



# ROLL RED ROLL

## TOOLKIT

COLLEGE ATHLETIC  
ADMINISTRATORS,  
COACHES, AND  
COUNSELORS



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## Acknowledgments:

### Toolkit Writers:

Joe Samalin  
Joe Samalin, Co-Founder, MenChallenging

Nancy Schwartzman  
Director, *Roll Red Roll*

Tori Vandelinde, MPH  
Project Coordinator, CALCASA/RALIANCE

Valencia Peterson (Coach V)  
Executive Director, Open Door Abuse Awareness  
Prevention

### Toolkit Producers:

Eliza Licht, Alice Quinlan, Lily Donnell

**Thank you to our partners for their help on this toolkit:**



# A LETTER FROM COACH V



Dear Coach, Athletic Administrator, or Counselor,

I wanted to take the time to thank you. You have elected to show the film **Roll Red Roll**. As a Coach I know how precious time can be. To top it all off we only have a few months in a season! Getting our players prepared mentally and physically is no small matter.

Everyone knows that coaches and administrators have one of the most powerful platforms. Athletes are motivated to do well. They desire to be a part of the family, that so often is described as our team culture. We know that most of the athlete's time will be spent with a Coach even in some cases more than a parent and many Coaches become father figures staying in touch with players long after they are done playing ball.

In showing this film it is obvious that you are concerned about the future of your athletes and not just winning and losing.

We have made the showing of this film with your time in mind. It can be shown in its entirety, which is preferred, or it can be broken up into **five clips**. We will break it down concentrating on key elements of the film. You decide what is best for your team. We recommend you partner with a local organization that deals with issues of trauma and intimate partner abuse just to be sure you avail yourself of any added help you might need. If you need a recommendation, we will be happy to advise.

We wish you a winning season and thank you again!

**Valencia Peterson**

**Executive Director, Open Door Abuse Awareness Prevention**

# RESOURCES AND SUPPORT



Conversations about sexual assault can be difficult, especially for people who haven't engaged in many conversations about the topic before. As a coach, administrator, or counselor your athletes look up to you and see you as a role model, adding additional pressure to do and say the right thing when talking about sexual assault. As athletes, your students have a potential platform to affect not only their own beliefs and behavior, but that of their teammates and the school as a whole.

This guide is meant to support you in being as ready as possible in talking about these issues with your student athletes, and is designed as so:

- > **DIRECTOR'S STATEMENT** from the filmmaker Nancy Schwartzman, which can be an important resource to read or share with your students.
- > **OVERVIEW OF THE FILM** and the incident it describes.
- > **PRE-SCREENING FACILITATOR'S GUIDE** with background information and more to help you and anyone else that might facilitate a discussion with student athletes prepare to be as effective as possible.
- > **DISCUSSION GUIDE THEMES** - a list of key themes that the film addresses for college athletes to look critically at. Whether you show the entire film and have multiple discussions about it, or are only able to show some clips with limited discussion you can choose the themes that are most relevant for you, your students, and your campus.
- > **SAMPLE SESSIONS** - these are some examples of how to structure one or more discussions with your athletes after watching the film, based on conversations we have facilitated with student athletes in a variety of contexts. They are meant to help you create as effective and meaningful a discussion as possible, ideally leading to culture change as needed in your programs and on your campus.



While this guide aims to prepare you as much as it can for these conversations, many coaches, athletic administrator's and educator's find comfort in having a sexual assault advocate or prevention specialist to help facilitate conversations about sexual assault such as those that occur when screening **Roll Red Roll**. Here are some ideas for finding professionals in your area that could help facilitate discussions for **Roll Red Roll**.

- > **CONNECT** with local rape crisis center or campus advocacy and prevention specialists
- > **FIND** your local rape crisis center: [www.raliance.org/rape-crisis-centers](http://www.raliance.org/rape-crisis-centers)  
Ask your Title IX Coordinator for campus advocates and prevention specialists
- > **OTHERS** in campus settings: professors from women/gender/sexuality studies departments, guidance counselors, psychological counselors

We encourage athletic administrators, coaches, and counselors to continue to educate themselves about sexual assault and its prevention by reading this facilitator's manual and connecting with additional resources, as student athletes may have questions or other conversations after screening and discussions related to **Roll Red Roll** are concluded.



# DIRECTOR'S STATEMENT



**Roll Red Roll** is a story that I felt compelled to tell. I wanted to make a film about rape that didn't rely on a victim's testimony to drive the story. Instead, I made a film about rape that looks at the perpetrators, bystanders and witnesses - and the larger communities and institutions that enable rape. I did this to take the burden off of the victim, and to focus attention on how we can recognize and ultimately solve the problem. This was a deliberate choice in the filmmaking, and as such, it is a first.

I went to a high school not unlike Steubenville High School. I was a varsity athlete growing up and I come from a sports family. I understand the love and passion for sports and the intense relationship between a player and a coach, and what it means to your family for you to succeed on the field or court. The entire town of Steubenville coming together to celebrate and stand together every Friday is a beautiful thing. But to quote journalist Rachel Dissell, "Is this football town putting its daughters at risk, by protecting its sons in a situation like this?"

I felt like I knew these kids. They reflected some of the attitudes of my high school growing up. I wanted to explore the undercurrents of this compelling and frightful situation. The behavior wasn't unfamiliar to me, but the social media platform was new. I wanted to know what empowered boys to talk about rape so casually, and broadcast it so publicly. It was all out there. That's what made it so shocking.

The incident was planned and witnessed and an entire conversation was happening on social media about it. Prosecutors had to sift through over 400,000 text messages, hundreds of tweets to figure out what was evidence and what was bravado. I read the text messages and the social media posts, and they chilled me.

In **Roll Red Roll** we see young men acting with total privilege and without accountability. This wasn't a "one-off" incident. This was a pattern of behavior that went beyond just a juvenile criminal trial, and led to a Grand Jury investigation of school officials. There should have been no question about what happened, and yet: the entire town was divided.

## Why didn't anyone stop it?

If we want to understand what is “rape culture” - then, here it is, laid bare. I just couldn't look away. I've been working to transform culture around gender-based violence for over 10 years, using film and technology in service of these goals. I've always been fascinated by technology and youth culture, and how while technology is mainly neutral, it is the way we use it that is the variable. Seeing it overlap in the gender space - I was amazed at the power of social media: to incriminate, to empower and to shine a light on darkness. This entire thing was documented on social media and shared publicly. The bravado and the language used by the kids to talk about their classmates and young girls were astonishing. Anyone could see it. And the lack of empathy was chilling.

There were school administrators and teachers that heard rumors, and there were coaches who did nothing, or defended players without asking the tough questions. By doing nothing, and not taking it seriously, they were enabling it - excusing and justifying it, or looking the other way. This situation underscores the need for responsibility and for us to behave as friends, parents, family members, fellow classmates, teachers, school administrators, coaches and

everyone in our communities to make sure that we believe survivors, we investigate carefully, and this behavior stops. Now we are at this incredible #metoo moment, where men and mainstream audiences are listening to the reality of those who experience violence, and it's time to shift our attention. We need to look closely at those who commit assault, so we can identify it, prevent it and ultimately transform our culture.

The bottom line is that rape is preventable. Steubenville is just like your town or school. Watching and studying the police interviews, the story shows clearly that rapists and bystanders are not “monsters”, they are us - our sons our fathers, our coaches, our friends. When we turn them into “monsters” - it makes rape hard to “see” and eradicate. We as individuals and communities have to take responsibility and teach accountability to our children so that they understand this is wrong. And that speaking up and intervening is the right thing to do, even if no one else is doing it. I am hopeful that audiences take these lessons to heart and will move forward in creating safe, loving and caring communities for our future generations.

—Nancy Schwartzman  
Director/Producer, Roll Red Roll

## FILM SUMMARY

At a pre-season football party in small-town Steubenville, Ohio, a heinous crime took place: the assault of a teenage girl by members of the beloved high school football team. What transpired would garner national attention and result in the sentencing of two key offenders. But it was the disturbing social media evidence uncovered online by crime blogger Alex Goddard that provoked the most powerful questions about the case, and about the collusion of teen bystanders, teachers, parents and coaches to protect the assailants and discredit the victim. As it painstakingly reconstructs the night of the crime and its aftermath, Roll Red Roll uncovers the engrained rape culture at the heart of the incident, acting as a cautionary tale about what can happen when teenage social media bullying runs rampant and adults look the other way. The film unflinchingly asks: “why didn't anyone stop it?”





# PRE-SCREENING FACILITATOR'S GUIDE

**Roll Red Roll** is designed to create greater awareness of sexual violence and the culture that promotes it, especially in a student athletic context. It is also a call to us all to challenge those very parts of our culture and communities that promote rather than prevent a culture of sexual violence, whether we are aware of it or not. Giving your athletes the chance to reflect on the film and discuss it further can greatly enhance learning and the potential for change. This guide is meant to help you do that as effectively as possible.

One of the reasons that sexual violence is such a challenging topic to talk about is because often we find two truths that seem to contradict each other. For example, we know that anyone regardless of race, gender, age, sexual orientation, athlete or not, can commit sexual violence and can be a victim or survivor of it as well. Sexual violence is identity-neutral. And then again, it is also not. The reality of sexual violence is that it is most often (but not only) committed by men, most often (but not only) committed against women and girls. In a college setting we know that a sexual assault can happen anywhere, committed by anyone against anyone. But we also know that the majority of reported sexual assaults happen in fraternity or athletic contexts. While this doesn't mean that most athletes commit rape or that most students who commit rape are athletes, it means that college athletics - like everyone - can do more to challenge sexual violence at their schools, and that the status most athletes have often increases what they can achieve.

A critical look at the culture of your team, of athletics at your school, of your students individually and as a group will often also help to improve your team - to build relationships and trust. It won't be easy, but it is a worthwhile and necessary endeavor if we are going to end the epidemic levels of sexual violence - especially on college campuses, including in the context of college sports.

Sports culture and rape culture overlap and interact in some key ways that are important to a discussion on these issues, both in a college athletics context and in professional sports. We are also at a time of change - there is more accountability for individual athletes and athletic organizations for sexual violence, and there are a growing number of athletes and institutions speaking out against violence as well. This is a critical time for college athletes and sports programs to step up and deepen their commitment to supporting survivors of violence and to challenging sexual violence as well.

Specifically, the film and the story it captures explores key cultural themes related to sexual violence, including but not limited to:

- > The **NATURE OF SEXUAL ASSAULT AND RAPE**, and the culture of those who commit and collude with it
- > The **CULTURE OF COLLEGE** athletics and youth sports in the U.S.
- > The **ROLE OF COACHES** (and parents and others) in preventing or promoting sexual violence
- > The **ROLE OF TECHNOLOGY** in addressing sexual violence
- > The **ROLE OF MASCULINITY AND GENDER NORMS** in sports culture and the role they play in either promoting or preventing sexual violence

In addition to screening the film and hosting discussions, we encourage you to get creative and do more. Connect the film and discussion to a larger context - a team project, co-curricular activities, local resources, etc. This will allow your athletes to connect in a deeper way to the issues addressed by the film. The goal of raising awareness is to inspire others to take action challenging sexual violence and the culture that allows it, so come up with simple actions



that your team can take. Use the status that often attaches to college athletics to set a new example for the rest of campus culture.

For example:



**HOLD A COMMUNITY SCREENING** of the film for fans, parents, alums. Invite staff from a local rape crisis center to the screening to talk about their work, encourage participants to donate money, volunteer, or support survivors in other appropriate ways.



**CONNECT YOUR TEAM WITH A LOCAL HIGH SCHOOL** team and take action together in support of survivors of sexual violence and assault.



**INVITE SPEAKERS TO CAMPUS** to compliment the **Roll Red Roll** discussion and greater impact. There are numerous professional athletes who speak out regularly on this issue.



**PARTNER WITH SURVIVORS OF SEXUAL VIOLENCE** who speak out in contexts like this and can address these issues in a powerful and personal voice.



**FIND OUT WHAT LOCAL AND NATIONAL EVENTS** are happening around sexual assault and join them, especially during April which is Sexual Assault Awareness Month in the U.S.



**COORDINATE AND OFFER A FOLLOW-UP TRAINING/WORKSHOP** for your students on how to intervene and disrupt sexual violence and the culture that promotes it.



In addition to sharing informational resources for survivors of sexual assault, **SHARE RESOURCES** for how to prevent rape.



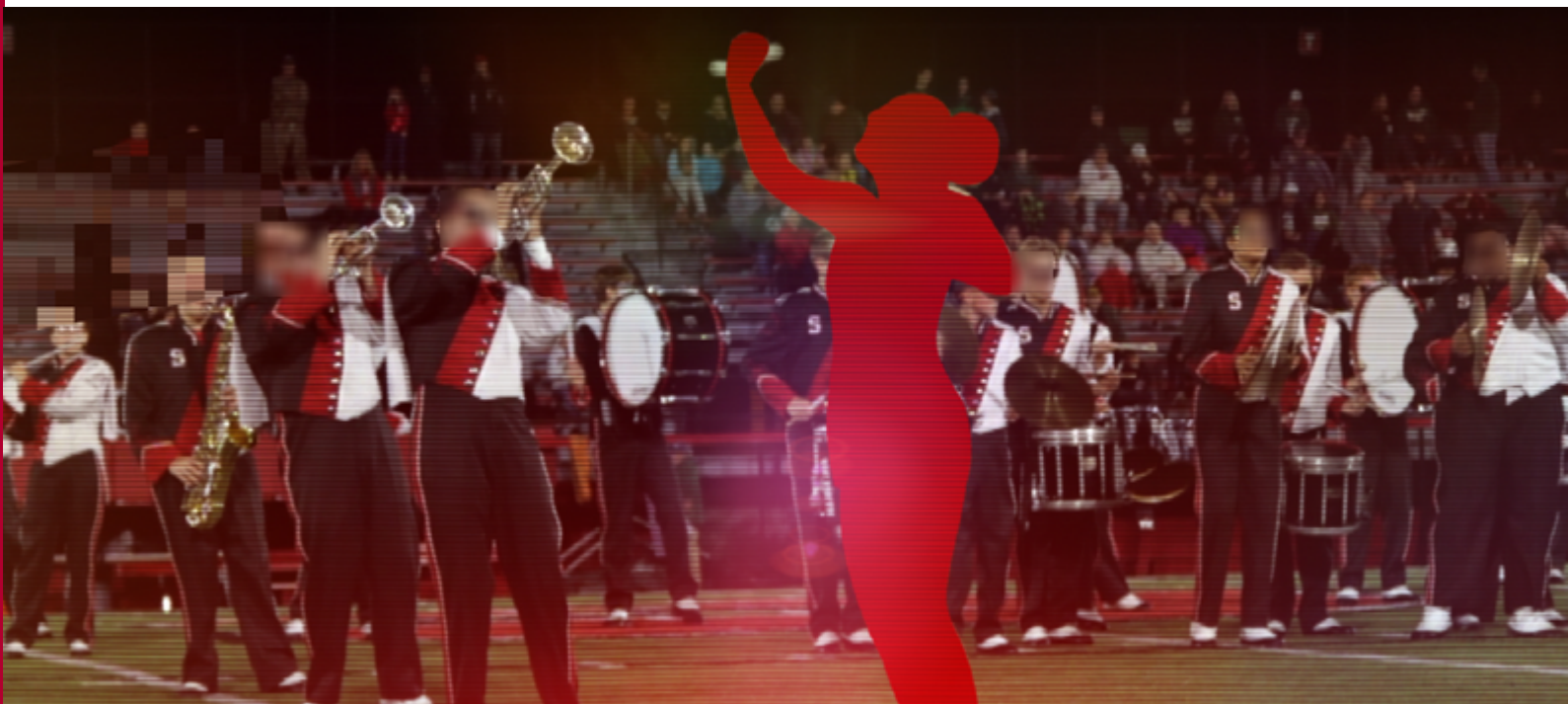
# HOW TO USE THIS GUIDE

This guide can be approached in a few different ways according to what works best for the time you have or the subject matter you wish to focus on. **The Overall Themes for Discussion** section of the guide lists all of the major themes raised in the film, the scenes that relate to them and suggestions for discussion. You can lead your discussion following these overarching themes in the order as they are listed, use or pull from whichever themes are most prevalent for you, your athletes, your campus, etc. and adapt the suggestions as appropriate.

Alternatively, the portion of the guide titled **Sample Sessions**, is helpful to use if you are unable to watch the film in one sitting. For that purpose it divides the film chronologically into five main parts, in case you are watching the film in parts as you move forward, and is one way of covering a good amount of ground in a limited number of sessions.

If you have time for multiple sessions, the **Thematic Tracks** are samples of how you might structure viewing the film or clips around specific themes that might be more relevant to you and your team/s over the course of multiple sessions. The themes included in these tracks reference the Overall Themes Listed above. These tracks do not have to be approached in chronological order but if you have time for multiple, we have included a suggested order in which to complete them that has worked well for us in facilitating these conversations with athletes, students and others.

Please see the description for each of these sections listed within the guide for a further detailed breakdown of how you can use any of these three methods to approach your conversation about sexual assault prevention. Clips 1-14 mentioned here and listed throughout the guide are available via [Film Platform](#). If you would like to purchase the full film you can find it [here](#).







## WHAT IS SEXUAL ASSAULT

The sexual assault and related behavior documented in **Roll Red Roll** present a critical opportunity for athletes to identify and counter some of the most prevalent and harmful myths about sexual assault and rape, especially in the context of sports culture on college campuses. You can discuss the myths as a large group or split participants into smaller groups and give each group a myth to discuss (and debunk).

To begin any discussion about sexual assault, it is often helpful to come up with a working definition of sexual assault with the group, to make sure you are on the same page. While a wide range of activities and behaviors fall under the broader umbrella of sexual violence, **Roll Red Roll** focuses specifically on sexual assault and the culture that promotes it. Begin by acknowledging that as a society we have different definitions and understandings of sexual assault — legal and policy definitions, cultural understanding and more. Ask participants what they would include in a simple definition of sexual assault or rape. Try to build a group consensus and come up with a one- to two-sentence definition to use. Ideally, write it down somewhere visible so you and the group can refer back to it as needed. A group-defined definition of what is and isn't acceptable regarding sexual violence can be a powerful tool for change and accountability for a team as well moving forward. Tie it to the team or school's values if expressed.

Make sure to include some version of the following points: Someone using force or coercion to achieve sexual activity with another person. That the lack of explicit consent alone can constitute assault. Someone is forced or coerced into some kind of sexual activity. The victim/survivor does not consent or is unable to consent to the activity. There might be disagreement or discussion on some points. Challenge anything that is problematic or incorrect. While your goal is to identify a simple working definition for the discussion, it may be helpful for you to share one or more actual definitions (state rape laws, federal laws, campus policies) as well, remembering that no one definition is perfect or fits every situation, and we can always do better in our understanding of and challenging of rape and sexual violence.

Ideally, you will have time to show the film in its entirety, allowing students to get the full picture of what happened and to really connect personally with the issues raised. Even if you are not able to and use only selected clips instead, it is important to take some time to prepare to lead a discussion on a difficult and for many an intense issue. Following are some suggestions for before and after showing the film or selected clips, and for whatever discussion you choose to have.

## BEFORE SHOWING THE FILM/CLIPS:

**Roll Red Roll** is about sexual violence, focusing on a specific sexual assault that occurred. It can be an intense film to watch and discuss. There are some strategies you can use to create an environment where your students feel as comfortable and safe as possible.



**WATCH THE FILM BEFORE SCREENING IT WITH YOUR ATHLETES!** This will give you a sense of how they might react to the film. This will also help you decide what type of conversation you want to facilitate and how best to go about that, what resources would be most helpful to have ready, and who else if anyone to invite to the screening and discussion.



**LET THEM KNOW WHAT ROLL RED ROLL IS AND THE ISSUE IT ADDRESSES.** Language such as “this film is about a sexual assault that occurred and can be difficult to watch and talk about, regardless of whether you or someone you know has ever been affected by violence” can go a long way to better preparing them. Any group of people, athletes included, likely contains at least some folks who have experienced violence, know someone who has, or know someone who has committed sexual violence, if not have committed it themselves. College athletes also carry the unique burden of often being targeted as “the problem” when it comes to rape campus sexual assault. That is an important point to not shy away from - to acknowledge how it feels to be painted that way while also acknowledging that sports culture can and needs to do a lot more to address these issues.



**HAVE RESOURCES AVAILABLE BEFORE AND AFTER THE FILM FOR PARTICIPANTS.** This can be local and national hotlines and websites regarding sexual violence, members of a local rape crisis center on hand to talk to anyone who might want to - either in person or online, and options for participants to take action against sexual violence.

## IMMEDIATELY AFTER FILM/CLIPS:

Give your students a minute. Even if they don't seem like it or don't show it, the film is a powerful one and can bring a lot up for some students. Let your athletes have a few minutes to process things, sit quietly if they need to, or maybe get a breath of air before jumping into a discussion or whatever is planned next. and options for participants to take action against sexual violence.





## LEADING THE DISCUSSION:

Leading a discussion about sexual violence can be challenging, so identify and remember your concrete goals and prepare as much as you can. As a coach you know a lot (although probably not all) about your athletes - their lives, their challenges and strengths, the culture of the team, the status of sports on campus. This is a huge potential asset you possess when having these conversations. At the same time, be ready for and aware of how you feel if and when you discover something new about your team and the students on it. Lean on techniques and strategies that have worked for you in the past relating to other issues. Reach out to your peers and mentors on campus and off to remain accountable yourself to the team and to the discussion. Some additional strategies for leading a successful discussion include:

### "I DON'T KNOW" IS OKAY

No one knows everything, and misinformation about this issue can be concretely harmful. Learn some key facts beforehand, and have info/resources on hand. It is best practice to offer students one hyper local resource (e.g. campus-based), a local resource (e.g. in the local community off campus), and a national hotline or other resource for information and/or support. Ideally, you could also have a local expert available who can explain the nuances of certain facts and data and answer more specific questions as well. Always offer to follow-up with anything that you cannot answer in the moment. Use the fact that you see and interact with your athletes often and regularly.

### DISCLOSURES

It can and does happen that someone who watches the film is motivated to disclose their own experiences with sexual violence. This might happen during the discussion or even afterwards, one-on-one. Prepare for this possibility - have contact info for resources (both local and not local), listen respectfully to what is being shared, be aware of your own feelings and boundaries, and take care to not be judgemental in your reactions. If you are able to have an expert such as a victim's advocate or social worker present for the screening and discussion after, that can make a big difference. If your job makes you a mandated reporter or responsible employee in situations like this, let participants know beforehand what that means.

### PROBLEMATIC/INAPPROPRIATE REACTIONS/ COMMENTS/QUESTIONS:

Decide beforehand how you might handle the situation if something problematic comes up. People react to this issue in a variety of ways and for a variety of reasons. They might be reacting to content that is personal for them, they might be defensive and are trying to derail the conversation, or they might be struggling with things that they have done themselves. Feel free to listen and engage as appropriate, but try not to let the larger discussion become derailed. You can offer to talk with an individual student after the discussion in more detail, or ask others what they think about the question or comment that was made.

Another point to be aware of is secondary traumatic stress, which is the emotional duress that results when an individual hears about the firsthand trauma experiences of another. We must be conscious of the fact that Roll Red Roll could be describing something personal for students. In order to keep everyone safe it is important to practice trauma-informed care. Trauma-informed systems function according to at least four basic principles:

- > **REALIZE** the prevalence of traumatic events and the widespread impact of a trauma such as sexual assault.
- > **RECOGNIZE** that someone seeing the film may be deeply impacted.
- > **RESPOND** by making sure that you let them know beforehand that the film contains some hard things to watch and make sure they know they can come to you if they need to step out or talk after or during the showing of the film.
- > **RESIST RE-TRAUMATIZATION.** Never force the issue. If you notice that the person is



## INITIAL QUESTIONS

It can be helpful to begin a discussion with your athletes with some open-ended processing questions. These give students some time to take in what they saw, process any feelings that have come up for them, and help you to gauge the room and students' initial reactions. You can do this as a large group, or in pairs/small groups with a large group report back.

**Some general starting questions that work well include:**

- > "How are you feeling?"
- > "What do you think about the film?"
- > "What struck/surprised you about the film?"

**You can then segue into some general content questions and prompts for discussion, such as:**

- > "How would you sum up what the film was about?"
- > "How would you sum up what happened in the film?"
- > "Who did you connect with (if anyone) in the film?"
- > "Was there anything that did not surprise you?"
- > "Who do you think was responsible/most responsible for the sexual assault committed in the film?"





# OVERALL THEMES FOR DISCUSSION



## MYTHS AND REALITY OF SEXUAL ASSAULT

### ASSOCIATED CLIP 1

#### DISCUSS AND DEBUNK BASIC MYTHS ABOUT SEXUAL VIOLENCE AND SPORTS CULTURE.

*Clip 1 Summary: The clip opens with audio and text messages from the night of the sexual assault in Steubenville, OH Roll Red Roll explores. This clip also includes audio from the local radio DJ that introduces the case. We hear from Detective Rigaud about the reporting of the assault.*

There are a number of different ways to discuss these myths. Choose one and invite participants to discuss what that myth looks like in everyday life, the harm it can do and whether or not they believe it is true and why. Or present each myth and task participants with discussing it in smaller groups; ask them to agree or disagree with each myth and give them the reality behind the myth. Be creative in finding ways to debunk myths about sexual assault that will help participants understand and identify such myths on their

own, and be ready to challenge them effectively. Below are some of the key myths that exist and can be seen in **Roll Red Roll** and discussed but this list is by no means exhaustive. Feel free to add others you feel are important to discuss and be sure to consider which will be most relevant for your athletes. Lastly, focusing on rape myths can be a simple and effective way of supporting athletes in taking action and making change on campus. Identify what myths are most prevalent and harmful for your athletes, what they sound like and how they present on campus, and then have them come up with ways of challenging those myths.

**MYTH: "RAPE IS A WOMEN'S ISSUE/NOT MY ISSUE"**

#### Examples from the film/how this myth

**presents:** Different people in the film minimize rape by framing it this way. The local DJ refers to

people in the town primarily focus on Jane Doe's actions and how they might have "provoked" the boys' behavior.

**The harm it does:** This myth ignores the fact that while women and girls (especially women and girls of color, indigenous women and girls and LGBTQ women and girls) are disproportionately victims of rape, men and boys are often victims as well. It ignores the fact that the overwhelming majority of sexual violence is committed by men—regardless of the gender of the victim. It ignores all men's responsibility to address sexual assault. Additionally, society as a whole values women's experiences less than men's experiences, so seeing rape as a women's issue often leads to minimizing the problem.

**The reality:** Sexual assault affects us all. Statistically, most of us know someone who has experienced sexual assault, even though that person might not have told us about it. Rape is a community issue, an economic issue, a human rights issue, a criminal justice issue and more. It is also very much a men's issue, because:

- Most men know survivors of sexual assault
- Most men also know people who commit rape
- Men commit the overwhelming majority of sexual violence
- Men are also victims of rape themselves
- Men have a responsibility to prevent rape

If we do not see sexual violence as more than a women's issue, it will be impossible for us to challenge it effectively. In the film there are multiple examples of men who had the opportunity to prevent or intervene in the assaults that occurred and did very little, or nothing at all. This myth plays a large role in fostering men's silence and inaction around sexual violence.



**Additional questions for discussion:**

- "Whose problem is rape according to society? Give examples.
- Do you believe that sexual assault is a women's issue? Why or why not?

**MYTH: "MOST PEOPLE/WOMEN LIE ABOUT BEING RAPED"**

**Examples from the film/how this myth presents:**

- The radio DJ in the film refers to what happened as a "he said/she said" case, and says, "It is easier for girls to say they were raped" than to tell the truth about having sex to their parents. A rape claim is often portrayed as a choice to have consensual sex that a woman later regrets.

**The harm it does:**

- The belief that most claims of rape are false is both a sign of the idea that women cannot be trusted and a way of perpetuating that idea. The message is that women's voices are not to be believed or valued. That in itself is harmful.
- Additionally, this myth is one of the key reasons that most sexual assaults go unreported. Survivors know that there is a good chance they won't be believed—by friends and family or by society at large.

**The reality:**

- The reality is that women and others make false claims of rape as often as people do about other types of crime—2 to 10 percent of claims are false. ([https://www.nsvrc.org/sites/default/files/Publications\\_NSVRC\\_Overview\\_False-Reporting.pdf](https://www.nsvrc.org/sites/default/files/Publications_NSVRC_Overview_False-Reporting.pdf)) Yet as a society, our first instinct is not to believe someone who says they were raped. Men and boys are actually more likely to be sexually assaulted or raped themselves than they are to be falsely accused of violence. While false reports of rape are wrong and should be taken seriously, the more common problem is that the overwhelming majority of victims don't report sexual assaults.
- We must also understand that part of the reason some people are quick to believe that claims of rape are false is that the numbers are so high, the reality so staggering. Sexual assault exists at epidemic levels in the U.S. and globally, and for most men in particular there is often a disconnect to that reality, even though we know that men and boys are also victims and survivors of rape. When we are all socialized to disbelieve the reality, and for a wide range of reasons so many of us are prone to do just that, it allows the epidemic to go ignored and minimized.



- No victim or survivor should ever feel pressured to report an assault if they do not want to. At the same time not knowing when assaults happen makes it more difficult to address them and to create safer communities. It is on all of us to make it safer and more comfortable for victims to report what happened to them and get the help they need by believing them, especially in the context of sports culture and on college campuses, where there are numerous specific obstacles to reporting.



#### Additional questions for discussion:

- What concrete reasons cause so many survivors to not be believed? What does not believing sound like? Look like? How does it present on your campus? Within your team? In sports culture more generally?
- What harms are done when we don't believe victims - to the individual, to your team, to your school?

**MYTH: "SHE MUST HAVE DONE SOMETHING TO PROVOKE/DERIVE IT"**

#### Examples from the film/how this myth presents:

- Multiple people talk about and focus on Jane Doe's decision to go along with the guys, to get in their car or to drink as at least part of the reason she was assaulted. As discussed above, if society sees "not being raped" as a woman's responsibility, then when someone rapes a woman it must have been her fault, i.e., she didn't do a good enough job of averting the assault.
- This myth is often presented overtly with friends, family members, officials and even law enforcement asking why victims dressed as they did, acted as they did and went where they did or asking about victims' histories of consensual sex.
  - 13:00 - bakery, "Most women want it."
  - 13:30 - "Didn't used to be a big deal."
  - 14:00 - Slut shaming Jane Doe.
  - 14:40 - Women lie about rape to cover up having sex.
  - 19:30 - "Maybe she was posting pics that made the boys do what they did"; FB "slut" account; she was at a party she shouldn't have attended and has to take some responsibility for her actions.

#### The harm it does:

- Victim blaming is an extremely harmful and problematic part of how society views sexual assault. While everyone reacts to violence differently, rape often causes physical and emotional effects for survivors. This harm can be greatly increased when victims are blamed for the violence done to them by someone else—or as in the example from the film noted above (at 14:40) — accused of lying about the rape; both are common misconceptions perpetuated in the media and in public discourse.
- Victims often blame themselves for what happened and can lose faith in their ability to make good decisions.
- Victim blaming also completely erases the person who chose to commit rape from the equation - which means there will be little to no accountability for the violence committed, making it that much harder to stem the tide of sexual assault.

#### The reality:

- On one hand, it is pretty simple. When someone commits rape, their actions are 100 percent their fault and responsibility, full stop. Discussions about how we can all be safer are fine, but blaming victims of violence is not.
- Victim blaming is often tied to a person's identity as well. Women of color, lesbian, bisexual and trans women, native/indigenous women and others are disproportionately targets of sexual assault, and are often blamed in ways tied to their race, ethnicity, sexuality and so on.
- Identifying and challenging overt and subtle victim blaming is one of the most important actions we can take to transform a culture of sexual violence. It is also important to recognize how we as individuals and as a whole are socialized to see avoiding rape as a woman's responsibility, and therefore we are all most likely guilty of victim blaming to some extent. We need to check ourselves as well as others.



#### Additional questions for discussion:

- Have you ever seen, heard or participated in victim blaming? In the media? In popular culture?
- What are some of the potential effects of victim blaming? On survivors of sexual violence? On society as a whole?

- What are some ways someone might interrupt or challenge victim blaming when it happens?
- Have some examples ready to share if athletes are having trouble coming up with anything. It is often helpful to have them brainstorm first in pairs or small groups and then report back to the larger group. Give them a concrete example of victim blaming from the film, or play a clip as a prompt to help them if needed.
- Confront victim blaming when you see or hear it, either in the moment or later on. Be aware of the subtle ways that victim blaming exists, especially presenting as concern. Share statistics and facts about underreporting of sexual violence to drive home the harm caused by victim blaming.

## INTERRUPTING SEXUAL VIOLENCE: FARRAH & NODIANOS POLICE INTERVIEWS

### ASSOCIATED CLIP 2

#### EXPLORE THE RESPONSIBILITIES OF BYSTANDERS/EVERYONE TO CHALLENGING SEXUAL VIOLENCE.

*Clip 2 Summary: Farrah and Michael are interviewed by Detective Rigaud about what they saw the night of the party where the sexual assault occurred. Trent and Ma'lik are arrested.*

Sexual violence is an issue which affects pretty much everyone in one way or another, whether we are aware of it or not. And so we all have opportunities to interrupt beliefs, language, and actions which support, promote, cover up for or collude with sexual violence. This clip highlights two concrete examples where Farrah or Michael could have intervened, and the rest of the film shows many more opportunities where parents, the coach, school staff and administration, and the community as a whole could have done something more.



#### Discussion Prompts:

- What if anything could these two students or any others in the film have done to intervene when the assault was taking place? What opportunities and obstacles were there to intervention?
- How do you imagine you might react if you were at the same party as Farrah and Michael? Would you have done something? If yes, what? If no, why not?
- What could have been done before the assault, before the party, the previous year, etc. to have potentially avoided this assault from occurring?
- What could you as individual athletes and as a team do right now and moving forward to minimize the chance of something like this happening here?

## THE PROBLEM WITH VICTIM BLAMING

### ASSOCIATED CLIP 3

*Clip 3 Summary: Alexandria Goddard is a crime blogger who researched this sexual assault and found additional information on students' social media accounts. Various community members weigh in on with their thoughts on the sexual assault.*

Discuss how athletes can role model not blaming survivors for being assaulted or raped, and how to model supporting survivors instead, on social media and in person.

Multiple people in the film talk about and focus on Jane Doe's decision to go along with the guys, to get in their car, or to drink as at least part of the reason she was assaulted. As discussed above, if society sees "not being raped" as a woman's responsibility, then when someone rapes a woman it must have been her fault, i.e., she didn't do a good enough job of averting the assault. This myth is often presented overtly with friends, family members, officials and even law enforcement asking why victims dressed as they did, acted as they did and went where they did, or asking about victims' histories of consensual sex.

Victim blaming is an extremely harmful and problematic part of how society views sexual assault. While everyone reacts to violence differently, rape often causes physical and emotional effects for survivors. This harm can be greatly increased when victims are blamed for the violence done to them by someone else or accused of lying about the rape as seen in the film; both are common misconceptions perpetuated in the media and in public discourse. Victims often blame themselves for what happened and can lose faith in their ability to make good decisions. Victim blaming also completely erases the person who chose to commit rape from the equation—which means there will be little to no accountability for the violence committed, making it that much harder to stem the tide of sexual violence.

Discussions about how we can all be safer are fine, but blaming victims for violence done to

them is not. Victim blaming is often tied to a person's identity as well. Women of color, lesbian, bisexual and transgender women, native/indigenous women and others are disproportionately targets of sexual assault, and are often blamed in ways tied to their race, ethnicity, sexuality and so on. This must be taken into account when discussing and challenging these issues on your campus and within your programs.

Identifying and challenging overt and subtle victim blaming is one of the most important actions we can take to transform a culture of sexual violence. It is also important to recognize how we as individuals and as a whole are socialized to see avoiding rape as a woman's responsibility, and therefore we are all most likely guilty of victim blaming to some extent. We need to check ourselves as well as others.



### Discussion Prompts:

- How are people taught not to believe or support survivors when they report sexual violence? Where does this come from?
- How did seeing the tweets from the night of the sexual assault influence how you feel about this case? How did hearing from the community members make you feel about this case? Are these behaviors acceptable of you and your teammates?
- What is victim-blaming?
- Have you ever seen, heard, or even participated in victim-blaming? In the media? In popular culture?
- What are some of the potential effects of victim-blaming? On survivors of sexual violence? On society as a whole?
- What are some ways someone might interrupt or challenge victim-blaming when it happens?
- What would you do if you saw social media posts like those in the film being shared online?
- How can we respect others' autonomy and boundaries online and when sharing media?
- If you were one of the people receiving these texts, how might you have intervened?
- We heard from two more groups of people in the community with very different viewpoints. Which of these opinions do you relate to the most? Which of these opinions do you think contribute most to preventing sexual violence in our school and community?
- What role does sports culture on your campus play in promoting or challenging victim blaming? How would you feel if an athlete was accused of sexual violence on your campus? How would different sectors of the campus respond? How could athletes/the athletics program (we all) respond better?
- What are some things you as an individual and as a team can do to model support for survivors of violence?
- Below are some examples of common victim blaming and ways of potentially redirecting such statements. Go over them with your students, and discuss what statements they feel are most prevalent or harmful on campus, and how they might personalize ways of redirecting them.

VICTIM-BLAMING STATEMENT	EXAMPLE OF REDIRECTING
“She must have done something To provoke it.”	Committing sexual violence was the choice of the person who committed the act. Victims and survivors do not provoke the violence that occurs.
“Look at what she was wearing/ talking/drinking/doing.”	What a survivor or victim does, wears, drinks, or talks about does not imply consent for sexual activity.
“She was asking for it”	By definition, no one can ask to be raped or sexually assaulted. This idea that someone was “asking for it” is why violence continues to exist in our culture, because it takes accountability away from the person who perpetrated violence. How can we shift from blaming the victim to hold people who perpetrate violence accountable?
“Why did she wait so long to report? Why wait until after someone else has reported to report their own experience?”	Sexual violence is traumatic, and often the reporting process or telling others can be traumatic, too, when others do not respond in an affirming, supportive way. It can take many years for a survivor to report or tell their story of violence, if they choose to do so at all. Also, for women of color, reporting to law enforcement can bring additional obstacles or harm.



# TECHNOLOGY, EMPATHY, AND RAPE CULTURE

## ASSOCIATED CLIPS 4-6

### DISCUSS AND DEBUNK BASIC MYTHS ABOUT SEXUAL VIOLENCE AND SPORTS CULTURE.

*Clip 4 Summary: Alexandria Goddard recites social media posts from the night of the sexual assault. We hear from more people in the community about their thoughts about the sexual assault.*

*Clip 5 Summary: Anonymous gets involved in the case and leaks video of party with students joking about the rape as it is happening.*

*Clip 6 Summary: Timeline of the night and more text messages.*

Technology is a tool, and like language it can be used in both positive and negative ways. It can also have unintended effects. While what happened in Steubenville was in many ways a textbook case of alcohol facilitated sexual assault, it was also a unique case, in that bystanders and perpetrators used a wide range of social media platforms to document the crime, and the public has unprecedented access to that documentation. This provides a rare opportunity to discuss concrete ways that technology can be used as a tool to promote or prevent sexual violence, to respect or devalue women, girls, and others, to build empathy or encourage violence against them?

#### Discussion Prompts:



- How did you feel watching Nodi and others' language/joking in the video leaked by Anonymous?

- What role does technology play in campus culture? In athletic culture on campus? In your life individually?
- What roles did technology play in what happened in the film? Social media? Anonymous?
- Photography and video recording? Blogging? Online organizing?
- What are some ways that technology was used to make the situation worse? What are some ways that technology played a positive role?
- How do you think different people in the film reacted to the Anonymous leak of the video from the party?
- How might things have gone differently had technology not been involved to the extent it was?
- Have you ever heard language like this? Have you ever used it yourself? How would you feel/respond if a teammate used this language?
- Some people feel that "a joke is just a joke." Do you agree or disagree? What potential harm is done by jokes and language such as that which is documented in the film?
- How do you think different kinds of "locker room talk" contributed to what we saw in the Nodi video?
- Another layer to this violation is the pictures that were taken of Jane Doe. What would you do if you saw a teammate taking and/or sharing similar photos non-consensually?

## THE CRIMINAL JUSTICE SYSTEM AND SEXUAL VIOLENCE

### ASSOCIATED CLIP 7

*Clip 7 Summary: The Lead Special Prosecutor describes the facts and evidence of the case leading to the trial. The defense attorney shares his thoughts. We see more of the police interview videos to learn more about what happened the night of the sexual assault*

Law enforcement and the criminal justice system have long been the primary tool used to try and hold those who choose to commit sexual violence accountable. At the same time, the serious problems with those systems and the way that we as a society undervalue and ignore issue of gender violence in all its forms means that all too often sexual violence goes

unreported and continues to occur at epidemic levels. Because issues of race, sexual orientation, immigration and international student status, and others are large parts of our student's lives, we have to include awareness and discussion of these topics and more when looking critically at how the criminal justice system can help and hurt our efforts to prevent sexual violence and support survivors of it.

Law enforcement culture and the criminal justice are deeply intertwined with a history of racism in the United States against people of color, for example the history of black men being falsely accused of rape, often leading to violence and murder. Sports culture is also a part of our larger culture in the United States and globally, and so factors such as these must be discussed when looking for effective and fair ways to address sexual violence. Laws, policies, and punishments associated with them are a low bar when it comes to culture change and ending violence. We must be aware of them and can use them as appropriate, but we must also strive to do better for ourselves and others. All too often education around sexual violence or harassment especially in a college context is framed as "what is the bare minimum we need to do to avoid getting sued", which hopefully is obviously a problematic approach.



### Discussion Prompts:

- What thoughts came to mind when the defense attorney was interviewed? Do you agree or disagree with him? How does what he's saying contribute to rape culture?
- How can student athletes play a role in preventing sexual violence?
- How can coaches and athletic administrators support you in being role models for preventing sexual violence?
- How does preventing violence and being non-violent off the field and outside of games benefit the team?
- What did you think and feel when watching the video of the court proceedings?
- What role if any do you think Trent and Malik's race played in what happened in court and the outcomes?
- Do you feel justice was served by the court proceedings and trial? Why or why not?

## MASCULINITY, SPORTS, AND SEXUAL VIOLENCE: ADDRESSING RAPE CULTURE HEAD ON

### ASSOCIATED CLIPS 8-12

*Clip 8 Summary: Two teammates, Shawn and Jenó, discuss what they witnessed at the party and how they feel about the sexual assault. They also discuss how the sexual assault affected the team. Rachel Dissell, an investigative reporter, picks up the story. The school superintendent speaks to a reporter, and Coach Reno is interviewed by the police.*

*Clip 9 Summary: Police interview Mark, is told to "man up", and admits to what he knows about the assault being premeditated.*

*Clip 10 Summary: Leaked video of students laughing about the assault.*

*Clip 11 Summary: Shawn speaks up about what happened.*

*Clip 12 Summary: Interview with Coach Reno.*

Anyone can commit an act of sexual violence against anyone, regardless of gender, race or other aspects of identity. On the other hand, sexual assault statistically is typically committed by men, whether the victims are women, children, men or boys or transgender folks.

Gender norms are a huge factor in different forms of gender-based violence, such as sexual assault. Some of the things we teach each other about what it means to "be a man" (violent, tough, in control, dominant over women and other men, heterosexual, having lots of sex) or "act like a lady" (passive, quiet, available to men for sex but also not "easy") are at the core of why sexual violence is so prevalent, normalized, excused, minimized and covered up. **Roll Red Roll** gives a rare look into the culture of young male athletes in the context of the assault that was committed in Steubenville, as well as the norms and actions of the adults around them.

A deeper understanding of the role that masculinity plays in normalizing and promoting sexual assault is critical to challenging sexual violence. Helping men and boys become more aware of these norms and how they are policed in society will improve their lives as well. Men and boys are also victims and survivors of sexual assault, most often at the hands of other men. The same gender norms that are a factor in men committing sexual assault can be a major obstacle to men reaching out and getting help when dealing with sexual assault. It can be helpful to note that men and masculinity are not inherently violent, but often society's definition of "a real man" and the ways men police and

prove their masculinity to others are harmful, including in the context of sports and athletics. And while most (but not all) sexual violence is committed by men, most men choose not to commit overt acts of sexual violence. But men often stay silent about or collude with violence, as seen in the film, and masculinity norms are at the heart of much of this.

What about masculinity and sports culture in America? On your campus? In your program? A more specific aspect of this theme to explore in relation to **Roll Red Roll** is how athletics and sports/football culture intersect with masculinity and sexual violence.



### Discussion Prompts:

- What do you think the different people in this film might believe it means to be a man?
- Share some examples of times in the film where you felt that someone was trying to show off or prove their masculinity.
- Identify and share concrete examples of where football culture and masculinity overlapped in the film.
- Share a time that you remember being socialized to gender norms? How did it happen?
- What role if any do you think masculinity played in the decisions of those who committed or colluded with the sexual assaults in the film?
- What role did masculinity possibly play in the clips listed above?
- What norms of masculinity (what society tells us it means to be a real man) do you think help promote and normalize sexual violence? Can you think of any concrete examples of this from the film? From outside the film?
- How did you feel watching Mark being interviewed about the assault? How did you feel when he admitted what had happened to them?
- What does masculinity look like on your campus? In your sport? On your team? What does it mean to be an athlete on campus, of any gender?
- Can women and girls also promote unhealthy norms of masculinity? If yes, how so?
- What are some ways that men and boys police each other in terms of masculinity? What does that look like on your campus, within athletics, on your team?
- What are some things that men can do to challenge norms of masculinity that might be harmful or violent?
  - Letting participants work in pairs or small groups to start with can be effective here. Having some examples and resources for this question will be helpful as well. Talk with others in your life about masculinity and gender norms. Think about what norms you were raised with and the source(s) of the messages you get about being "a real man." Think about how these norms affect your life, and the lives of those around you. Think about how these norms might contribute to the prevalence of sexual violence.
- What role—if any—do you think the status of the football players played in what happened in Steubenville?
- Do you think this story would have been different if the students involved had not been on the football team? How?

- How does football/sports culture (in the film and in America in general) potentially contribute to specific norms of masculinity and what it means to “be a man” in society? How do these overlap with a culture of sexual violence?
- Identify and discuss examples of professional athletes that typify different aspects of what it means to be a man. Discuss examples of athletes who speak out against sexual violence and other forms of gender-based violence. What about athletes who have allegedly committed violence - how has that impacted them, their teams, and the people they harmed?

## LOCKER ROOM TALK AND SUPPORTING SURVIVORS

### ASSOCIATED CLIP 13

*Clip 13 Summary: National attention turns to Steubenville, OH. Hacker group Anonymous releases a video from the night of the sexual assault. The video shows student athletes mocking and laughing at the sexual assault. Survivors and supporters rally at the Steubenville courthouse.*

Language obviously plays a key role in shaping our culture and the norms and rules that govern our lives. We use language to express ourselves and to police each other’s behavior. Language expresses a lot: who we value and who we don’t value, who we believe and listen to and who we don’t believe. We use language to either prevent or promote sexual violence, and both can be seen in what happened in Steubenville. Language is an important theme throughout

### Roll Red Roll.

The way we engage with our peers when no one is watching can set expectations and norms for others that we may not realize. Joking about sexual violence or objectifying people when having locker room conversations can signal to your teammates that it’s okay to behave that way, even if you think it’s not okay to be violent. Additionally, since anyone can be a survivors of sexual assault, and since rape is underreported by women, men, transgender and other folks, you never know who might be a victim, even in the locker room.

Rape jokes told by students on video and through social media normalized the sexual assault that was committed, while Shawn tried to speak out against what was happening. Alexandria Goddard used her words online to break the silence about the assault. Local folks used their voices in public, sharing their experiences with sexual violence and demanding justice. Others were empowered by their status to silence and cover up the rape in August and

the previous one as well. Discussing language will help participants be more aware of their own language moving forward and hopefully inspire discussion participants to speak up and use their voices more often.

### Discussion Prompts:



- What are some examples of how people in the film used language/their voices to speak out against sexual assault/rape?
- What are some examples of people in the film using language to reinforce, minimize or normalize sexual assault/rape?
- How did you feel watching Nodi and others’ language/joking in the video leaked by Anonymous?
- How does language and joking like that in the film show how people—especially men—are desensitized to violence?
- How did you feel watching the local townsfolk sharing their stories of experiencing violence during the #OccupySteubenville rallies?
- Have you ever heard language like this? Have you ever used it yourself?
- What does the phrase “locker room talk” mean to you? How does that compare to how it is used in popular culture?
- How did you feel watching survivors of rape share their stories of the violence committed against them?
- What are some concrete examples of language used on campus for sex, for women, for survivors of sexual assault, for those who choose to commit violence?



# CREATING A CULTURE OF ANTI-VIOLENCE

## ASSOCIATED CLIP 14

*Clip 14 Summary: Shawn describes his discomfort with the night of the sexual assault. Adults from the school are indicted in this sexual assault and another similar case involving the same group of boys the previous April.*

Needless to say (yet still important to say), most of what happened in Steubenville and what is documented in **Roll Red Roll** happens all too often. In order to change the culture of normalized sexual violence in which we live we have to take action and make change on individual, peer, community and societal levels. Without everyone's involvement it is unlikely that things will change soon, if ever. This is especially true for men and boys, who have not traditionally participated in efforts to address sexual violence. It is easiest to begin with examples from the film, and then broaden the discussion to participants' lives. Letting participants work in pairs or small groups to start with can also be effective.



### Discussion Prompts:

- What are some examples of people in the film who you feel did the right thing in response to the assault?
  - Shawn speaking out and testifying?
  - Mark admitting to the cops that Trent and Ma'lik had planned the assault?
  - Survivors speaking out at the public rallies?
- Choose one person from the film, and think of one or two concrete things that they could have done to prevent, intervene in or respond better to the assault.
  - Shawn or any of the other boys present on the leaked video should have done something to actually stop the assault.
  - Any of the school officials or coaches should have done something about the previous assault in April of that year.
  - The town/school board should have held the school/officials accountable for the environment they created.
- How can teams and student athletes model violence prevention for their peers and communities?
- How can sports teams create a culture of anti-violence?
- What other thoughts do you have after watching this film and having this discussion?
- How do you intend to prevent sexual violence and promote a culture of respect on this team? How will you hold each other accountable?

**There are many ways that someone can challenge sexual assault and rape, including:**

- > **Culture change:** Discuss and raise awareness about gender norms and rape myths. Challenge them when you see or hear them.
- > **Risk reduction/consent education:** Participate in education about consent and sexual violence. Make sure those around you have information about this issue.
- > **Bystander intervention:** If you see or hear sexual violence or hear about sexual violence that someone is going to commit, is currently committing or has committed, speak up. Do something in as safe a way as possible. Also intervene when people act out in ways that blame the victim of sexual violence or promote unhealthy or violent gender norms.
- > **Believe and support survivors:** If someone tells you they have been assaulted, believe them. Give them information if you have any, and be supportive of their feelings and choices. Connect them to resources as appropriate, and offer them options to meet their needs.
- > **Practice accountability:** Challenging sexual violence is everyone's responsibility. If you know someone who has acted inappropriately in some way, think about what you can do to try and hold them accountable. Let them know you are not okay with what happened. Talk about what they did or what you heard, and talk with others who know what happened and decide how to deal with the situation. And don't wait until an assault happens to start a conversation! It is much more effective to talk with your peers and community about how to respond to sexual violence when not doing so in response to a specific incident.



# SAMPLE SESSIONS

Ideally you would view the film in its entirety and host a number of discussions with your athletes as this is a nuanced and complex issue to tackle. If you do have time for multiple sessions, please refer to the Thematic Tracks in the next section.

If you cannot watch the entire film, especially in one sitting, we have divided the film into 5 main parts that you can use one, some, or all of. They are listed chronologically in case you are watching the film in parts as you move forward. These instructions are primarily for that purpose, and one way of covering a good amount of ground in a limited number of sessions. Obviously themes and questions which seem more relevant to your school and athletes, or that sparks the most debate and discussion are areas you might want to devote more time to. Additionally, for these sample sessions and for the sample tracks below, think about the order you present topics for discussion. You do not have to go in chronological order of the film. We recommend prioritizing questions of masculinity and sports culture for example, as we believe it is a critical factor in what happened in Steubenville and in campus sexual assaults more broadly.

If you can only dedicate one session to this, we recommend you:

- > Select the clip that is more relevant to your group.
- > Divide the team into five groups, and have each group select a leader.
- > Assign each group one of the questions found below the clips, or from the theme discussions above.
- > Allow five minutes for discussion of the questions.
- > After a five-minute discussion, bring the groups back together.
- > Allow leaders to report back on each group's discussion.
- > Coach or Facilitator sums up what has been said.





# CLIPS AND ASSOCIATED DISCUSSION QUESTIONS

## 0-9:05: WHAT'S YOUR TAKE? NO JUDGEMENT ZONES.

- What is your “gut reaction” to this clip?
- How comfortable would you feel having to talk about what your friends did? Why?
- Have you heard others joke around or make fun of a sexual encounter with someone?
- Why do you think they would make those jokes and comments?
- How did it make you feel?

## 11:45-15:30: MASCULINITY AND VICTIM BLAMING

- Now that you have seen this second clip what are your thoughts or “gut reaction” around what happened?
- How did the community seem to be looking at it? How do you think your community (campus, team, athletics in general, etc.) would respond?
- Which students does the community appear to value most?
- As a football player/athlete, do you receive any special treatment from people in your community?
- What did you think about Trent's texts?

## 22:35-36:24: TECHNOLOGY, MEDIA, & RAPE CULTURE

- How did the news media play a part in getting to the truth?
- What was Coach Reno's demeanor and involvement in what happened? What impact does a coach have on a team's values?
- You heard the phrase **“is this football town putting it's daughters at risk by protecting their sons in a situation like this”** what does that make you think of?
- Being a bystander seems to have been what a lot of people were doing. You heard the detective say, **“it was one of those nights where you wanted one hero to step up”**. How hard is it to take a stand when seeing something that isn't right? Why?
- How might you know when someone gives consent to sex? When they don't, or are not able to?

## 39:55-48:17: THE NODI VIDEO, ANONYMOUS LEAK, AND COURTHOUSE RALLY

- Did you know that Anonymous exists? What did watching the scene of the leaked video make you feel about things you say on camera or post online?
- What is victim blaming and why is it harmful?
- What do you think about the way the community reacted?
- If the national/international media hadn't got involved, would Jane Doe just be another victim getting blamed? What might have been different?
- What did you feel and think about Nodi's video? Where do you imagine Nodi learned his beliefs about rape?
- What made it difficult for those women to speak up at the rally? Is it possible that someone you know/someone close to you has a similar story and you are not aware of it? Why or why not?



### 50:34-1:07:15: JUSTICE SYSTEM AND SEXUAL ASSAULT

- Did the justice system fail Jane Doe?
- How could this have possibly been prevented? According to the defense attorney, where does the responsibility lie for the rape that was committed?
- Do you think the attorney had a good argument when he said, “who raped who” since they were all drinking?
- Was there anything that surprised you about the trial and court proceedings? What and why?
- Do you think justice was served? Why or why not?



### ADDITIONAL QUESTIONS FOR GROUP DISCUSSION:

- We may know men who have committed rape and other forms of violence against women and girls. How might you talk to them about what their choice to do so? How might we welcome these men back into our communities? If these were your teammates, what is one thing you would like to say to them?
- Statistically most of us know at least one victim or survivor of sexual violence. If you found that someone you know had experienced sexual assault, how would you feel? How would you react? What type of support or information might you want to know how to appropriately and effectively support them?



# THEMATIC TRACKS

These thematic tracks are samples of how you might structure viewing the film or clips around specific themes that might be more relevant to you and your team/s over the course of multiple sessions. You should feel free to use other clips and questions, and switch around content as appropriate for your specific audience and needs. These tracks include suggested learning objectives for you and your colleagues and students to address and grapple with as you work through the track sessions. The themes in each track reference the themes listed above, and include additional track specific questions to frame the discussion. If you have more time to have a number of sessions, think critically about how best to order the sessions. The following are examples based on discussions we have facilitated with athletes, college students, and others.

## TRACK: SPORT CULTURE

Examine the impacts of sport and sport culture on sexual violence and its prevention through the lens of the events of **Roll Red Roll**.

### Learning Objectives:

- Describe the impacts of sport and sport culture on sexual violence and its prevention
- Identify opportunities for student athletes, coaches, and administrators to be agents of change and prevent sexual violence
- Discuss how preventing sexual violence benefits team dynamics, development, and performance

## TRACK: TECHNOLOGY AND SEXUAL VIOLENCE

The sexual assault case explored in **Roll Red Roll** is unique in the vast amounts of evidence shared online, as well as the social media attention brought to Steubenville, OH. This track explores the connections between technology and sexual violence.

### Learning Objectives:

- Describe the impacts of technology and social media on sexual violence and its prevention
- Identify opportunities for student athletes, coaches, and administrators to be agents of change and prevent sexual violence
- Discuss how preventing sexual violence benefits team dynamics, development, and performance

## TRACK: SUPPORTING SURVIVORS AND MOVEMENT BUILDING

Showing support for survivors is a crucial element of building a culture that does not tolerate sexual violence. In these clips from **Roll Red Roll**, viewers will analyze how community members did or did not support survivors and participated in victim-blaming, and analyze how the events in the film led to a national movement against sexual violence.

### Learning Objectives:

- Describe victim-blaming, survivor support, and community and national organizing on sexual violence and its prevention
- Identify opportunities for student athletes, coaches, and administrators to be agents of change and prevent sexual violence
- Discuss how preventing sexual violence benefits team dynamics, development, and performance

## TRACK: ENGAGING MEN AND BOYS

Sexual violence is an issue that affects everyone, and preventing sexual violence will take everyone's effort, too, especially that of men and boys. Watch clips from **Roll Red Roll** and engage in a discussion on masculinity, masculine norms, and sexual violence prevention.

### Learning Objectives:

- Describe the impacts of masculine norms on sexual violence and its prevention, especially in the world of college sports
- Identify opportunities for student athletes, coaches, and administrators (especially male-identified) to be agents of change and prevent sexual violence
- Discuss how preventing sexual violence benefits team dynamics, development, and performance

# RESOURCES

## **Roll Red Roll FILM WEBSITE**

<http://rollredrollfilm.com>

The official website for **Roll Red Roll** where you will find information on upcoming screenings, how to host screenings in your own community, opportunities to take action, and more.

## **FOUNDATIONAL INFORMATION ABOUT SEXUALITY AND HEALTH**

### **SCARLETEEN**

<http://www.scarleteen.com>

Scarleteen is an independent, grassroots sexuality and relationships education and support organization and website, founded in 1998. Visit for information on understanding abuse and assault, help getting out of danger, understanding consent, learning how to advocate for yourself and self-care tips.

## **FOR MEN LOOKING TO GET MORE INVOLVED IN VIOLENCE PREVENTION**

### **MEN CAN STOP RAPE**

<http://www.mencanstoprape.org>

Men Can Stop Rape is an international organization that mobilizes men to use their strength for creating cultures free from violence, especially men's violence against women. Find a local Men Of Strength (MOST) club, for mobilizing young men to prevent sexual and dating violence.

### **A CALL TO MEN**

<http://www.acalltomen.org>

A Call To Men works to promote a healthy and respectful manhood and shift attitudes and behaviors that devalue women, girls and other marginalized groups. It is a great resource for violence prevention education and training and promotion of healthy manhood.

### **HE FOR SHE**

<https://www.heforshe.org/en>

HeForShe is a United Nations global solidarity movement for gender equality and provides models of ways to take action in your community.

### **IT'S ON US**

<https://www.itsonus.org>

It's On Us is a national movement to end sexual assault that was launched following recommendations from the White House task force to prevent sexual assault. The campaign combines innovative creative content and grassroots organizing techniques to spark conversation on a national and local level.

## **MENCHALLENGING**

<http://www.menchallenging.org>

MenChallenging offers resources for taking action and making that action as effective as possible.

## **PROMUNDO**

<https://promundoglobal.org>

Promundo is a global leader in promoting gender justice and preventing violence by engaging men and boys in partnership with women and girls. Check out the group's "The Man Box" report (<https://promundoglobal.org/resources/man-box-study-young-man-us-uk-mexico/>) for data on young men's attitudes, behaviors and understandings of manhood.

## **MEN STOPPING VIOLENCE**

<https://www.menstoppingviolence.org>

Men Stopping Violence organizes men to end male violence against women and girls through innovative training, programs, and advocacy. Visit for resources, internships, trainings, and other opportunities to learn strategies to create safer communities for women and girls.

## **INITIATIVES GEARED TO COLLEGE AND HIGH SCHOOL STUDENTS**

### **INSIDEOUT INITIATIVE**

<https://insideoutinitiative.org>

This organization provides a blueprint for change to the current win-at-all-costs sports culture and promotes the use of sports to foster human growth.

### **KNOW YOUR IX**

<https://www.knowyourix.org>

A project of Advocates for Youth, Know Your IX is a survivor- and youth-led initiative that empowers students to end sexual and dating violence in their schools.

## **GET INVOLVED WITH ROLL RED ROLL'S NATIONAL PARTNERS**

### **BREAKTHROUGH**

<https://us.breakthrough.tv>

Breakthrough is a global human rights organization working to drive the cultural change we need to build a world in which all people live with dignity, equality and respect. It works to change the attitudes and assumptions around gender that lead to violence and discrimination.



### **CALCASA**

<http://www.calcasa.org>

The California Coalition Against Sexual Assault (CALCASA) provides leadership, vision and resources to rape crisis centers, individuals and other entities committed to ending sexual violence. CALCASA works through a multifaceted approach of prevention, intervention, education, research, advocacy and public policy.

### **END RAPE ON CAMPUS**

<http://endrapeoncampus.org>

For survivors in higher-ed seeking support: End Rape on Campus works to end campus sexual violence through direct support for survivors and their communities; prevention through education; and policy reform at the campus, local, state and federal levels.

### **I HAVE THE RIGHT TO**

<https://www.ihavetherightto.org>

For parents and survivors: This organization started as a social media campaign using the hashtag #IHaveTheRightTo to bring safety and respect to all cultures. As an organization, it promises to be a safe place where survivors and families of survivors can come to find support, belief, advocacy and community.

### **RALIANCE**

<http://www.raliance.org>

A collaborative initiative dedicated to ending sexual violence in one generation, Raliance strongly believes that sport is a critical partner in preventing sexual and domestic violence, both on and off the field. Learn more about strategies and programs to support your sport community to prevent sexual and domestic violence at the Sport and Prevention Center: <http://www.raliance.org/sport-prevention-center>.

### **RELATIONSHIP ABUSE PREVENTION PROGRAM (RAPP)**

<https://www.dayoneny.org/rapp>

RAPP partners with high schools across New York City to provide critical teen dating violence prevention and intervention. The program provides trauma-informed individual and group counseling, classroom workshops to educate school populations on relationship abuse, professional development for teachers and school staff and community outreach.

### **SAFEBAE**

<https://www.safebae.org>

SafeBAE is a survivor founded, teen led organization that educates middle- and high-school students about healthy relationships, dating violence and sexual assault prevention, affirmative consent, safe bystander intervention, survivor self-care and survivor rights under Title IX.

### **SET THE EXPECTATION**

<https://www.settheexpectation.com>

For safer athletic communities: This organization (which uses the hashtag #SetTheExpectation) is dedicated to combating sexual and physical violence through education and direct engagement with coaches, young men and boys in high school and college athletic programs.

### **STEPS TO END FAMILY VIOLENCE,**

<https://www.egscf.org/programs/steps>

This program of Edwin Gould Services for Children and Families offers services for victims of gender-based violence and focuses on prevention, intervention and policy advocacy.

### **VITAL VOICES**

<https://www.vitalvoices.org>

Vital Voices was created to make space for women to be heard through investment in community leaders worldwide.

## **GET SAVVY ON YOUR MOBILE DEVICE**

### **CIRCLE OF 6**

<https://www.circleof6app.com>

Circle of 6 is a White House award-winning mobile safety app designed to reduce sexual violence. It is currently used by over 350,000 people in 36 countries.

## **ADDITIONAL RESOURCES FOR SURVIVORS**

### **NATIONAL SEXUAL ASSAULT TELEPHONE HOTLINE: 1-800-656-HOPE (4673)**

<https://www.rainn.org/about-national-sexual-assault-telephone-hotline>

National hotline providing a wide range of support.

### **NATIONAL SEXUAL ASSAULT ONLINE HOTLINE**

<https://hotline.rainn.org/online>

Private and secure online hotline.

### **NATIONAL SEXUAL ASSAULT RESOURCE CENTER**

<https://www.nsvrc.org>

### **RAINN**

<https://www.rainn.org>

### **ANTI-VIOLENCE PROJECT (AVP)**

<https://avp.org>

Support specifically for LGBTQ folk.

### **BLACK WOMEN'S BLUEPRINT**

<https://blackwomensblueprint.org>

Community support for black women.

### **1IN6**

<https://1in6.org>

The mission of 1in6 is to help men who have had unwanted or abusive sexual experiences live healthier, happier lives. It was founded in 2007 in response to a lack of resources addressing the impact of negative childhood sexual experiences on the lives of adult men.

### **THE MOUNT SINAI SEXUAL ASSAULT AND VIOLENCE PREVENTION PROGRAM (SAVI)**

<https://www.mountsinai.org/patient-care/service-areas/community-medicine/sexual-assault-and-violence-intervention-program-savi>

Free and confidential counseling, and community education. childhood sexual experiences on the lives of adult men.



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