



ROLL RED ROLL

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 and 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 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

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?
- What resources exist on our campus and in our community to help folks who are dealing with sexual violence?

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: 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 4: 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 5: THE CRIMINAL JUSTICE SYSTEM AND SEXUAL VIOLENCE

Associated Clip: Clip 7

Coaches and students discuss the definition of consent - both in campus policy and local legal statutes. Coaches and students discuss examples of ways that coaches, school administrators, and student athletes can prevent sexual violence. Coaches and students explore

the differences between legal statute, campus policy, and cultural norms in relation to sexual violence and accountability for violence committed, and collusion and cover up of violence.



Discussion questions:

- What do you think about the definition of consent on your campus? In your community? Is it fair? Why or why not?
- What role does and should the criminal justice system play in addressing sexual violence? How can it be improved?
- Would you feel comfortable reporting an incident to campus or to local police?
- What about supporting a friend who was a victim?
- What is the difference between how the criminal justice system sees sexual assault and how the culture at large sees it? Where are gaps or weak points in either context?

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?
- What other thoughts or questions 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?