a large group OR divide the class into smaller groups and assign each group a couple of questions. In the subsequent class, have the small groups share their answers with the larger group so that everyone considers each question and acquires information. The questions:

- What happens when you combine a developed nucleus accumbens and a developing prefrontal cortex?
- How might alcohol exacerbate the underdeveloped ability of the prefrontal cortex to manage the developed desire of the nucleus accumbens?
- How does alcohol “incapacitate” someone?
- If someone is incapacitated, why might they be more vulnerable to sexual assault?
- Given what you now know about alcohol and sexual assault, what precautions should people take when at a party?
- How can someone avoid being in an uncomfortable or potential sexual assault situation?
- What happens if participation in the risky behavior you are trying to avoid is offered by someone you are attracted to or are good friends with?
- What are ways you can choose to say “no” and feel good about the interaction?
- Why do some teenagers drink alcohol or use other substances? *Many teenagers would say that it is to “have fun,” “loosen up,” “blow off steam,” and serve as a social lubricant because of how awkward teenage interactions can feel. It is essential to explore how teenagers orient to awkwardness and adversity. They need to hear that life is awkward and that there are alternatives for dealing with it and having fun.*
- What are some other ways you can enjoy yourself and have fun with each other?
- What are alternative, more constructive ways to deal with awkward situations?

CLOSING: (5-10 MINUTES)

Have students write down essential information that they want to remember and three affirmations or commitments to themselves regarding the lesson.

APPENDIX 1

IMPORTANT VOCABULARY AND CONCEPTS

ACCOUNTABILITY: A willingness or obligation to accept responsibility for one's actions.

ACQUAINTANCE RAPE: Also known as "date rape." Rape between two people who know each other.

BYSTANDER: All of us; anyone who is not a perpetrator or victim in a given situation; this may include friends, family, teammates, teachers, peers, adults, staff.

CLERY ACT: Otherwise known as The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. A federal law that requires higher education institutions to provide current and prospective students, employees, the public, and Dept. of Justice with crime statistics and information about campus crime prevention programs and policies. It requires that colleges and universities report crimes committed on campus, including sexual assault and rape. The Clery Act applies to colleges and universities, not elementary and high schools.

CONSENT: Permission for something to happen. An agreement.

EMPATHY: The ability to share another person's feelings; to put yourself in "someone else's shoes."

ETHICAL: Involving questions of "right" and "wrong" behavior. To be morally right.

INCAPACITATED: A loss of ability to do something in the usual or desired way.

INTIMATE PARTNER VIOLENCE: Violence between individuals engaged in a sexual relationship.

JUSTICE: Fairness; equity.

PERPETRATOR: Someone who has committed a crime or offense.

PREDATORY DRUGS: Also known as "date rape drugs," which are used to facilitate sexual assault. A sedative that is abused by an offender with the intention of abusing the potential victim. Predatory drugs are odorless and dissolve in liquid. They have a salty taste so they are usually mixed into a sweetened alcoholic beverage to avoid detection. The combination of sedative and alcohol (both are depressants) incapacitates whoever consumes it. Effects usually include completely impaired memory and feeling drowsy and lethargic. Many victims pass out and/or are incapable of resisting sexual assault. Some common predatory drugs include Rohypnol,

Ketamine, GHB and Xanax. It is important to remember that alcohol is considered the #1 and oldest “date rape drug.”

PTSD: (Post-Traumatic Stress Disorder) A collection of long-term symptoms, or long-term psychological harm from having been sexually assaulted. PTSD can affect victims of any trauma or horrific experience as well. Some symptoms may include depression, anxiety, flashbacks, substance abuse, disconnection, irrational self-blame, a preoccupation with the trauma and difficulty concentrating and sleeping.

RAPE: The legal definition of rape can vary from state to state. Nonconsensual sexual behavior that usually includes some form of penetration of a bodily orifice.

ROHYPNOL (ROOFIE): Known as a “date rape drug” or “predatory drug.” A sedative that is used to facilitate rape. It is not legally available in the United States.

SEXUAL ASSAULT: A form of sexual violence. Any kind of nonconsensual sexual behavior in which a person is coerced or forced against his or her will. It includes any kind of nonconsensual sexual touching, and any kind of oral, vaginal or anal penetration.

SEXUAL VIOLENCE: A sexual act committed against someone without that person’s freely given consent.

STALKING: Unwanted or obsessive pursuit of a previous, current, or desired sex partner by an individual or group in such a way that the victim is in a state of fear. Stalking behaviors are similar to harassment and intimidation.

SURVIVOR: Term that describes individuals who have been raped or sexually assaulted. Many of these individuals and their advocates prefer to use “survivor” vs. “victim” because it’s more empowering.

Title IX: Title IX of the Education Amendments of 1972 is a federal civil rights law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX protects all people regardless of gender, race, religion, or sexual orientation. Many people hold the misconception that Title IX only applies to student athletics; however, this is incorrect. The law prohibits gender discrimination in all educational activities, which includes everything from sexual assault to opportunities in math and science.

VICTIM: Someone who has been the target of a crime.

VICTIM BLAMING: When the victim of a crime or any misconduct is held entirely or partially responsible for the wrong that happened to them.

APPENDIX 2

OPTIONAL EXTENDED ACTIVITY: “CROSS THE LINE” OR “STEP INTO THE CIRCLE”

The purpose of this activity is twofold:

1. As a teacher, this can provide you with a sense of where your students are with their understanding of sexual assault.
2. Students have the opportunity to consider their own perception of sexual assault as well as that of their classmates prior to viewing the film. Which you choose may depend on space and the size and chemistry of the class.

MINIMUM TIME NEEDED:

This will vary depending on where you decide to do this activity on your campus. Factor in travel time to and from the destination. Setting up the line/circle (5 minutes), Activity itself (5-10 minutes), Break down of the line/circle (5 minutes). Approximate total (20 minutes).

CROSS THE LINE - TEACH:

1. Have all students stand, shoulder to shoulder, on a straight line. Important: The pace of this should be swift and decisive, yet pause long enough after each prompt for students to get a sense of what their peers think.
2. Instruct students to take a large step forward from the line should they agree with the prompt you will present (see below). Encourage students to look straight ahead until all who want to step forward. Students may then see where they stand relative to their peers.
3. Once everyone makes a decision whether or not to cross the line, present the next prompt until complete.
4. Tell students that they will now watch *The Hunting Ground* and that they will have the opportunity to reflect upon their initial understanding of sexual assault relative to what they learn from the film and how their perception of sexual assault may be the same or changed.

NOTE: *If you think this activity will make students self-conscious, you can have them close their eyes as they participate. This does not give them a sense of each others' understanding; however, it will give you a sense of where they are with it.*

STEP INTO THE CIRCLE - TEACH:

1. Have students stand, shoulder to shoulder, in a circle facing inward. Important: the pace of this should be swift and decisive, yet pause long enough after each prompt for students to get a sense of what their peers think.
2. Instruct students to take a large step forward into the circle if they agree with the prompt presented (see below). Encourage students to take an immediate step after the prompt is stated to minimize peer influence.
3. Once everyone makes a decision whether or not to step into the circle, present the next prompt until complete.
4. Tell students that they will now watch *The Hunting Ground* and that they will have the opportunity to reflect upon their initial understanding of sexual assault relative to what they learn from the film and how their perception of sexual assault may be the same or changed.

NOTE: *If you think this activity will make students self-conscious, you can have them close their eyes as they participate. This does not give them a sense of each others' understanding; however, it will give you a sense of where they are with it.*

"CROSS THE LINE" - "STEP INTO THE CIRCLE" PROMPTS

Choose some or all of the below:

1. If you feel confident that you understand what sexual assault is, cross the line/step into the circle.
2. If you know someone who has been pressured, persuaded, shamed or guilted into doing something sexual when they didn't want to, cross the line/step into the circle.
3. If you have had a parent, guardian, or care-taking adult talk to you in a direct way about sexual assault, cross the line/step into the circle.
4. Two people are dating and one of them asks the other to do something sexual with them and the other person doesn't feel like it; if you think it's okay for the person who asked for it to persist or insist, cross the line/step into the circle.
5. Ava and Sadie have been part of the same friend circle since the beginning of freshman year. Sadie is attracted to Ava and has been trying to get with her on the down low. While the two are at Sadie's house watching a movie, Sadie starts to touch Ava in an intimate way. Ava stiffens and obviously feels awkward. Sadie makes a move to kiss Ava and Ava moves away. Sadie says, "Come on, I thought you'd be into this." Ava says, "I don't know why, we've always just been friends." Sadie responds with, "But what about all of the signs you gave me?" Ava says, "What signs are you talking about?" Sadie says, "Come on, let's just try this, give it a chance." If you think Sadie is pressuring Ava, cross the line/step into the circle.
6. Jim and Annie are making out and Jim tries to unbutton Annie's jeans. Annie moves her body, so Jim can't unbutton them and turns her head away from him. If you think it's okay for Jim to keep making out with Annie and take her jeans off, cross the line/step into the circle.
7. Lisa is at a party with her friend Camille. Camille's boyfriend tells Lisa that his friend, David is hot for Lisa. Everyone has been drinking. David and Lisa hang out for a while. David asks Lisa if she wants to go outside for some air. Lisa says she's good where she is. Camille says, "Go with him, go have some fun." If you think Lisa should follow Camille's advice and go outside with David, cross the line/step into the circle.

8. Linda, a sophomore, is at an outdoor concert with her older sister and her senior friends. They have all been drinking. They run into Alex, also a senior, and his friends. Alex thinks Linda is hot and invites her to go smoke with him away from their friends. Alex and Linda hook up. Alex wants Linda to give him oral sex. Linda says, "I don't know. I've never really done that before; can't we just keep doing what we're doing?" Alex says sure, but then pushes her down on him and she gives him oral sex. If you think this is consensual (that Linda agreed and wanted to do this), cross the line/step into the circle.
9. Kai and Stephie go to prom together. Kai buys the tickets and pays for dinner and the limo. While at the after-party, Kai suggests they go upstairs. Stephie goes with Kai and they start making out. Stephie doesn't want to do more than kiss and grind a little. Kai wants to have sex. If you think Stephie should have sex with Kai, cross the line/step into the circle.
10. Riley and Morgan are at a house party and go upstairs to hook up. Both of them are drunk. Their hook up includes sexual intercourse. During the intercourse, Morgan says it hurts and to stop. Riley says he's past the point of stopping and continues for the few more minutes it takes to finish. If you think this is sexual assault, cross the line/step into the circle.
11. Tyler and Charlie have been in a dating relationship for a couple of weeks and are at a party. Both have been drinking and dancing up on each other. Tyler follows Charlie into the bathroom and they start making out. This intensifies and Tyler wants to have sex. Charlie says they shouldn't in the bathroom at a party, but Tyler doesn't seem to hear what Charlie's saying, and aggressively starts the intercourse. If you think this is rape, cross the line/step into the circle.



Photo credit: Chain Camera Pictures

APPENDIX 3

SEXUAL ASSAULT PREVENTION AND SURVIVOR SUPPORT

Ideally, these precautions would not be necessary; however, statistics reveal a different reality. These guidelines are not included to imply that preventing sexual violence is the responsibility of the target or victim. They are included to promote safety while we work simultaneously to bring an end to sexual violence, which is a community responsibility.

PREVENT SEXUAL ASSAULT HOW TO STAY SAFE

- When going out always tell someone where you are going and with whom and take a fully charged cell phone and money for emergency transportation.
- Plan for transportation and think about alternative transport should your plan fall through.
- If you go out with a group of people, make sure you have a friend whom you know well and trust. Before going out, discuss and commit to looking out for each other.
- Do not leave a party, concert, game or other social event with someone you just met or do not know very well.
- Check out a first date or “blind” date with your friends. Insist on meeting the person in a public place like the movies, a mall or a restaurant.
- If someone is aggressively hitting on you, be assertive and firmly say “No.” Do not be polite or apologetic. Don’t smile or be concerned about hurting the other person’s feelings. Get away from them and stick to your friends.
- If you take a cab by yourself, call someone, so that the driver can hear you, at the beginning of the ride to say where you’re going and when you’ll arrive.
- Do not let someone isolate you at a party. Common lines for this are: “It’s loud in here, do you want to go outside to talk?” or “It’s crowded, want to go outside and get some air?” or “Let’s go somewhere so we can talk. Upstairs is quiet.”
- If walking at night or in quiet places, have a friend walk with you.
- While walking streets, do so with purpose, a sense of where you’re going, and without distractions such as listening to music through earbuds/earphones.
- Understand the concept of consent and what you can do and say to make your intentions and limitations clearly known.
- If sexual assault commences, be explicit with your protest. Most perpetrators do not see their actions as rape. Use the word RAPE. For instance, “If you continue, you will be raping me;” “You are raping me;” scream “Rape!”
- Speak up and out if you hear talk or see behavior that condones or encourages sexual assault.
- Encourage bystander awareness and action.

- Put emergency phone numbers into your smart phone. Those would include campus security, emergency transportation options, friends with whom you've committed to helping and vice versa, the closest emergency room and various hot lines. Consider downloading an app designed to connect you with your friends in a discreet way to stay safe. A list of “apps against abuse” can be found on the White House website.
- Join the movement against sexual assault. Find out how other people on your campus are taking action, gather ideas about what to do on websites like [Futures Without Violence](#), [Know Your IX](#), [Culture of Respect](#) and [The American Association of University Women](#). Organize and support what others are doing through organizations like [Take Back the Night](#), [The Clothesline Project](#), [Carry That Weight](#), [Party With Consent](#), [End Rape on Campus](#), [The Monument Quilt](#) and [Men Can Stop Rape](#).
- Trans, gender non-conforming, and gender non-binary people can find safe dating tips at [Forge-Forward.org](#).
- When you go to college join organizations that support survivors and work for change at your school.

IF YOU CHOOSE TO DRINK ALCOHOL OR TAKE OTHER DRUGS, IN ADDITION TO ABOVE:

- Know your limits.
- Avoid drugs and excessive (“binge drinking” and drinking games) alcohol use. Take into account others’ substance use or if someone attempts to persuade you, see this as a warning.
- Make sure you have a trustworthy friend in your group who will keep an eye on everyone and uphold these safety tips. Rotate this responsibility and be accountable to each other.
- Do not put your friends into a cab alone if they are incapacitated by substances. This applies to you too.
- Never accept an open drink from someone you do not completely trust or know.
- Keep your hand over your drink if you’re at a table or bar.
- Never continue to drink something that looks or tastes different than you know.
- Do not mix substances.
- Do not drink from a punch bowl or take anything from a “fish bowl.”

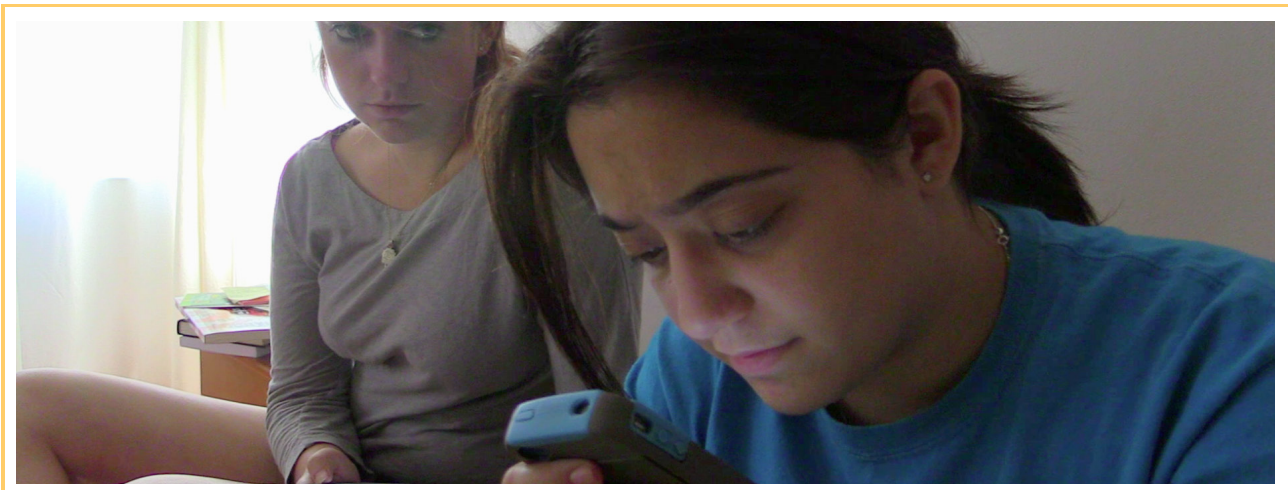


Photo credit: Chain Camera Pictures

PREVENT SEXUAL ASSAULT

BYSTANDER INTERVENTION

Bystanders are “individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up or do something about it.”¹⁴ “They are someone who is present and thus potentially in position to discourage, prevent or interrupt an incident. Bystander intervention doesn’t have to jeopardize the safety of the bystander.”¹⁵

Bystander education programs teach potential witnesses safe and positive ways to act to prevent or intervene when there is a risk of sexual violence. This approach gives community members specific roles that they can use in preventing sexual violence, including naming and stopping situations that could lead to sexual violence before it happens, stepping in during an incident and speaking out against ideas and behaviors that support sexual violence. It also gives individuals the skills to be an effective and supportive ally to survivors after an assault has taken place.¹⁶

“Someone who sees a situation but may or may not know what to do may think others will act or may be afraid to do something.”¹⁷ “It is important to note that when sexual assault prevention educators talk about bystanders, they typically mean people who know each other, such as friends, classmates, colleagues, or members of sports teams. The dynamics of bystander behavior--and the impediments to action--are very different when people know the perpetrator or victim, versus when they are strangers.”¹⁸

There are varying levels of intervention. Intervention can range from telling a friend that their sexist language is not okay, to calling the police if you are witness to an assault taking place from afar.

Suggestions for intervention:

- Notice the dynamic of what is happening and identify when there is a need to intervene: if the situation seems dangerous, is escalating or doesn’t look as if it will stop on its own. Intervene early, before a problem becomes a crisis.
- Make safe choices about your level of intervention. Know your limits as a helper and act according to the situation.
- Consider speaking up, and clearly communicate what you see happening as wrong. Be honest and direct. Be assertive, not inflammatory.
- Consider distracting the potential victim and/or perpetrator. Take them away from the situation.
- Consider recruiting friends and/or other bystanders.
- Consider telling someone in charge who will take action. If you perceive the situation to be violent, this may include campus security or the police.
- Many fraternities and sororities now have designated members who are to watch out for potential sexual assault situations. Tell them.

PREVENT SEXUAL ASSAULT GOVERNMENT ACTION

- The White House has created a task force to protect students from sexual assault. Members include the Department of Justice and the Department of Education.
- The Task Force is co-chaired by the Office of the Vice President and the White House Council on Women and Girls.
- The White House has a website focused entirely on preventing and supporting survivors of sexual assault: **Not Alone.**
- The White House task force is working on: Identifying the problem through campus climate surveys, preventing sexual assault and engaging men, effectively responding when a student is sexually assaulted, increasing transparency of their efforts and improving enforcement through the Department of Education's Office for Civil Rights and creating next steps to continue to protect and fight against sexual assault.

PREVENT SEXUAL ASSAULT CAMPUS ACTION

- Many colleges and universities are creating and implementing sexual assault prevention, bystander intervention and victim support programs and networks.
- Many colleges and universities are taking action to fulfill all Title IX requirements mandated by law to support and adjudicate reports of sexual assault.
- Many colleges and universities are accountable to the Clery Act and send out community-wide emails that identify a reported sexual assault, where and when it took place, as well as information about victim blaming and resources for reporting. The names of the alleged victims and perpetrators are not revealed in the campus-wide email.
- Many college administrators, teachers, coaches, health care workers and resident assistants are receiving training in how to respond to sexual assault and its prevention.
- Many colleges and universities are requiring students to take sexual assault and healthy sexuality workshops as a part of freshman orientation.
- Many fraternities and sororities have designated members who are required to "watch out" for potential sexual assault situations.
- Many fraternities and sororities are requiring members to be part of a collective task force to undergo training and take information back to their chapters for peer education.
- Many colleges are working with local law enforcement and the government to assure a victim's sexual assault case is adjudicated and/or investigated appropriately and properly.

SURVIVOR SUPPORT

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

Sexual assault is terrifying and traumatic. You may feel scared, emotionally numb, depressed, angry, sad, confused or a whole range of other emotions. It may be hard to try to figure out what you should say or do after an assault. You may feel disoriented and confused about what to do. Here are some options for ways to take care of and to protect yourself. However, it is most important to trust your instincts and do what will make you feel safe and secure.

- Get yourself to a safe place
- If you intend on filing a police report, or if you might want to in the future, The Rape, Abuse and Incest National Network (RAINN) recommends for the purpose of evidence collection that you:

- **Do not shower**
- **Do not use the restroom**
- **Do not dispose of clothes worn when the assault occurred**
- **Do not comb your hair**
- **Do not clean up the crime scene**
- **Do not move anything the offender may have touched**

- Whether or not there was a completed rape, consider calling the police or seeking medical attention. You can also tell a school officer, teacher or administrator.
- Emergency rooms and sexual assault clinics provide free rape kits and/or resources for emotional support for sexual assault victims. Bring a change of clothes for after the kit is done during a medical exam. The doctors and nurses who do the exam are usually well trained in sensitivity and support for sexual assault victims. If you don't do this and then decide you want to later, depending on the time lapse, a rape kit can still be done; evidence collection is possible.
- If the perpetrator is an acquaintance, tell someone you trust what happened.
- If the perpetrator is a stranger, try to remember their appearance, clothes, details and other people who may be able to identify them.
- Some people believe that if they "froze" or didn't fight back, that they will be blamed. People should understand that the rape victim's main concern is to survive. Perpetrators can be successfully prosecuted without evidence that the victim fought back, even if there was no weapon involved.
- If you don't/didn't report the assault right after it happens/happened, do so as soon as you can. The passage of time does not make the crime less serious.
- Access resources such as: **RAINN** and **Culture of Respect**. LGBTQ and transgender survivors, use **End Rape on Campus**, **FORGE**, and **STAND in PRIDE**, which is a collaboration of **Community Violence Solutions**, **Rainbow Community Center** and **STAND! For Families Free of Violence**.
- Contact a sexual assault or rape crisis center or hotline: 800-656-HOPE (4673). They can provide expert advice and understanding in a confidential way. Seeking help is the best way to get in front of long-lasting trauma.

SURVIVOR SUPPORT

WHAT TO DO IF A FRIEND IS SEXUALLY ASSAULTED

(Adapted from *Know Your IX* and *Culture of Respect*)

- **BELIEVE THEM.** The most simple but overlooked thing one can do is to believe the survivor confiding in you.
- **VALIDATE THEIR FEELINGS** about the assault, and be mindful of your tone. If you sound doubtful, your friend will feel unsupported.
- **PUT THEM AT EASE.** Let them know that you are there for them and receptive to what they are sharing with you.
- **TELL YOUR FRIEND** what happened to them was not their fault and that they didn't deserve it.
- **PROVIDE RESOURCES.** You can suggest looking up your school's sexual assault policies and resource centers. You can help them find your school's advocate services as well. You can also suggest these resources to consider and figure out what they'd like to do. Each has information for how to help a friend who has been assaulted as well as information for survivors and their options:

End Rape on Campus	National Sexual Violence Resource Center
Culture of Respect	AulmniUnited
RAINN	Sexual Assault Hotline: 1-800-656-HOPE
Know Your IX	

- **EMPOWER THEM.** Let your friend know they are in complete control over any next steps. How they proceed is entirely up to them.
- **ACCOMPANY THEM.** Offer to go with your friend or give them a ride to where they'd like to go. Ask if they need somewhere to stay or any other emotional support. It is not recommended that someone who has just been assaulted stay alone.
- **OFFER TO HELP** them find your school's victim advocate services. In high school this may be a trusted teacher, school counselor, dean or Title IX Coordinator. In college this may be the same and/or your school may have a resource center specifically for survivors of assault.
- **EXPRESS ADMIRATION** for their courage and recognize how difficult this must have been for them.
- **CONTINUE TO SHOW SUPPORT** and care for your friend. This may mean listening to them talk about their experience with the assault and/or taking them out to spend time together and engage in activities that are enjoyable and not related to the assault. Make sure you respond to their needs. Remember that you don't have to do this alone and that you can encourage your friend to seek professional support through various resources.
- Be strong and **TAKE CARE OF YOURSELF** as well.

APPENDIX 4

CONSENT COMIC TEMPLATE

AN EVERYDAY FEMINISM COMIC: "WHAT IF WE TREATED ALL CONSENT LIKE SOCIETY TREATS SEXUAL CONSENT?"

APPENDIX 5

SEXUAL CONSENT

SEXUAL CONSENT IS:

- To agree to allow or do something: to give permission for something to happen or be done.
- Freely given and unambiguous. Consent needs to be clearly communicated. Body language counts.
- It is the responsibility of each person involved in the sexual activity to ensure that they have the consent of the other(s) engaged in sexual activity.
- Consent must be ongoing throughout a sexual activity and can be revoked at any time. Just because something has started doesn't obligate someone to finish.

SEXUAL CONSENT IS NOT:

- Lack of protest or resistance. Just because someone doesn't actually say "no" doesn't mean that they want to be engaged in the sexual activity.
- Silence.
- The existence of a dating relationship or past sexual relations. Even if the relationship has been established for a long time and the couple has shared many sexual experiences, that does not assume consent whenever the couple engages in sexual activity. Prior "hooking up" is not evidence of consent either. Consent must be given with every sexual activity, every time.
- Assumed just because consent for one type of sexual activity has been given. Consent for one sexual activity doesn't mean consent for another.
- Someone afraid to say "no" and establish a boundary.

CONSENT CANNOT BE GIVEN:

- Through text, email, social media or any other device. Consent must be given in person, during sexual activity and whenever a new form of sexual activity is initiated. Important note: Many young people communicate and establish relationships through technology. This may provide a false sense of knowing someone, intimacy and/or readiness to engage in a sexual relationship. With all of the acronyms that are used, young people are in many ways abbreviating relationships. It is important to consider that the only way to truly know if you are comfortable and "ready" to be sexually active with someone is to actually spend time with them.
- If someone is incapacitated, which means under the influence of alcohol or other drugs.
- If someone is asleep, passed out, unconscious or coming in and out of consciousness.
- Under direct threat of bodily harm or other forms of coercion. Coercion includes pressure, persuasive language, guilt and shame.
- If someone has a physical, developmental, or mental disability that impairs their understanding of consent.
- If you are under the age of 18 and your partner is over the age of 18. Or if you and your partner are under the age of 18 and there is more than a two-year difference in your ages.

IF A STUDENT FILES A SEXUAL ASSAULT COMPLAINT:

- The burden of proof shifts from the accuser to the accused.
- The accused will be asked, “Did s/he want you to do everything you both did?” (i.e., Did you have affirmative consent for each sexual act?)
- It will not be considered valid consent if the complainant consented while intoxicated, asleep or uncommunicative.
- The accused must prove that reasonable steps to acquire consent were taken.

IF A STUDENT FILES A SEXUAL ASSAULT COMPLAINT:

- Reprimand, suspension, or expulsion if the verdict is the result of a disciplinary investigation and adjudication by the school.
- Prison time, mandatory rehabilitation, required registration as a sex offender for the rest of their life, and serious limitations on where they can live, if the conviction is the result of a criminal investigation and prosecution by the district attorney’s office.

WHAT DOES THIS MEAN FOR ME/THE STUDENT?

- Get clear around personal values around healthy relationships.
- Understand the concept of consent and its significance.
- Practice your communication skills—how do you say “yes” and how do you say “no.” Be assertive with your personal boundaries and limitations.
- Consider the risks of impersonal sexual activity and the benefits of knowing and trusting your partner in a healthy relationship.
- If you choose to experiment with substances, be aware of your limitations and make decisions that will promote your safety.
- Consider assertiveness or self-defense training.

WHAT ARE THE BENEFITS OF CONSENT?

- It encourages reciprocal healthy relationships.
- It changes the culture, so that anyone engaging in sex should be genuinely into it.
- Having sex with people who actually want to have sex with you is a positive thing.
- Asking for and obtaining consent shows that you have respect for both yourself and your partner.
- It enhances communication, respect and honesty.
- You learn how to communicate what you want and how to advocate for yourself.
- It provides you with the opportunity to acknowledge that you and your partner(s) have sexual needs and desires.

- Better communication will lead to knowledge of how to protect yourself and your partner against STIs and pregnancy.
- Asserting your personal boundaries builds confidence and self-esteem.
- It challenges gender stereotypes.
- You become more self-aware and can identify and articulate your personal beliefs and values, as well as respect your partner's beliefs and values.
- It promotes positive views on sex and sexuality, which can be empowering.
- It eliminates the entitlement that one partner might feel over another. Neither your body nor your sexuality belong to someone else.
- It maximizes the pleasure and safety of the people engaged in the sexual activity.

THE TOP TEN OF HOW TO PRACTICE CONSENT:

1. **DEFINE CONSENT:** Have open and honest conversation about what consent means to you and your partner. An easy way to start the conversation is to reference something you “heard on the radio” or “read on the Internet.”
2. **ASK QUESTIONS:** “Do you want to ___?” “What if we did ___ or tried ___?”
3. **CHECK IN WITH EACH OTHER:** “Is this okay?” “Do you like it when I ___?” “Does that feel ___?”
4. **EXPRESS DESIRES:** Have open and honest conversation about what you both want. Each person can have their individual wants and needs, so the goal is to have a conversation about the desires that overlap between them.
5. **LISTEN:** Active and supportive listening requires awareness and being engaged.
6. **ESTABLISH BOUNDARIES:** Talk about what you and your partner are comfortable with before sexual activity begins. Remember, a digital conversation does not count! Consent is ongoing and can be revoked at any time if someone changes their mind.
7. **NONVERBAL CUES:** Pay attention to your partner's eyes, expression, body language and how they respond to you, the environment and what you're doing together.
8. **THINK ABOUT POWER DYNAMICS:** Consent is not possible if there is coercion. Coercion can happen on purpose or by accident. Inequitable social or physical power, guilt and pressure are types of coercion. Extortion is unacceptable and wrong as well.
9. **BE READY FOR “NO”:** Have respect for your partner when a boundary is communicated (this may be nonverbal). “Maybe” and “I guess so” is not consent. Saying “no” or expressing limitations should not be difficult.
10. **AWARENESS OF SUBSTANCES:** Clearly communicate your boundaries BEFORE you or your partner engage in substance use. Remember that consent may be revoked at any time and that no one can provide consent while under any influence.

WAYS TO ASK FOR CONSENT:

Many may find these questions clinical or awkward, but it's important to consider that how one asks for consent is as important as asking. Engage your creativity by asking for consent in a sexy way or in coming up with your own question.

"I really want to hug/kiss/... you. Can I?" or "What do you want to do?"

"You posted/sent me a text/email earlier saying you wanted to hug/kiss... me. Do you want to do that now?"

"I really enjoy doing...with you. Do you want to... again?"

"Do you like it when I do this?" or "What don't you like?" or "What would you like me to do for you?"

"Is it okay, if I take off my/your shirt/top/bra/pants?"

"It makes me hot when you kiss/touch/...me there. What do you like?"

"Have you ever...? Would you like to try it?"

"Is there anything you don't want to do?"

"Do you want to go further?"

"Are you comfortable?"

"Do you want to stop?"

"What turns you on?"

HOW CAN YOU TELL IF SOMEONE ISN'T INTO IT?

- They don't respond to your touch.
- They push or are trying to push you away.
- They are holding their arms tightly around their body or straight at their sides.
- They turn away from you or are hiding their face.
- Their muscles stiffen.
- They move their body to avoid how you're touching them or what you're doing.
- Indifference.
- They are quiet.
- They are hesitant and use reluctant or ambivalent language.

HOW YOU CAN MANAGE WHAT'S GOING ON:

- Move your body.
- Pull away from them.
- Push them or a specific part of them away. For instance, take their hand and move it somewhere else.
- Speak up and communicate what you want to have happen. Some examples of what you can say:

1. "Can we stay like this for a while?"
2. "I want to chill for a while."
3. "I want to slow down."
4. "I don't want to go any further than ____."
5. "This doesn't feel right."
6. "No."
7. "I want to stop."
8. "This is not going to happen. Please respect my decision."
9. "I'm not comfortable with you touching me there."
10. "I am no longer comfortable doing this. Please stop."
11. "I need to go to the bathroom."
12. "I think I'm going to be sick."
13. "If you continue, you will be raping me."



Photo credit: Chain Camera Pictures

APPENDIX 6

CONSENT SCENARIOS FOR DECONSTRUCTION (FOR STUDENTS)

1. Blake and Reese, two high school sophomores, are at a small party at a friend's house. Everyone has been drinking. Blake has a crush on Reese. Blake and Reese talk, laugh, have a good time together...Pretty soon the rest of their friends move on to the kitchen to find something to eat. Blake and Reese are alone in the TV room and Blake makes a move. They kiss and make out for a while. It feels great. Blake's hands are all over Reese and then he tries to unbutton her jeans. Reese starts to feel awkward. Reese moves so that Blake can't undo them. Blake puts his hands on Reese's hip and moves her back closer to him. Blake whispers, "Don't worry, we'll take it easy."
2. Jessie and Alex have been together/going out with each other for a couple of weeks. The two are at Jessie's house. There is no one else home. While the two are making out, Alex starts to take off Jessie's shirt. Jessie helps Alex and then Alex takes off Jessie's pants too. Jessie starts to take off Alex's clothes. Alex introduces intimate touching and then asks for oral sex. Jessie moves down on Alex and starts to perform oral sex, but after a few minutes says, "Wait, I don't know that I'm so into this." Alex says, "Just a little longer, I'm almost there, don't stop now." Jessie continues until Alex is finished.
3. Linda, a sophomore, is at a party on the lake with her older sister, who is a senior, and her friends. They have all been drinking. They run into Alex, also a senior, and his friends. Alex thinks Linda is hot and invites her to go smoke with him away from their friends. Alex and Linda hook up. Alex wants Linda to give him oral sex. Linda says, "I don't know. I've never really done that before, can't we just keep doing what we're doing?" Alex says sure, but then pushes Linda down on him and she gives him oral sex.
4. Reagan and Shane are studying together in Reagan's room. They take a break and give each other back rubs. Reagan introduces some intimate touching. Shane moves closer and says, "Okay, but I don't want to go too far; we have a lot more to study." Reagan and Shane continue to kiss and intimately touch each other. Shane reciprocates Reagan's touching; however, as their activity becomes more intense, sets some boundaries. Reagan sighs and laughs a bit and says, "Okay, let's study," and jokes that they'll really deserve to "get after it" when they're done. After their studying is done, Reagan is quick to get intimate with Shane again. Shane says, "It's late, I should really go," but continues to reciprocate Reagan's touching. Reagan says, "Please stay." Shane says, "Oh, all right," and pulls Reagan closer.
5. Kai has had one relationship with someone, but it recently ended. Kai was so distracted by the relationship that he didn't go out much with friends. Now that Kai's single again, Kai goes out with friends to party and is having a great time. Logan, who Kai used to flirt with and mess around with a bit freshman year, is at the party and propositions Kai. Kai thinks, "What the heck, why not?" and goes upstairs with Logan. They start hooking up. Their chemistry is pretty intense and things progress quickly. Logan asks Kai if they should have sex. Kai says "yes." They start to have sex, but while it's going on, Kai decides it doesn't feel right, so Kai

whisper, "It's enough, can we stop?" Logan doesn't seem to hear Kai, it doesn't register or Logan ignores the request, so Logan continues.

6. Jordan is a sophomore and Charlie is a junior. They are flirty with each other, but don't really know each other that well. Charlie asks Jordan to Prom. Charlie pays for the tickets, dinner and a cab to the after-party at a friend's house. Charlie says s/he will also pay for the cab ride home and have the cab drop Jordan off at home first. Jordan and Charlie have fun at dinner. At Prom, they separate for a chunk of time and hang out with their own friends. At the after-party both Jordan and Charlie drink. Charlie then leads Jordan upstairs to a bedroom and locks the door. Suddenly Charlie is all over Jordan and they are on the bed. Jordan wants to say something, but Charlie keeps aggressively kissing, and starts to feel up, Jordan. Finally, Jordan is able to say, "Wait, let's slow down." Charlie says, "For what? Just relax. You're going to like this."
7. Devin and Quinn are a couple and messing around late night in Devin's bedroom. Things are getting pretty intense and clothes are coming off. Devin's family is home, but asleep. The door is locked. The lights are on and Devin expresses feeling uneasy that the lights are on and there are people in the house. Quinn says, "Don't worry, it'll be fine. Your parents are so chill. They won't bother us." Devin and Quinn continue to get together, but Devin is still distracted. Quinn says, "Do you want to stop, are you into it?" Devin says, "Yeah, I'm into it. It's okay." Quinn and Devin hook up some more. Quinn asks, "You better?" Devin replies, "Yeah, I'm good," and the two engage in oral sex.
8. Casey is a sophomore and Riley is a junior, and they have been lab partners in an advanced chemistry class. They have been focused and productive, as well as flirty. Riley confides that he's going to a party on Saturday and that he's hoping a certain person he's interested in will be there. Casey encourages him to "go for it," but Riley says he doubts that this person feels the same way. Casey says, "Oh come on, anyone would go out with you." A couple of weeks later, Casey and Riley are still in the same class, but haven't really been talking since they have different lab partners. Casey gets up to go to the girl's bathroom. While Casey's washing her hands at the sink, someone enters. It's Riley. Casey is surprised and asks, "What are you doing in here?" Riley doesn't say anything, just walks forward, corners Casey against the wall, and starts to aggressively kiss and feel her up. Casey is shocked, starts to squirm and push him away. She says, "Cut it out. Stop!" Riley stops, backs off, and smiling, says, "Tease" and walks out.
9. Tina and Cooper have been friends since their freshman year of high school. Tina is transgender. Cooper's gender identity is aligned with his assigned sex of "male." Midway through freshman year, Tina and Cooper talked about her gender identity and expression. Cooper was open and understanding. Recently, during their sophomore year, Tina has felt like there's been more emotional intimacy between them. She brings it up with Cooper; he is honest and has noticed the same thing. On the weekend, Tina and Cooper are watching a movie and cuddling on the couch. Tina and Cooper are physically close, Cooper looks at Tina questioningly, and Tina nods "yes." Tina and Cooper start to make out. Tina hints at taking Cooper's shirt off by starting to lift it when Cooper helps her do it. Cooper starts to unbutton Tina's shirt and is fumbling with the buttons, so she helps him undo them. Tina and Cooper make out for a while longer, and Cooper asks, "Is this okay?" Tina responds, "Mmm Hmm, let's just stay like this for awhile." The two make out a little more, put their shirts back on and finish the movie.

10. Emily and David are seniors who party (drink and sometimes smoke) socially. They have mutual friends in different social circles and are friendly when they see each other at school in class, etc. They have hooked up a couple of times when there's been a party at someone's house. It's usually towards the end of the night and they've both felt fine about it. They've taken their sexual exploration to the point that Emily has given David oral sex. Over text they flirt and will allude to their hookups. In the last text exchange, they confirm that they're both going to the same party, that they'll meet for their usual end-of-night hookup and are down for having sex. When Emily and David are together like they planned, they begin to have intercourse with a condom. While the intercourse is taking place, Emily whispers, "Wait; this doesn't feel right." David continues and responds in a soothing and understanding voice, "Don't worry, just a minute, I'm almost finished."
11. Ryan and Morgan have been going out for a while. Morgan is at Ryan's house after school; no one else is home. Ryan and Morgan's time together is playful and fun. They both tried to do some homework, but just ended up making out and getting together. They've talked about the possibility of oral sex before--not a full-on conversation but have mentioned it casually. Morgan starts to move down Ryan's body and the looks up questioningly. Ryan nods "yes." Morgan gives Ryan oral sex. Afterwards, they continue to mess around to the point that intercourse could happen. They've never really talked about it before, but Morgan asks Ryan if he has a condom. Ryan says "yes" and questions "Are you up for sex?" Morgan says, "I think so, but go slow, okay?" Ryan nods, puts on the condom, Morgan guides Ryan to intercourse and they have sex. Ryan asks, "You okay? Tell me what feels good." Morgan nods and says, "Okay."
12. Jim is a senior and Phil is a junior. The two are good friends who hook up from time to time. Jim is out in the community and more sexually experienced than Phil. Phil hasn't really identified his sexual orientation publicly and has had a couple of past relationships with a few girls. Since he's questioning, he and Jim have agreed to keep their relationship on the DL. The last time the two got together they alluded to having sex (intercourse) by Jim saying, "Next time I'm bringing a condom." Phil responded, "Cool." Jim and Phil are kicking back at Jim's house. The two hook up, are messing around and get to a point when intercourse could happen. Phil asks Jim if he has a condom. Jim says he was kidding about the condom, but it doesn't matter because they don't have to worry about pregnancy. Phil says, "I don't know..." and Jim says, "Really, don't worry about it. I'm clean and I know you want to." Phil suggests they wait until the next time. Jim responds, "Yeah, but who knows when that will be. Come on, it'll be good. Next time I swear I'll bring a condom. Just this once." Phil hesitates and reluctantly agrees. The two have intercourse.
13. Judy and Ben have been going out for several months. The two have expressed that they are in love with each other. Both are virgins and agree to have intercourse for the first time together. They talk about it and are prepared. Judy acquired the pill at a clinic and Ben has condoms. Judy's parents are at the movies and have said they won't return until late. Ben comes over to hang out; this is the night they plan on losing it to each other. Ben and Judy have a lot of fun together; they have some dinner, watch a movie... Judy is a little jumpy and awkward. Ben asks what's wrong and she says she's just nervous and proposes that they have some wine to calm her nerves. They get a bottle from her parent's cabinet and she has two large glasses pretty quickly. Pretty soon, they're getting together. Judy's still acting a little different, but says she really wants to go ahead with their plan. Ben is hesitant, but then she pulls him towards her and the two have sex.

14. Aaliyah and Jasmine are new freshmen. They live in the Freshman Quad. Their dorms are “dry” and the RAs are pretty tight with the no underage drinking rule. Aaliyah’s been dating a junior, Brody, who she met in her math class. He lives in The Tower, which is housing for juniors and seniors. The Tower isn’t “dry.” Brody suggests they sneak the girls in so that they can hang out and party with his suitemates. The two girls go to The Tower and kick back with Brody and a couple of his friends. His friend Mateo’s girlfriend is there too. Jasmine doesn’t have a lot of experience with drinking but is getting into it. Everyone is playing the drinking card game, Suck and Blow, in the living area. Jasmine is failing and getting wasted. When the game is done, Brody and Aaliyah go into Brody’s room and close the door. Soon after, Brody’s suitemate, Zach, leads Jasmine into his bedroom and closes the door. Zach let’s go of Jasmine’s hand and she falls onto the bed. Zach gets on top of her, is kissing her and starts to undo her jeans. Jasmine says, “Wait, wait, I hardly even know you.” Zach says, “Sure you do, we’ve been partying together all night. Just relax.” Zach continues. Jasmine is mildly responsive to Zach’s touch, she then says, “Where’s Aaliyah, we should go.” Zach says, “She’s busy with Brody. Don’t worry, you can stay with me.” Jasmine doesn’t remember much else after that point, but wakes up naked next to Zach, who’s sleeping.



Photo credit: Chain Camera Pictures

APPENDIX 7

STORYBOARD TEMPLATE

[illegible]

APPENDIX 8

BYSTANDER INTERVENTION

SCENARIOS FOR DECONSTRUCTION (FOR STUDENTS)

1. Harrison, Dominic and Jack are in the locker room after practice. Jack is talking about the new high school junior transfer who is in his Social Studies class. He says, "Damn, Dude, she's hella fine." Dominic responds, "Yeah, she's a dime; stacked too. You gotta go hit that girl. I dare you." Jack comes back with, "This weekend, I'll get Laney to invite her to Kylie's." Dominic says, "For sure, bro, I'm your wingman. Get her wasted."
2. Bella, Sophie, and David are talking in a small group of friends about a girl who was at a party last weekend. She got really drunk and hooked up with someone. The rumor is that she regrets it and is telling everyone she was "taken advantage of." David says, "I don't believe it. She's always hot for someone and looking to hook up." Bella says, "Tell me about it. Next time someone should get pics and post. That'll wake her up to what's really going on." Another friend, Vic, says, "Wouldn't be hard, there's sure to be someone on her radar this weekend."
3. Lizzy and Olivia have just changed into their uniforms for an away soccer game and are in a hurry to meet the travel bus. They enter the back stairwell on the third floor of the building and start to make their way down. On the second-floor landing, David and Melanie are in a heated argument about something. David and Melanie are a well-known couple on campus. They have been together for almost a year and are notorious for being highly dramatic. While making their way down the stairs, Lizzy and Olivia can hear what David and Melanie are saying. Melanie sounds defensive and says, "I swear, he was just asking me about the test on Thursday. He was not hitting on me!" David yells back, "Yeah, right, I'm sure you were into it. I saw you! Slut." Melanie fires back, "Slut?! What about you and Gina the other night?" David, "Don't try and turn this around. We're talking about you." David shoves Gina against the wall. Lizzy and Olivia quickly walk by with their eyes on the floor. Lizzy can't help but glance at David while they pass. David glares and says, "What are you looking at? Mind your own business, b**ch." Olivia and Lizzy pick up their pace, get to the first floor and exit the stairwell.
4. Isabel and Natalie are at a party. It's a small group of high school sophomores. Isabel has been crushing on Leo big time; he's at the gathering with his friend, Cameron, who's friends with Natalie. Natalie has been encouraging Isabel to get with Leo, but Isabel's self-conscious and not as experienced with boys as Natalie. Natalie told Cameron before the party that Isabel's into Leo and would be down to hook up. Cameron said he would "see what [he] could do." Everyone's been partying, and it's getting late. Isabel and Natalie are out on the back porch with Leo and Cameron. Leo says to Isabel, "Hey, you want to go for a walk, sober up a bit?" Isabel hesitates and says she's alright to just hang where they are. Natalie nudges her and says, "Go on, have some fun. Go with him." Isabel pauses, then stands, steadies herself and goes with Leo. Natalie says to Cameron, "He's cool, right? He won't be a jerk, right?" Cameron says, "He's cool; he'll show her a good time." Natalie says, "He likes her, right?" Cameron replies, "Yeah he likes her. Likes her for tonight."

5. Michael, Jordan and Stephen are going to a kick-back at Jules' house. Maria texts that it starts at 8 p.m., and to bring liquor for shots. It's invite only. There should be about 15 people. Michael, Jordan and Stephen get to the party late and have a bottle of tequila. As they walk in the kitchen, Jordan sees a girl he knows, Angela, (who has a boyfriend) and says to Michael, "Ooo, brother, get at that girl." Michael nods, gives Jordan a knowing look and heads to where Angela is with her friend Lizzie. Jordan goes straight to Lizzie and invites the girls to play "I Never" with shots. Within 30 minutes Angela has had at least five shots. Jim, a friend of Angela's boyfriend, is kickin' it with others close by. He notices Angela is pretty trashed. Michael and Jordan continue to rally the girls to do more shots. Soon, Jordan puts his arm around Lizzie and takes her over to a group of people on the other side of the room. Michael says to Angela, "It's hot in here, you want to go out side where we can get some air and talk?" The two go outside together.
6. Linda is a high school sophomore and has recently come out as gay. She is at an outdoor concert with her older sister, Gabby, and Gabby's senior friends. They have all been drinking. They run into Alexa, also a senior, who is with some other people. Alexa identifies as bi-sexual and recently heard that Linda has come out. Alexa invites Linda to go smoke with her away from their friends. About 20 feet away from the group, Alexa starts to intimately touch Linda. Gabby's friend, Sophia, can see them in the distance and notices that Linda looks awkward and isn't really responding to Alexa, who is all over her.
7. Ty, a sophomore, is transgender. He has a tight group of a few friends as well as a couple of others outside of school who he plays baseball with on a club team. Ty recently tried out for the school play and landed one of the most sought after roles. After the first rehearsal, Ty is on his way to use the faculty bathroom, which he has permission to do for privacy reasons because he has experienced bullying in the boy's bathroom before. In the hallway, Cheri and Dawn are sitting on floor, leaning against the lockers, doing their homework, and there are a few students getting their books together before going home. Just before entering the bathroom, a couple of juniors, Amari and Devin, who had also tried out for the role Ty got, step in front of him and push him back. Amari says, loud enough to make a few heads turn, "You think you're pretty special, huh?" Devin follows with, "You even get your own toilet." Ty is nonresponsive and tries to enter the bathroom again. He wants to escape inside because there's a lock on the door. Amari says, "What ARE you, anyway?" and starts poking at Ty and then grabs his crotch. Devin says, "Let's find out." He shoves Ty into the bathroom. Devin and Amari go in too and lock the door.
8. There's a bonfire on the beach. About 30 to 40 teenagers are there from the local high school. Everyone is partying. Some are taking Xanax® in addition to drinking alcohol. A high school freshman, Casey, takes two Xanax® and drinks as well. Within a couple of hours Casey can barely stand. A junior, Tony, leads Casey a little ways from the fire and starts to engage sexually. A few of Tony's friends notice and approach Casey and Tony. Tony's friends start coaching and pumping Tony up to "go for it" and "get after it." Tony is having intercourse with Casey. Most people at the fire have heard about what is going on. A few more people make their way over to Tony, Casey and Tony's friends. They take out their phones and film what's happening. They send the video and it goes viral within the school community.
9. Nick is a pledge at a fraternity and at the second party of the year at the house he is hoping to join. Earlier that afternoon, Nick and a couple of other pledges were invited by some fraternity members to help set up. The pledges were told to keep it on the DL because they aren't members yet and encouraging underage drinking is not allowed. At the party, there is punch available on the main floor of the house where there

are a couple of poker tables and couches. The kegs and a ping-pong table are down in the basement. The music is loud and the house is packed. Nick is in the basement and sees frat members and others rallying each other as they play drinking games, throw back shots, and drink beer. As a pledge, Nick and his few fellow pledges really shouldn't be there, so they are nursing their drinks on the far side of the room against the wall. Very quickly people are getting sloppy. Nick sees a girl on the far side of the room who is wasted. She is leaning up against a post and a fraternity brother, Mike, is in her space. His arm is around her waist; he's holding her up while talking to her. Mike leads her upstairs as she stumbles. Nick's pledge brother says, "Man, I bet he's going to tap that."

10. Alex and Tatum walk out of the college library together at 10:30 pm after a study group finishes. It is quiet and dark except for the lit pathways across the Quad. Alex veers off of the path to cut across the lawn towards the dorms. Tatum walks in the opposite direction towards other dorms. In the distance, Alex hears some noise and turns to see a group of drunk students. They are rowdy, loud, and have come across Tatum. Alex recognizes one of them from the dorm. Alex sees that they, too, know Tatum from somewhere and enthusiastically greet Tatum. The group pauses and Alex hears them invite Tatum to join them. Alex checks the time, and wants to get back to meet friends who are going out. Someone in the group grabs Tatum's arm and says, "Aw, come on, have some fun." Tatum says, "No thanks, I really need to get back," and tries to walk away, but is cut off by someone in the group. Another starts to push at Tatum's shoulder so that Tatum is moving with them. Another starts to poke at Tatum's mid-section and says, "'No thanks'? Come on, let's have fun." Suddenly, Alex isn't sure who does it, but someone grabs Tatum's butt. They are all howling and laughing and pushing Tatum back and forth among them and grabbing at Tatum's body. Alex's phone goes off; friends text, "You coming? Time to go." Alex looks up one last time. Tatum makes an effort to get away again, but they keep pulling Tatum into their small circle.
11. Jake and Tim are both part of the GSA on their college campus. Jake is a freshman and Tim is a senior. They are friendly at the meetings and have participated in a couple of awareness-raising events together. Tim lives in a junior-senior dorm where his suitemates are having a small party. Tim invites Jake, and tells him to be low-key about coming and to use the back entrance because freshmen aren't allowed to attend get-togethers where there's alcohol. Jake arrives and there's a bunch of people kicking back in a lounge, drinking. Tim hands Jake a drink. The two are hanging out with a few others there and it is obvious that there is some sexual tension between Tim and Jake. Later, after two beers, while Jake is talking to a couple of girls, he is floored and can't seem to get up from his chair. An overwhelming heaviness sets in. Tim comes over to join in and says, "Hey, man, you're looking pretty trashed, you want to crash in my room?" Jake manages to say, "Nah, I'm good, I'm going to head out." One of the girls offers to walk Jake back and helps him stand. Tim intervenes, supports Jake under his arm and says, "It's cool, I got this" to the girl and takes Jake into his room across the hall and shuts the door.
12. Danny and Claire go to a party at a frat house with a bunch of friends. Most of the bedrooms have been decorated according to the party's theme. Each room has specific drinks and shots in line with the theme as well. The rooms are pretty crowded and everyone is absorbed in their own experience and friends. Danny and Claire are in a room and see someone passed out on the bed. Danny has a class with her, but isn't sure where she lives or who her friends are. A couple of guys then enter the room and carry her out of the room and into a room across the hall. They close the door. At least 10 minutes pass and they're still in the room. Danny and Claire see another person go into the room and close the door. A friend of Danny and Claire's says they're going to move downstairs and to come along.

APPENDIX 9

CHARACTERISTICS OF HEALTHY AND UNHEALTHY RELATIONSHIPS

IN A HEALTHY RELATIONSHIP, YOU:

- Treat each other with respect
- Maintain individuality
- Have your own friends who you spend time with
- Are able to deal with and resolve conflicts productively
- Are supportive of each other
- Can trust each other
- Are interested in each other's lives
- Feel safe and comfortable
- Maintain a balance of power
- Communicate clearly with open honesty
- Feel heard when you express your feelings
- Celebrate each other's accomplishments
- Maintain an appropriate level of privacy
- Able to say "no" and respect each other's boundaries
- Do not abuse technology or social media to constantly check on each other
- Do not work through issues within your relationship with each other through technology; you do it in person
- Are sexually intimate by choice and consistently respect the concept of consent
- Are honest about your sexual history if you and your partner are sexually active
- Make healthy decisions about substance use

IN AN UNHEALTHY RELATIONSHIP, ONE OR BOTH OF YOU:

- Are controlling and manipulative of each other
- Say hurtful things even if, especially if, you say you're joking
- Cover or make excuses for your partner's negative behavior
- Curse at or name call or place blame on your partner whenever something goes wrong
- Expect your partner to ask permission to go places and do things
- Discourage your partner's independence
- Criticize your partner's friends and/or family
- Ignore your partner when they are speaking
- Are overly possessive or jealous about ordinary behavior and relationships
- Control your partner's money and/or other belongings
- Continue to pressure your partner after they've said "no"
- Lie to your partner
- Are violent in any way (for instance: pushing, grabbing, hitting, punching) or are verbally abusive (for instance: yelling, screaming)
- Use physical force or threaten your partner in response to their behavior
- Dictate what your partner wears
- Are nervous or scared around your partner
- Cringe or move away from your partner when they are angry
- Express your anger by name calling or using put downs
- Blame you or your partner's negative behavior on alcohol or drugs

APPENDIX 10

THE ADOLESCENT BRAIN AND SUBSTANCE USE

Adult bodies process alcohol differently than teenage bodies. In particular, alcohol impacts the adult brain differently than it does the adolescent brain. Adolescent brains are under construction, with some sections more fully developed than others.

THE TEENAGE BRAIN

- The prefrontal cortex, which controls executive functioning and rational thought, is still developing and may not be fully developed until someone is in their mid-20s. It curbs impulsive behavior, weighs outcomes, forms judgment and manages emotions.
- The nucleus accumbens is actually quite developed early on. It is the area of the brain that seeks pleasure and reward.
- MRIs show that the mental energy teenagers use to make decisions comes from the back of the brain vs. the frontal lobe of the brain like in adults. When teenagers use their frontal lobe, it takes more energy. Adults have already formed the myelinated synapses they need for decision making; it happens more quickly.
- There is plasticity to the teenage brain. It can take in new information and change to accommodate it.
- Myelination and neurological pruning is also in process. Those neurological pathways of the brain that are used more often will become insulated and permanent; those that are not used will deteriorate over time.
- A teenager's job is to "get a life" by engaging in patterns of positive and constructive behaviors, which will then become insulated and permanent. If patterns of behavior are negative the same may happen and could potentially lead to unproductive and even destructive behaviors.
- Substance use, in combination with plasticity and myelination, puts teens at greater risk for substance abuse and addiction.
- Teenage bodies are also more susceptible to the negative effects of alcohol on the hippocampus. The hippocampus regulates working memory and learning.

UPPERS, DOWNERS AND ALL AROUNDERS

Darryl Inaba and William Cohen et al. have expressed the classification of psychoactive drugs in a way that teenagers can grasp and remember. Their book Uppers, Downers, All Arounders is an effective resource for substance use education and prevention. Their definition of a psychoactive drug is any substance that directly alters the normal functioning of the central nervous system. The chart on the following page shows the three categories of psychoactive drugs, their primary effects and some examples of each.

	UPPERS (STIMULANTS)	DOWNERS (DEPRESSANTS)	ALL AROUNDERS (HALLUCINOGENS)
EXAMPLES	Cocaine, Nicotine, Caffeine, Amphetamine (meth, “crystal”, “speed”) Amphetamine congeners (Ritalin®, Adderall®)	Alcohol (beer, wine, hard liquors), Opiates & Opioids (Heroin, Codeine), Sedative-Hypnotics (Xanax®, GHP, Rohypnol®, Valium®)	Cannabinoids (Marijuana), Ergots/Indoles (LSD, psilocybin mushrooms), Phenylalkylamines (MDMA/ ecstasy, MDA) Others (Ketamine, PCP)
MENTAL EFFECTS	Feel more confident, cause a certain rush or ecstatic feeling which depends on specific drug and physiology of the user; larger doses can lead to anxiety, anger, aggression, paranoia.	Lowers inhibitions, relaxing and dulling the mind, diminished anxiety, sense of well-being. Long-term use can cause dependence.	Most distort sensory messages to and from the brain stem, hallucinations, delusions, illusions. Marijuana can cause confusion, an aloof feeling, drowsiness, difficulty concentrating, giddiness, exaggerate mood and personality, disrupt short-term memory, distort time, cause respiratory problems including bronchitis, lung damage in chronic users. In high amounts they can cause temporary psychotic reactions.
PHYSICAL EFFECTS	Stimulation of the nervous system: increases heart rate, blood pressure, energizes muscles, insomnia, decreases appetite. In large amounts cardiac and seizure problems can occur.	Depress the central nervous system: slows heart rate and respiration, relaxes muscles, decreases coordination, induces sleep, dulls the senses, diminishes pain. Long-term use can cause dependence.	Some side effects of hallucinogenic plant are nausea and dizziness. Marijuana increases appetite and makes eyes blood shot. LSD increases blood pressure and causes sweating. MDMA acts like a stimulant.

Alcohol decreases and impairs cognitive functioning, especially in teenagers. Levels of impairment include the following:

- Mild Impairment. BAC is 0.0-0.5%: speech, memory, coordination, balance.
- Increased Impairment. BAC is 0.06-0.15%: perceived beneficial effects, such as relaxation; speech, memory, coordination, balance further impaired; increased risk of aggression in some people; significant impairment of driving-related skills; increased risk of injury to self and others.
- Severe Impairment. BAC is 0.16-0.30%: speech, memory, coordination, balance significantly impaired; all driving-related skills dangerously impaired; judgment and decision making dangerously impaired; blackouts (amnesia); vomiting and other signs of alcohol poisoning is common, loss of consciousness.
- Life-threatening Impairment. BAC is 0.31-0.45%: loss of consciousness; danger of life-threatening alcohol poisoning; significant risk of death because of suppression of vital life functions.

For an image of the adolescent brain and the effects of alcohol, reference: [Schoolatoz Fact Sheet](#).

IMPORTANT INFORMATION:

- There are many factors that contribute to how well an individual will process alcohol and determine BAC (Blood Alcohol Content). Factors include food, hydration, mood, other medications, stress, sleep, rate of drinking, what you are drinking, tolerance, illness, age, biological sex, brain chemistry, size, ethnicity, genetics and metabolism.
- The body regards any taken as a toxin. If use continues over a period of time, the body is forced to change and adapt to develop a tolerance to the toxic substance. With continued use, the user has to take larger and larger amounts to achieve the same effect.
- If the user consciously or unconsciously mixes substances, the two or multiple substances will confuse the body and may lead to dangerously severe reactions (if, for instance, you mix an Upper with a Downer). The different substances may potentiate each other, or make the drug(s), effective or more effective through a metabolic or chemical reaction. A good example is an alcoholic drink (beer or punch) that has been “roofied” with a sedative. The combination magnifies the effect of both to dangerous and incapacitating levels.

COMMON EFFECTS OF ALCOHOL ON TEENAGERS DURING SOCIAL INTERACTIONS SPECIFIC TO SEXUAL BEHAVIOR:

- Impairs communication about sexual intentions.
- Magnifies misperception about sexual intent.
- Weakens ability to correct misperceptions.
- Diminishes ability to resist.
- Justifies aggressive behavior.

ESPECIALLY IMPORTANT INFORMATION:

- By legal definitions, it is NOT possible to give or acquire consent while incapacitated by alcohol or other drugs. “Incapacitated,” should there be an issue with consent, is determined through an investigation. “Incapacitated” may be defined differently for each individual. Incapacitated means a loss of ability to do something in the usual or desired way. Since substances alter normal functioning of the central nervous system, it applies. Mental illness or developmental disability, or being underage, may also determine a person “incapacitated.”
- The effects of alcohol and other substances can make teenagers vulnerable to sexual assault victimization and perpetration. It is imperative that teenagers understand the inherent risks of alcohol use on many levels, especially in regards to sexual assault.



Photo credit: Chain Camera Pictures

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