



## **WELCOME TO THE TEAM!**

We are excited to have you join team Catharsis by facilitating your own group conversation about what you learned from “The Hook Up”! Having a conversation about these topics can be difficult. We hope this guide helps make that process a little easier for you! These questions are designed to have a meaningful conversation with your community about the topics discussed in “The Hook Up”

Some general rules for facilitating dialogue:

- Establish rules of engagement from the start:
  - What will be the rules for discourse in your group?
  - Will you raise hands or is verbal indications for speaking ok?
  - Have you established rules about hate speech?
  - How have you created a welcoming environment?
- Encourage open and respectful dialogue:
  - You cannot guarantee everyone will feel safe in the conversation, but you can guarantee that you will be respectful of their thoughts and that they need to also be respectful of you and each other.
  - As the facilitator it will be our job to disrupt and reframe disrespectful dialogue.
- Use active listening skills to make sure you understand what is being said:
  - Paraphrase - Paraphrasing means repeating the essence of what a participant has said in order to make them feel understood.
  - Clarify/Check for meaning- Sometimes people are not as good at communicating their ideas as others. Checking and clarifying what was said keeps us from misunderstanding and ensures that our participants are being heard. We can't get to the heart of the matter when we don't know what people are thinking.
  - Summarize - Summarizing helps us keep track of the conversation, can be utilized as another great tool for clarifying what's being said, and provides us with a method for reiterating important points of our conversation.
- Give participants time to answer rather than asking three different questions quickly in a row to fill the silence.
- Remember that peer-to-peer learning is important:
  - Ask for other participants to respond to negative or challenging comments.
- Do not over utilize one or two participants:

- If only a few people control the discussion the rest of the participants may shut down or be unengaged.
- Physicality: Do not touch any of the participants as you move about the room. Even a well-meaning gesture as a pat on the shoulder can be alarming to a survivor who may be having heightened sensory awareness brought on by the topic content.
- Correct victim blaming, rape myths, bias speech and other objectifying language:
  - Need help with identifying these? Talk with your on campus resources on how to identify and respectfully/thoughtfully respond to students' misconceptions and use of bias speech.
- Encourage multiple ideas on how to intervene:
  - Not everyone intervenes the same way, get an assortment of examples so everyone hears something they can try!

OK, ready to facilitate the conversation?

## QUESTIONS

There are more questions than you will realistically get through in the time you have allotted, so pick your questions thoughtfully. The only question we recommend you always start with is question #1. This is a low cost way to get them talking. You can use their answers to guide you through the questions or proceed with the ones you preselected. We have also included a space to put your own question ideas at the end of this section.

1. What did you think of "The Hook Up"?
  - a. Did any of the information surprise you?
  - b. What ideas are you still unsure about?
2. Are there "rules" for dating or hooking up?
  - a. If so, who makes the rules?
  - b. How did you learn them?
  - c. Does anyone think that the rules are always fair? When are they not fair? Are there exceptions?
  - d. What are the stereotypes about dating/hooking up in college?
    - i. How can we get past stereotypes and "rules" and meet people?
3. What about people who are choosing not to have sex, how are they still part of this conversation?
4. "The Hook Up" discusses how the language society uses to talk about sex and/or sexually active people (slut, ho, pimp, player, etc.) relates to sexual assault. Given that:
  - a. How does this language reinforce negative stereotypes of men and women?
  - b. What harmful behaviors are justified using this language?

- c. How does this language make it harder for victims (or survivors) of sexual assault to report?
  - d. What can we do to combat this language and stereotypes on campus?
- 5. "The Hook Up" discusses hook up culture and the clear differences between healthy hook ups and rape. Given that:
  - a. What is the difference between regretted sex (bad hook up) and rape?
  - b. What role does alcohol play in hook up culture? In consent? In rape?
  - c. How can we create dialogue to support healthy interactions on campus?
  - d. What are ways we can support someone if they come to us and say they are a victim (or survivor) of sexual assault?
- 6. "The Hook Up" discusses how perpetrators intentionally hide within stereotypes and social norms in order to remain undetected and prevent bystanders from intervening. Given that:
  - a. Why don't more people step in when they see "sketchy" behaviors?
  - b. What are some predatory behaviors, or "red flags", that we may notice at a bar or party? On campus?
  - c. What can we do, as bystanders, when we notice such behavior?
- 7. What are some things we can do to stop sexually aggressive language and behaviors on campus?
- 8. What can we do on campus (and in our communities) to support victims (or survivors) of sexual assault?
- 9. What are some resources available to victims (or survivors) on campus? Off campus?
- 10. What do you think the impact of rape is on:
  - a. The victim
  - b. The friends and family of both the victim and perpetrator
  - c. The community
  - d. The college
- 11. What are different delayed interventions that you can do to support a survivor or hold a perpetrator accountable?
- 12. What are the stereotypes about hooking up that help support perpetrators?
  - a. How can we change people's misconceptions about hooking up in order to change the culture and help expose potentially dangerous ideas and actions?
- 13. What are signs that an intervention may be needed?
  - a. What are signs at a party/club?
  - b. What about in more daily life (gym, class, work, etc)?
- 14. How do you know for sure that someone wants to have sex with you? (probe for verbal and physical signs –i.e. your partner says yes, sex is participatory, reciprocal, etc. Stressing verbal is essential.)
  - a. What part of it is your responsibility?

15. What can you do to ensure that you and your partner have a great hook up?
  - a. What do you need to communicate about?
  - b. What are the essential elements of a great hook up? (look for answers like: communication, consent, respect, safer sex)
    - i. And what is your responsibility to ensure they are present?
16. How do racial, sexual, gender, and other identity stereotypes create an environment that make it harder for survivors and easier for perpetrators?
  - a. How can we intervene when people make stereotyped or bias statements?
17. Does the gender identity of the victim matter?
  - a. What are additional challenges for cis-gender men and Trans or gender nonconforming people to come forward or tell others about being assaulted?
  - b. How can you support survivors of every gender identity?
18. How can you support survivors on your campus?
  - a. What can you say to someone who tells you they were raped? (see information below)
19. How can you hold perpetrators accountable for their acts on your campus?
20. What can you say to someone who tells you they forced someone to have sex?
21. What can you do to correct someone spreading false and misinformation about rape or sex?
  - a. EXAMPLE OF FALSE/MISINFORMATION: It's not rape if both parties are drunk.
  - b. EXAMPLE OF FALSE/MISINFORMATION: Sometimes you have to force someone into doing something you know they really want to do.
22. What can you do to stop someone trying to take an incapacitated person home?
  - a. Get as many examples as possible so everyone hears something they can realistically and safely accomplish.
  - b. Encourage group interventions for safety reasons, discourage violent reactions.
23. YOUR QUESTION IDEAS HERE:

## **HOW TO SUPPORT SURVIVORS AND HOLD PERPETRATORS ACCOUNTABLE**

You can use this information to support the conversation on how to help survivors, how to change culture, how to hold perpetrators of sexual violence accountable and everyday things we can all do to make our campus a safer and more equitable place for all. Remember this guide is not comprehensive, we encourage you to work with your on and off campus resources to build your own ideas. We have included spaces to include your own ideas.

1. Provide support to survivors by:
  - a. Listening
  - b. Validate that what happened was wrong.
    - i. Don't make excuses for the perpetrator – what they did or are doing is wrong and they need to hear it from as many people as possible.
  - c. Ask “what can I do to help” not, “why were you or did you...” questions.
  - d. Let them talk as much or as little as they want about what happened.
  - e. Give them information about support services on and off campus
  - f. Supportive things to say to survivors of sexual violence:
    - i. IT WAS NOT YOUR FAULT!
      1. Survivors often blame themselves. One of the most important things you can say to a survivor is that it is not their fault. Reinforce that what happened was not deserved; not something they brought on themselves or their fault for not seeing it coming.
      2. The only person we blame for rape is the person who forced someone else to have sex.
    - ii. I BELIEVE YOU.
      1. The survivor may feel that others will be skeptical of the story.
      2. They may have trouble trusting people at this point, so saying I BELIEVE YOU will help make them feel comfortable & supported.
    - iii. YOU HAVE OPTIONS!!
      1. Tell them about options on and off campus you learned today.
  - g. YOUR IDEAS:
2. Create cultural change on campus by:
  - a. Check in on your friends and community members. Normalize empathy and concern.
  - b. Interrupting and correcting victim blaming statements when you hear them.

- c. Correcting rape myths and other cultural stereotypes.
- d. Correcting myth, misconceptions and stereotypes about sex
- e. Interrupting and correcting negative racial, gender, ethnic, sexual orientation, class, ability, and religious stereotypes.
- f. Intervening when we see someone using alcohol, coercion, social power, or manipulation for sex.
- g. Supporting survivors.
- h. Holding perpetrators accountable.
- i. Support on and off campus programs that seek to empower students, help survivors and reduce cultural stereotypes, objectification, and bias.
- j. YOUR IDEAS:

- 3. Hold facilitators and perpetrators of sexual and interpersonal violence accountable by:
  - a. Telling friends who brag about forcing sex (i.e. using coercion, manipulations, threats, drugs and alcohol) that it's wrong and why.
  - b. Not letting friends use alcohol, coercion, social power or manipulation for sex.
  - c. Telling friends who use objectifying language and bias speech, make victim blaming statements, or spread rape myths and sexual stereotypes and misconceptions that it's wrong and why.
  - d. Not excusing the actions and asking them to stop the behavior whether it be verbal or physical.
  - e. YOUR IDEAS: