



**ROLL
RED
ROLL**

TRACK

SPORT CULTURE



This thematic track focuses on examining the impacts of sport and sport culture on sexual violence and its prevention through the lens of the events of **Roll Red Roll**. This track includes 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 in the main toolkit, 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.

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

SESSION 1: MYTHS AND REALITIES ABOUT SEXUAL ASSAULT

Associated Clip: Clip 1

Coaches and students debunk basic myths about sexual violence and redirect conversations on victim-blaming.



Discussion questions:

- What do you know about sexual violence?
- What do you know about sexual violence and its relation to sports culture in general and specifically college athletics?
- What resources exist on our campus and in our community to help folks who are dealing with sexual violence?
- How do you feel about the fact that certain groups are often targeted as being “the problem” when it comes to sexual violence, such as athletes and fraternity men? What about the reality that the majority of reported rapes on college campuses occur in fraternity or athletic settings? How can you work to reconcile these two realities?

SESSION 2: THE PROBLEM WITH VICTIM BLAMING

Associated Clip: Clip 3

Coaches and students explore what victim blaming is, why it is so prevalent in society, and what it looks and sounds like within sports culture. Discuss how to redirect victim blaming and be a role model for students in supporting survivors.



Discussion questions:

- 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 to 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?

SESSION 3: MASCULINITY, SPORTS, AND SEXUAL VIOLENCE: ADDRESSING RAPE CULTURE HEAD ON

Associated Clip: Clips 8-12

Coaches and students discuss examples of players who use their privilege to speak out against sexual violence and speak about treating others with respect. Coaches can use an example of a famous player that has been violent, and how that impacts players, the team, themselves, and the person they harmed.



Discussion questions:

- What role did sport culture possibly play in what happened in Steubenville?
- What do athletes need from coaches and other adult mentors to feel safe and empowered to speak out against violence and to prevent sexual violence?
- How can coaches and athletes be better role models to prevent violence?

SESSION 4: TECHNOLOGY, EMPATHY, AND RAPE CULTURE

Associated Clip: Clip 4-6

Coaches explore consent, technology, and sexual entitlement. Coaches will need to discuss the role of technology in sexual assault and its impacts in this case.



Discussion questions:

- There were a few text messages that showed how Trent’s teammates encouraged and enabled him to sexually assault Jane Doe. How can teammates help each other prevent violence instead of perpetrate it, and hold each other accountable for what they do?
- We know that people cannot consent to sex when they are incapacitated. What are the signs that someone is too drunk and/or high to consent? Can you recognize those signs in others?

- How does the law or campus policy define consent? What are the potential problems with focusing on doing the bare minimum to meet the legal or policy standards of what consent is? How can you improve on that?
- Detective Rigaud says, “There were definitely some marked moments from that night where you had hope for some kind of a hero or someone to step in.” How could you intervene to prevent sexual violence? How could you intervene if a teammate is taking or talking about taking pictures of someone or sharing those photos in a similar situation?
- Another layer to this violation is the pictures that were taken of Jane Doe. What would you do if you saw a teammate taking photos? Sharing photos?

SESSION 5: LOCKER ROOM TALK AND SUPPORTING SURVIVORS

Associated Clip: Clip 13

Coaches and students explore the idea of “locker room talk.” Coaches and students explore the power and importance of supporting and showing up for survivors and its impacts on preventing sexual violence. Coaches should be prepared to provide concrete examples of ways their student athletes can support survivors.



Discussion questions:

- How did you feel watching Nodi and others’ language/joking in the video leaked by Anonymous?
- Have you ever heard language like this?
- Have you ever used it yourself? How would you feel if a teammate used this language?
- Where and when does this type of language get used most in your experience? With who present? At parties? With teammates? Friends? Coaches? In the actual locker room?
- 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?
- How did you feel watching the local townsfolk sharing their stories of experiencing violence during the #OccupySteubenville rallies?
- What harm is done when we don’t believe victims and survivors?
- What are some simple things we can all do to believe and better support victims of violence?

SESSION 6: CREATING A CULTURE OF ANTI-VIOLENCE

Associated Clip: Clip 14

Coaches and students discuss how athletic teams play an important role in community norms and standards, and identify concrete ways for student athletes, coaches, and administrators to prevent sexual violence in their community.



Discussion questions:

- 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 are some ways that technology was used to make the situation worse/more of a problem? What are some ways that technology played and can play a positive role in preventing violence?
- This is the last time we will meet to watch this film. What other thoughts do you have after watching this film?
- How do you intend to prevent sexual violence and promote a culture of respect on this team? How will you hold each other accountable to doing so consistently?
- How might you feel and how would you respond if a teammate or coach was accused of sexual violence? What if you were?