



**U GOT THIS!
POST-TRAINING
FACILITATION GUIDE**

**FOR SMALL GROUP DISCUSSIONS
FOR PARTICIPANTS WHO HAVE COMPLETED
THE *U GOT THIS!* TITLE IX ONLINE TRAINING**

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INTRODUCTORY NOTE

This guide provides robust instruction on how group leaders or practitioners can conduct a small group follow-up discussion with participants who have completed the U Got This! Online training. It is STRONGLY RECOMMENDED that potential group leaders facilitating this discussion review THE ENTIRE GUIDE BEFORE CONDUCTING FACILITATION. Individual facilitators should highlight areas of the guide that they will refer to or read directly from when leading the post-training discussion. They are also strongly encouraged to practice using the guide to deliver the post-training discussion before doing it in front of their small group. Reading the guide for the first time in front of a small group will disrupt the interactive experience.

There is also a facilitation training video that can accompany your preparation for delivering this training. Contact Catharsis Productions should you want access to this video.

Please consider the above recommendations as you review the rest of this guide.

INTRODUCTION: WELCOME TO THE TEAM!

You are part of a team -- a team of folks around this campus, in the community, and across the country working to create safer, more equitable, and respectful living, learning and workspaces for all.

This document is a long-form facilitation guide created for group discussion leaders who will facilitate dialogue among participants that have completed the U Got This! online training. This guide contains examples of how to have this conversation, but do not consider it a script. Take the ideas and make them your own. Every conversation you lead will be different because each group is made up of different people with different experiences. This guide is meant to be a living document. Feel free to add to it and customize it to your community.

U Got This! is an online training that converts Title IX compliance mandates into a relatable and engaging conversation about interpersonal violence (in particular sexual assault, intimate partner violence, stalking, and bystander/upstander intervention). The 45-minute online training is broken up into three separate modules. The training asks students to explore how they can help create a safer, more supportive campus community and to incorporate intervention values into their day-to-day lives.

To take the learning of U Got This! to the next level, we encourage institutions to host small group discussions that can be facilitated by faculty members, practitioners, and/or peer educators AFTER learners have completed the U Got This! training. This guide was designed to assist them (i.e., YOU) in facilitating these conversations.

This small group discussion will aid U Got This! participants to:

1. Process some of the learning objectives of the U Got This! training amongst each other in

- a small group setting.
2. Personalize the content for their reality and reflect on how they can implement these concepts realistically.
 3. Explore how toxic cultural messages and language contribute to a climate that allows some bad actors to act with impunity and keeps some survivors from seeking resources that might help them.
 4. Explore the uniqueness of their own community/institution and how it may impact understanding surrounding relationships, sex, and interpersonal violence.
 5. Understand the impact of interpersonal violence on survivors and their community.
 6. Empathetically respond to a survivor's disclosure of interpersonal violence.
 7. Recognize the impact these topics have on a subset of university communities, including the disproportionate impact it may have on marginalized communities.
 8. Strategize ways to intervene in potential acts of interpersonal violence.
 9. Strategize ways to directly challenge toxic messaging and attitudes when they occur.
 10. Understand the importance individuals play in creating a safer campus community and inspire individuals to take a stand against interpersonal violence.

This is meant to be a facilitated discussion. This means you will ask questions and utilize audience participation to achieve the learning objectives. Your goal is to cover all the learning objectives, but if time is a concern, **a focus on a selection of the learning objectives is recommended**. There is a lot of material within this guide so choose areas of focus that are most important to you.

This guide will be broken into sections that include general facilitation direction and student prompts (suggested questions to guide the conversation). Any text that is written in *italics* in this guide is to be read aloud or paraphrased to group participants.

In many cases, there are multiple questions that can be asked per prompt. Additional questions can serve as follow-ups if one question doesn't lead to a robust response. You do NOT need to ask every prompt.

DISCUSSION PREPARATION

The ideal small group discussion meets the following elements:

Size of group: **5-30 participants**

Duration: **50-120 minutes** (depending on the size of the group and robustness of the discussion)

Timing: Ideally, discussion should occur **within 21 days** of the majority of participants completing the U Got This! training

Room Setup:

- Classroom or comfortable meeting area (where persons with mobility issues can easily maneuver)

- Tables and chairs set up in a semi-circle or classroom style
- Handouts or postings of campus policies and resources (or make weblinks to resources available)
- A dry-erase board /chalk board/smart board/large monitor connected to laptop if available
- Consider accessibility support for any participants who have disabilities

Easy access to additional resources during the discussion:

Please be sure to have the following university-specific policies, procedures, definitions, and resources information handy (via handouts, projection, written out, or weblinks):

- Institution's Sexual Misconduct Policy
- Institutions definitions for Sexual Assault, Domestic/Intimate Partner Violence, Stalking
- Institution's Sexual Harassment Policy
- Institution's Definition of Consent, including incapacitation
- Institution's Confidential Reporting Options
- Institution's Reporting Options

Please be sure to have the following university-specific, on-campus helping resources information on display during the discussion:

- Title IX location and contact info
- Student Counseling Services location and contact info
- Victim Advocacy Program location and contact info

FACILITATION GUIDE: INTRO

It is important to create a discussion space that is open and respectful. The topic of interpersonal violence is triggering to some people. In addition, a candid discussion about people's opinions, even misunderstandings around interpersonal violence and intersectional topics (i.e., sex, relationships, gender identity, sexual orientation, race, etc.) can further create discomfort in group discussion. Any discussion around violence can never be considered a completely "safe space," but a healthy dialogue can occur though when proper safeguards and contexts are put out at the forefront of the discussion.

The following detail will help you create a safer space:

1. Introduce yourself.
2. Explain your role as a facilitator:
"I am here to help facilitate dialogue around some of the issues brought up in the online Title IX training, U Got This! and I'm working off this guide to help me through it. I will not have all the answers nor am I a subject matter expert on interpersonal violence and its impact. However, my role as the facilitator is to guide discussions among you all that we hope helps motivate creating a safer, more supportive campus for all of us."
3. Provide some relevant information about your background—including why you think the program is important; ideally, the introduction lasts no more than 1-2 minutes.
4. Share this detail at the beginning: "*ANY DISCUSSION AROUND INTERPERSONAL VIOLENCE MIGHT BE*

TRIGGERING TO SOME PEOPLE. If anyone feels the need to excuse themselves for any reason, please feel free to do so."

5. Share institution and/or local resource information in a way easily visible for the discussion.
6. Be sure to outline rules on confidentiality.
7. Remind them if they share stories to remove the names and identifying information.
8. If you are a mandated reporter, be sure to inform the class of that so that individuals consider that if they choose to share personal stories.
9. Create agreed-upon ground rules for the discussion. If you have a whiteboard or large paper to write them on, please do so in a place where all can see the rules as they are shared. The following are ideas you can use if the group does not volunteer information. (You are welcome to shorthand this detail, or anything shared by the group on the board):
 - a. This is a group discussion, not a debate. The purpose is not to win an argument, but to hear many points of view and explore many options and solutions.
 - b. Everyone is encouraged to participate. You may be asked to share what you think, or we may ask for comments from those who haven't spoken. It is always OK to "pass" when you are asked to share a comment.
 - c. No one or two individuals should dominate a discussion. If you have already voiced your ideas, let others have an opportunity. When you speak, be brief and to the point.
 - d. One person speaks at a time. Refrain from side conversations. Pay attention to the person speaking. If you think you will forget an idea that comes to mind, write it down.
 - e. Listen to and respect other points of view.
 - f. Do your best to understand all opinions, not just those you prefer. Be as objective and fair-minded as you can be.
 - g. Seek first to understand, not to be understood. Ask questions to seek clarification when you don't understand the meaning of someone's comments.
10. Suggested Introductory Statement to discussion:

We all come from different backgrounds and personal experiences that have shaped the opinions we currently have. Building a healthier campus community begins with listening and learning from each other. Can we agree to make this an open, honest and respectful discussion? Great.? Ok, Let's get started.

LET THE FACILITATION BEGIN!!!

DISCUSSION TOPIC 1: PROCESSING OF LEARNING OBJECTIVES OF U GOT THIS!

TRAINING REVIEW CHECK

- *How many of you completed the full 3-module U Got This! training?*
- *How many have started it but haven't completed it?*
 - Get a sense of how far some individuals have gotten.
- *Who has not accessed the training at all yet?*

If a large percentage of the room falls into this category, you have the option of jumping to APPENDIX B: ONLINE TRAINING ACTIVITY to present some of the online training activities with the group.

GENERAL QUESTIONS ABOUT THE TRAINING

- *What were the main takeaway messages of the online training? (What were the main ideas in the training that you thought were important?)*

Compare participant responses with this list of Learning Objectives of U Got This!:

- Identify behaviors that constitute sexual violence, domestic violence, and stalking.
 - Understand how sexual violence, domestic violence, and stalking negatively affect campus climate.
 - How toxic culture contributes to a negative campus climate and sexual violence, domestic violence, and stalking.
 - Identify behaviors that constitute sexual violence, domestic violence, and stalking and understand where to access the institution's interpersonal violence policies and definitions.
 - Understand how to empathetically respond to a disclosure to help remedy the negative impact sexual violence, domestic violence, and stalking negatively has on survivors.
 - Know how to intervene to stop sexual violence, domestic violence, and stalking.
 - Understand how Upstanders play a part in creating a safer campus community.
- *What were the sections of the training that really resonated with you?*
 - *What part was most surprising, memorable, or insightful?*
 - *What parts of the training challenged you or were there parts that you did not agree with?"*
 - IF STUDENTS ARE 1ST YEARS: *Did the scenarios and messages line up with what you expect college life to be? Why or why not?*

The goal with the above prompts is to get students talking. If someone has a unique take on any of the questions, you can follow up by asking the group: *Does that perspective*

resonate with anyone else? or Does anyone have a different take on that perspective?

DISCUSSION TOPIC 2: EXPLORING TOXIC CULTURAL MESSAGES AND LANGUAGE

STUDENT PROMPTS

Okay. Let's move on to some specifics. U Got This! alluded to messages in various forms of media that contribute to unhealthy attitudes and disrespectful stereotypes that surround gender and identity. Media examples include movies ("Weekend at Ernie's" poster), advertising (billboard image selling vodka), music (titles of songs on a playlist), technology (sexting example), and victim-blaming public campaigns ("Don't run at night" poster).

Are there other examples of potentially toxic messages you can cite that seem to go unnoticed by the mainstream? Do you have any "Am I the only one?" thoughts around examples that seem unhealthy?

EXAMPLES (should you wish to access articles that provide cultural critique)

Here are some other examples:

- Game of Thrones: <https://www.esquire.com/entertainment/tv/a27099255/game-of-thrones-treatment-of-women-controversy-legacy/>
- Songs: https://www.thenewfeminist.co.uk/2023/04/5-sexist-songs-we-didnt-know-were-sexist-at-the-time/?utm_source=rss&utm_medium=rss&utm_campaign=5-sexist-songs-we-didnt-know-were-sexist-at-the-time
- Advertising: <https://www.marketingdive.com/news/miller-lite-womens-history-month-sexist-ads/644322/>

FOLLOW UP PROMPTS

Name a movie/TV show/streaming series you loved as a kid? What sort of messages did it teach you about gender roles?

Who do you follow online that you think provides a great model for healthy relationships?

Have you noticed any examples of good or bad messaging on this campus or in this town?

DISCUSSION TOPIC 3: UNIQUENESS OF THE COMMUNITY/ INSTITUTION

STUDENT PROMPTS

What are some unique characteristics of this campus that may strongly impact attitudes toward sexual harassment and sexual assault – positive or negative? What are unique elements of your understanding of this campus community that could impact (positively or negatively) the general

agreement of the learning objectives of the training? How could any of the following descriptors (if your school falls into one of the categories) shape attitudes around dating, sex, relationships, and/or interpersonal violence?

Campus Descriptors

- Size of student body
- Geographic location (city, suburb, or rural; what geographic part of country)
- Predominant focus of institution (predominant major, i.e., liberal arts, engineering, finance, nursing, etc.)
- Predominant culture(s) on campus (student-athletes, Greek Life, international students, non-traditional/commuter students, etc.)

Allow participants to share thoughts on how these differentiators might shape attitudes on campus regarding interpersonal violence.

Conclude by stating, “Let’s also recognize that while some of our opinions may be based on our early experiences here, these perceptions can also be very general or based on stereotypes. Individuals and communities are complex and nuanced. Participants are challenged to look at their new community through this lens.

Being part of this community gives you access to healing resources and the ability to make long lasting culture change on this campus. Students get exposed to ideas that they take into the world and the message spreads.

NOTE: For a more detailed look into discussion questions around subsets of populations (i.e., international students, religiously affiliated college populations, student/athletes, etc.), see APPENDIX D: FACILITATION FOR MORE SPECIFIC PARTICIPANT TYPES.

DISCUSSION TOPIC 4: BROADENING THE LENS OF HOW WE VIEW SEXUAL VIOLENCE

STUDENT PROMPTS

A. *Now we’re going to explore how our culture has traditionally viewed sexual violence. In what ways have you learned who, how, and where sexual violence occurs?*

B. *What does the victim of interpersonal violence traditionally look like?*

Ask students to describe that person—use these prompts if necessary:

- Gender
- Age
- Race
- Physical attributes
- Sexual orientation

- How they are dressed
- State of mind (sober or drunk/high)

C. *Who is the perpetrator of sexual violence?* Follow instructions above.

D. *Where does it happen?* Ask about the location. Where does our media tell us assaults, particularly sexual assaults, happen? Describe the location time of day, where in the area (city, country, location within these communities), etc.

E. *How does it happen?* What does the perpetrator of violence use in the commission of the crime? For example, is there a weapon? If so, what is it?

Ok, let's talk about what details above may be true in some cases but limit our ability to understand how wide-ranging interpersonal violence is.

BROADENING OUR UNDERSTANDING

The objective here is to broaden who we think of as being affected by sexual violence. The following facts can be discussion points. These are not an all-inclusive list, add ones that you find resonate with your community. You do not and should not give every one of these following points.

A. "Who is the victim" Response

Gender: We know that cisgender women are overwhelmingly what we think of when we think about sexual violence and are statistically most often the victims. However, children, including boys, cisgender men, transgender and non-binary people are also victims of sexual assault. Myths about victims of sexual assault keep survivors of all genders from coming forward and getting the help they deserve.

TRANS AND NON-BINARY SURVIVORS

- Transgender, gender nonconforming, and non-binary folks face a lot of prejudice and discrimination in society. Because of this, many of the resources cisgender folks sometimes take for granted, like medical care, aren't as easily accessible for that community. Trans and non-binary folks are often both desexualized and hyper-sexualized to a point where others believe they can't be sexually assaulted.
- Transgender folks on campuses are sexually harassed at a higher rate than their cis counterparts. Despite that, transgender folks are rarely seen in the dialogue on sexual harassment.

CISGENDER MALE SURVIVORS

- We don't talk about men as survivors enough because of the negative stereotypes society has for men. Men are stereotypically seen as hypersexual, so the idea that some men don't want to have sex is often not taken seriously.
- Men are also told to hide pain and suppress trauma. They are told to "suck it up"

or “man up” and this makes it difficult for men to come forward.

Age: Although a majority of sexual assaults are committed against people under 25 years old, someone of any age can be the victim of interpersonal violence.

Physical: Of course, we know that people of every physical state or ability are survivors, but the stereotype is of a young, thin person without physical disabilities.

Race and orientation: Survivors of sexual assault are of all ages, races, religions, and sexual orientations. Sexual assault occurs statistically at about the same rate across most identifiers. One significant outlier on this is Native American women who are predominantly sexually assaulted by non-native men.

Often women of color, LGBTQIA+ persons, older folks or indigenous people are rendered invisible by the media and society as victims of sexual violence. BIPOC folks (Black, Indigenous, People of Color) have additional challenges in coming forward: Racial bias, not wanting to go to the police, the fear of not being believed or taken seriously. When it comes to bystander interventions, research shows that white bystanders are less likely to intervene when they see a woman of color as a potential victim.

Manner of dress of Victim: There is little to no research evidence that says people who rape choose their victims based on the manner of dress. This makes sense, right? If showing skin was what endangered us, we’d also have stereotypes and victim-blaming about going to the beach. This blocks us from seeing someone as deserving of our help and contributes to slut shaming/victim-blaming. If we objectify, we don’t see them as human and “deserving” of our help.

State of mind: There is a correlation between alcohol and drugs and rape. Many perpetrators want their targets to be inebriated and use coercive techniques to increase drinking and drug use. *How does our normalizing of sex and alcohol block our ability to see when we need to help?*

Also, as a reminder of the message from U Got This! “You are responsible for what YOU do, not what SOMEONE ELSE does TO you.”

B. “Who is the perpetrator” Response

Gender: Straight men are overwhelmingly the perpetrator in all sexual assaults (whether the victim is a woman, man, Trans, etc.). But the vast majority of men are NOT perpetrators.

Also, there is a percentage of these crimes that are perpetrated by women. Often, cisgender women won’t use physical force but will use some sort of a power differential and/or alcohol or drugs.

However, most of the time a man is assaulted, it is by another man or group of men who identify as heterosexual. This proves that rape is not a crime about sexual desire, but a crime about power. Therefore, it makes no sense to assume anything about a survivor of rape’s sexual

orientation if a man was raped by another man. It was not their choice. Their choice was taken away from them.

If we know that most men are targeted by another man or a group of men and it's all about power, what might that look like on campus? Often men are sexually assaulted under the guise of hazing. When hazing goes unchecked and no one tries to stop it, it will escalate. Even when it escalates to sexual assault, it is often overlooked because people excuse hazing as a tradition, rite of passage, fun, games, or boys being boys. This makes it difficult for survivors to come forward or bystanders to step in and stop it.

Race: Statistically, most of the reported rapes in the US are perpetrated by white males. The racist trope of the hypersexual and criminal man of color is the aftermath of systemic racism. Most sexual violence happens within socio-economic groups. This means it tends to happen in social groups and people tend to socialize with people of the same race, class, age, etc. But of course, as stated before, except in cases where the victim is a Native American woman. Our bystander moment here is to be aware that our stereotypes about who is dangerous and who isn't keep us from helping.

Manner of Dress of Perpetrator: Stereotypes about what the perpetrator wears are often linked to racist or classist stereotypes. For instance, a man of color wearing a hoodie and ripped jeans walking on the street typically creates greater suspicion than a white man dressed the same way at a party. This doesn't mean that either are more or less dangerous as individuals, but we need to understand how stereotypes block us from seeing the truth.

State of Mind: Perpetrators are not always incapacitated. Often, they are sober. Even if someone has been ingesting alcohol or drugs, if they initiate sex with another person, they must ensure that there is fully informed consent from the other and that the other is not incapacitated. As most assaults are committed by someone who knows or is already acquainted with the victim, alcohol and drugs are often used as a tool to incapacitate the victim. Later, a perpetrator may claim that the victim is responsible for having incapacitated themselves.

*NOTE: Place the focus on the behavior not the individual as the problem. In other words, better to suggest "Person A was acting creepy." versus "Person A is a creep (or "creeper"). When we limit a human being to a one-word label, we do not consider their humanity or the agency they have in choosing to behave in certain ways. It also helps in dismantling "monsterization" of people who force sex, i.e., those who rape. A recent study released by Raliance & the Berkeley Media Studies Group also supports this change and suggests focusing on "conduct not character" by using descriptive language and stopping the use of words like perpetrator or rapist (2018).

C. Where does it happen? Response

Most violent crime - and sexual assault is no exception - is perpetrated most often in a home, not in public. Ask why the group thinks that is the case.

D. How does it happen?

Alcohol and drugs are tools that people who commit sexual violence use to incapacitate

their victims. Alcohol is socially accepted at parties, concerts, hanging out and easy for the perpetrators of sexual violence to use without notice. Coercion, threats and manipulation are also weapons often used in the commission of this crime. In most rape, the perpetrator's body is the weapon. Why do you all think this is the case? Let them generate answers.

FOLLOW-UP STUDENT PROMPTS

How do these stereotypes hurt survivors?

How do stereotypes hurt us all?

Let the group generate answers. Below are some examples:

- Keep survivors from coming forward.
- Help perpetrators get away with it.
- Make our community less safe.
- Leave out men as needing help.
- Leave out the possibility of women as perpetrators.
- Often based in racist/classist stereotypes.
- Stranger danger is the focus.
- Doesn't inform us what we can do to stop it-bystander don't look out for this at parties, in bars, on campus, etc.
- Doesn't contribute to changing unhealthy norms.

Takeaway: Stereotypes hurt us all. Stereotypes about sexual violence can block us from seeing when someone needs help or needs to be stopped from hurting others. How does that happen? When we only picture someone who commits sexual violence as a villain, a stranger from outside our community we miss opportunities to intervene and excuse those who are doing harm in our community. When we presume a victim will always fight or struggle (rather than freeze in fear which is often what happens) we make the victim feel like they are to blame. When the person who assaulted someone is well-liked in the community it makes it even harder on the survivor who may hear comments like, "but he's such a nice guy, maybe you misunderstood, maybe things just got a little out of hand"). In general stereotypes allow those who assault to act with no accountability for their actions and keeps survivors from getting the help they deserve.

DISCUSSION TOPIC 5: SUPPORTING SURVIVORS

What do you think the impact of interpersonal violence has on the survivors?

Allow participants to fill in this detail, but look for: low self-esteem, sadness, anxiety, guilt, nightmares, distrust, embarrassment, flashbacks, confusion, fear, isolation, post-traumatic stress, numbness, vulnerability, depression, increase in startle patterns, anger, numbness, substance use or abuse, concerns about physical safety, change in sexual behavior, shock, difficulty concentrating, changes in eating or sleeping patterns.

Who else can be negatively affected by this behavior?

Allow participants to fill in this detail, but look for: partners, friends, family, coworkers, roommates, classmates, student body, campus culture.

What are helpful ways to respond to a survivor that discloses they've been a victim of assault?

Allow participants to fill in this detail, but look for:

- Actively listen.
- Thank them for trusting you and follow their lead on how confidential they wish to remain.
- Ask “what can I do to help?” not, “Why were you...?” types of questions.
- Let them talk as much or as little as they want about what happened.

Follow-up Prompt: Remember: No one chooses to be raped, abused, or stalked. It is the person doing the hurting that makes that choice. Don't make excuses for the person perpetrating the hurt. We must be willing to hold people accountable for their actions if we want to end violence.

Some survivors say the response by friends and others who question them, don't believe them, get mad at them if they know the perpetrator), can be as bad, if not worse, than the event itself. – A victim can be re-traumatized all over again.

What are supportive things to say to survivors of interpersonal violence?

- IT WAS NOT YOUR FAULT!
 - Survivors often blame themselves. One of the most important things you can say to a survivor of interpersonal violence is that it is not their fault. If they are saying self-blaming things like “I should have known better than...” Reinforce that what happened was not deserved; not something they brought on themselves or their fault for not seeing it coming. The only person we blame for the behavior is the perpetrator of the behavior.
- I BELIEVE YOU.
 - The survivor may feel that others will be skeptical of the story. They may have trouble trusting people at this point, so saying “I believe you and that you experienced something horrible” will help make them feel comfortable & supported. Your role is to be a good friend, not to investigate or define what happened to them.
- YOU HAVE OPTIONS!!
 - Tell them about options on campus. Share the on-campus and off-campus resources available. (Point to resources that have been posted.) Know that RAINN www.rainn.org or 1-888-656-HOPE is a national resource. You could also share with them where they could file a report if they wished. (Every school should have a webpage that provides this information.) Let them know that these are options they can use IF THEY CHOOSE.

DISCUSSION TOPIC 6: INTERVENTION STRATEGIES

STUDENT PROMPTS

We all have a part to play to reduce harm on campus.

What is an upstander?

General answer: A bystander who interrupts harmful language or behaviors to support someone who may be in trouble and ultimately contributes to making the campus safer and more respectful for all. Someone who acts in the presence of harmful language or behaviors either to address the perpetrator or to support the target of the behavior.

Do you think most people believe upstanders can play a role in creating a more respectful community?

Answer: Yes.

And yet a lot of times we know people don't step in when they can. Why can it be difficult to say or do something?

Some answers can be:

- I don't know the people involved very well.
- The person acting aggressively or offensively is a big personality in my group.
- The person acting aggressively or offensively is a friend.
- I wasn't sure it was really a problem and maybe misreading it.
- I might be responding too sensitively.
- No one else seemed to mind and others thought it was funny.
- I didn't want someone to get mad at me.
- I was raised to mind my own business.
- I didn't want to get into trouble.
- I didn't want to get physically hurt. *
- I didn't want to cause a scene.
- I am an introvert and hate attention being directed to me.

FACILITATION SENSITIVITIES

* FEAR OF BEING PHYSICALLY HURT: There are situations where intervention may be risky. We do not want to communicate intervention under any circumstances, especially if there is a realistic fear that either the bystander or the victim may face greater physical danger when an intervention is attempted. In many cases, however, an intervention, especially when the tactic is not a direct confrontation of the aggressor, may be uncomfortable but not dangerous.

NOTE: A very powerful conversation starter is when YOU give an example of when you did NOT intervene. All of us have a story. It makes us human and makes it easier for others to give an example. It helps them think about their own experiences. Then ask the participants if they have ever been in a situation where they now realize they could have said or done something.

SCENARIOS

You can follow this question with the following scenario:

You are at lunch at a table with a bunch of people, some you know and some you don't. Someone says something really offensive.

- *Would you be likely to say something? What would make it hard?*
- *Would it be in the moment or later?*
- *Is there a certain type of comment you would be more likely to address than others?*

Depending on the group dynamics and time permitted, move on to the next step in the discussion.

Has anyone ever known someone that was in a situation where no one stepped in for them or at least checked in with them? Would you have wished they had?

Follow-up with gathering specific ways and tactics individuals feel more confident using when intervening. Get the participants to provide details on the intervention rather than just say, "I'd step in and stop it." How would they stop it? What would they actually say? You are looking for examples that would most likely fall into any of the techniques below.

- Create a distraction.
- Engage directly (with either the perpetrator or the target of the harm).
- Enlist others (i.e., friends or other bystanders).
- Refer concern to an authority (i.e., a bouncer, RA, officer, etc.).

The following are various scenarios that may present an intervention opportunity:

- A friend makes a rape joke.
- You've joined a school group and witness levels of hazing that appear to be sexual assault (the touching of another person's body in a sexual or sexually degrading way without the person's consent) of other members of the group.
- A friend talks about using alcohol to "get someone drunk enough to have sex."
- Classmates use social media to attack another classmate who believes they are being stalked by an ex.

The goal is to get participants to identify what they can realistically do and commit to doing THAT (even if it is checking in with a person being targeted later). Having each verbalize an intervention tactic they seem comfortable in using is a huge win.

Are there any scenarios specific or unique to this campus that you think you might encounter?

Here's an example. At a specific Catholic university, the dorms are not coed. Men must be out of women's dorms and women must be out of men's dorms by midnight or risk severe penalties. Suppose you share a room with someone who is hanging out with someone who is not allowed to be in the dorm after midnight. Your roommate is pushing that person to spend the night with them. What would you do?

Is there an example that is unique to your school like the one above?

DISCUSSION TOPIC 7: INSPIRE INDIVIDUALS TO POSITIVELY IMPACT CULTURE

Prompt: *What have you learned today that will help you make our campus a safer place? How can we all create change on our campus?*

Below are ideas that we hope are generated by your group:

Create cultural change on campus by:

- Interrupting and correcting victim-blaming statements when you hear them.
- Correcting rape myths and other cultural stereotypes.
- Correcting myths, misconceptions, and stereotypes about sex
- Interrupting and correcting negative racial, gender, ethnic, sexual orientation, class, ability, and religious stereotypes.
- Intervening when we see someone using alcohol, coercion, social power or manipulation for sex.
- Supporting survivors.
- Support on and off campus programs that seek to empower students, help survivors and reduce cultural stereotypes, objectification, and bias.

Hold facilitators and perpetrators of sexual and interpersonal violence accountable by:

- Telling friends who brag about forcing sex (i.e., using coercion, manipulations, threats, drugs and alcohol) that it's wrong and why.
- Not letting friends use alcohol, coercion, social power, or manipulation for sex.
- Telling people whom you know are perpetrating abuse that it's wrong and why it upsets you to see them emotionally, verbally, or physically harming others.
- Telling people who witness abuse that it's wrong and why it upsets you to see them supporting harm perpetrated by others.
- Telling friends who use objectifying language and bias and hate speech, make victim blaming statements, or spread rape, domestic violence or stalking myths and sexual and gender stereotypes and misconceptions that it's wrong and why.
- Not excusing the actions and asking them to stop the behavior whether it be verbal or physical.
- Holding perpetrators accountable.
 - Let those who commit acts of sexual misconduct or interpersonal violence know that it is not acceptable behavior.
 - Inform them that there are consequences for their actions.
 - Remind them that counseling services are available on and off campus for them, so they can learn to make different choices.

Conclusory Prompts: *So, in review, we know that sexual assault, domestic violence, stalking and*

other oppressive behaviors are wrong. We understand that this institution does not tolerate these behaviors and has resources to support survivors on campus.

Obviously, this discussion was about more than compliance and policies. It should serve as a reminder of the school's commitment to you, and to remind you of your responsibility to each other. When it comes to recognizing, reporting, and responding to these crimes we ALL play a part in making our campus safer and respectful for everyone. We all want to live, learn, and strive in a place where we are all respected and safe. You've got this.

APPENDIX

APPENDIX A: ADDITIONAL GUIDELINES FOR FACILITATING DIALOGUE

Establish rules of engagement from the start.

Here are some examples that you can use:

- Ask participants to be prepared to engage in the learning.
 - That means everyone should be able to participate; ask questions, listen to others, and be respected when they communicate their thoughts.
- Bring an open mind.
 - Stay present. Don't text, check emails, or be a distraction for others by doing other work. Leave your cell phone on vibrate or off and in your pocket or handbag. HOWEVER, please excuse yourself if the conversation becomes triggering in a way that keeps you from being emotionally present.
 - Ask participants to be respectful of others.
 - Ask participants to keep comments general and refrain from commenting about individuals or specific situations.
 - Encourage participants to accept the experiences of others as real and valid.
 - Remind the participants that anything said in this training should be kept confidential.

Room set up:

- Create a welcoming environment. Consider the layout of the room, taking regular breaks, availability of restrooms, and accessibility needs.
- Have a dry erase board available for discussions.

Use active listening skills to make sure you understand what is being said:

- Paraphrase - Paraphrasing means repeating the essence of what a participant said 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 and process responses from others. Silence can be healthy and positive.

Use the audience. Sometimes we get asked a question we do not have an immediate answer to. This is ok, we don't always have all the answers. Thankfully we can utilize the experience and personal expertise in the room to help. Ask the participants how they might respond to the question or scenario being proposed.

Remember that peer-to-peer learning is important:

- Ask for other participants to respond to negative or challenging comments in a respectful

- way; i.e. “Does anyone have an alternate way of viewing this issue?”
- 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 and hate 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 participants’ misconceptions.

How to respond if someone discloses being a survivor or having harmed someone.

- If you are a mandated reporter, be sure to make that clear
- Use inclusive, supportive and non-judgmental language.
- Use your active listening skills
- Show compassion and concern.
- Keep your boundaries, remember you are not a counselor or advocate. If you are professionally both of those things, you are not acting as that in this case. Refer folks to helping resources.
- Connect them to resources

Examples of how to respond to survivors or people who tell you they have harmed someone:

Examples of how to respond to survivors:

Example: Thank you for sharing that with me, I am so sorry someone hurt you and I want you to know this is not your fault and you have support resources here on campus. I am not a counselor, but there are counselors here that can help. If you want to call someone off campus, I suggest RAINN. RAINN can connect you to someone that can help. What would you like to do next?

If you are a mandated reporter on campus:

Example: Thank you for sharing that with me, I am so sorry someone hurt you and I want you to know this is not your fault and you have support resources here on campus. I need to remind you that I am a mandated reporter, which means I will have to report this to the Title IX office. They will be following up with you in the next few days. One of the things I do as a reporter is connect you to resources. I am not a counselor, but there are counselors here that can help. If you want to call someone off campus, I suggest RAINN. RAINN can connect you to someone that can help. What would you like to do next?

Examples of how to respond to people who tell you they have harmed someone:

Though it is rare someone may come up to you and admit they have hurt someone. As stated above, remember you are not expected to be an advocate, counselor or member of law

enforcement. Be helpful, hold your boundaries, and refer folks to helping resources.

*If someone discloses that they have forced sex or abused a partner and you **do not have duty to report it to campus.***

- Let them know that taking accountability is important!
 - Accountability begins with admitting we have hurt someone.
- Set clear boundaries
 - Be clear that you cannot help them moving forward, but there are people on campus who can.
- Share resources
 - Give them information for on-campus counseling services

Example: First I want to say that it's good that you are taking responsibility, that's the first step in changing our behaviors. I'm not a counselor, but there are ones here that you can talk to, they can help you, so you make different choices in the future. Here's the number for campus counseling. I can stand here while you call them if you'd like, I'm also writing down their location on campus if you want to walk there now.

If you are on a campus where reporting this is mandatory

- *Example: First I want to say that it's good that you are taking responsibility, that's the first step in changing our behaviors. You may recall that I informed y'all that I am a mandatory reporter. That means I am going to have to make a report about this and someone from the Title IX office will be contacting you. Their office is confidential, only those that need to know will be informed. I am not a counselor but there are ones here that you can talk to. Here's the number for campus counseling. I'm also writing down their location on campus so you can head there after we are done.*

APPENDIX B: ONLINE ACTIVITY- NAMES EXERCISE

Items in *italics* are Facilitator Prompts: Ask these questions of participants.

OBJECTIVES:

To understand that toxic culture, as expressed through objectifying language, causes the following side effects:

- Objectifying language about gender and sex creates division, negative self-image and harm.
- Supports rape myths and other stereotypes that blame victims and support people who hurt others.
- Discourages healthy sexual behaviors and helping behaviors like bystander intervention.

GENERAL NOTES

- Use the activity questions to start your conversation. Follow-up questions should be based on the conversation you are having.
- Possible audience responses are supplied for each question.
- For effectiveness in this activity, ask for the language that describes women first, followed by words for men. Then ask if there are different words that describe non- gender-conforming, trans or genderqueer folks.
- Encourage as many responses to the questions as possible but make sure certain central themes/issues/points (provided in each section) are covered.
- Do not qualify any words as either good or bad. Let the students decide on their own. For example, if someone asks, “Do you want bad words or nice words?” STATE, “You can choose whatever words you want.”

So, let’s start from the very beginning and talk about the language we use to talk about sex! Are you ready! Let’s go!

DO: Write the word “Women” and the word “Men” on separate sheets of poster paper or a dry-erase board in front of the room.

What words do we as a society use to describe sexually active women?” (Or you can say, “How do we describe women-identified people that have sex?)

- Do not judge words and do not encourage one type of word over another.
- For a shy group tell them to give you names you have heard other people use, even if you don’t use them.
- Remember: Do not qualify this as either good or bad. Let the students make their own choices. DO NOT ASK FOR STEREOTYPES... – If they ask, tell them they can choose whichever words they want.
- Write the participants’ responses on the poster sheet under “Women.”

When the group seems to have exhausted the names for women, move on to the next question.

Ok, now tell me names we have for men who have sex. (Or how do we describe male-identified people that have sex?)

- Do not judge words and do not encourage one type of word over another.
- For a shy group tell them to give you names you have heard other people use, even if you don't use them.
- Remember: Do not qualify this as either good or bad. Let the students make their own choices. **DO NOT ASK FOR STEREOTYPES...** – If they ask, tell them they can choose whichever words they want.
- Write the participants' responses on the poster sheet under "Men."

Ok so finally we know gender isn't binary, so are their words that describe non-binary or transgender folks who have sex? Are they the same or different from the words on either of these lists?

- Do not judge words and do not encourage one type of word over another.
- For a shy group tell them to give you names you have heard other people use, even if you don't use them.
- Remember: Do not qualify this as either good or bad. Let the students make their own choices. **DO NOT ASK FOR STEREOTYPES...** – If they ask, tell them they can choose whichever words they want.
- Write the participants' responses on the poster sheet under "Non-binary or Trans."
- If they aren't coming up with words, then ask if we think any of the words on the woman or male-identified list would be appropriate.

What do you notice about the different lists? OR ASK: "What is the same or different about the lists?"

You will probably hear the following answers.

- The words for women are more negative and words for men are seen as more positive.
- There are usually more words for women than men and very few to no words for non-gender conforming folks.

Which list has the most power?

Most of the words for men have power attached to them and are viewed, at least by other men, as positive. Hit the following points:

- For example, men rarely say "What's up, player?" as an insult.
- Words like "pimp" and "player," or "stud" imply that men who have sex are and should be in control of women.
- It encourages aggressive sexual practices.
- Also negate men's choice; imply that to be a real man you must always want sex.
- These words are also intersected by classism and racism.
- Negates the existence of male survivors of intimate partner or sexual violence.

Most of the words for women are negative, objectifying, and disempowering. Hit the following points:

- Words like "slut" or "whore" reduce women to sex objects.

- These words also imply that sexually active women are deserving of negative attention, sexual violence, and intimate partner violence.
- People rarely - if ever- describe a female friend as a “whore” in a loving or positive way.
- These words are also intersected by classism and racism.
- These are the words we hear in situations of rape, domestic violence, and stalking.

Transgender, non-binary, gender queer or gender-nonconforming folks are othered in society and as such are often made invisible in conversations about sexual assault or sex in general.

- Trans or nongender conforming people are sexually assaulted at a higher rate than their cisgender counterparts.
- The objectification of Trans or non-binary folks results in victim blaming. Additionally Trans, fluid, non-binary, genderqueer folks are fearful of seeking out medical or other helping services because negative and transphobic stereotypes.

OTHER THINGS TO CONSIDER:

- To allow for conservative or religiously observant folks in the class, stress that while they might not use this sort of language, can we agree that in general MOST of society uses these words in this way. You should also acknowledge that while they might not personally feel complimented by the terms, others may be.
- A discussion on how racism, heterosexism, classism, ableism, and ethnocentrism create unique barriers to help, victim blaming or assumptions of who is harmful and who is not.
- For example, racist, transphobic or classist stereotypes about who is the most likely perpetrator of sexual violence and who is not. Or assumptions that cisgender women can never be the person who perpetrates domestic violence or sexual assault.

SITUATIONAL RESPONSE:

If the group gave positive words and there are only a few of them point that out and ask why there are fewer positive words than negative.

- If the group did not give any positive words:
- Ask the group “what words are missing?”
- Remind them there are positive words about being sexually active.
- *Ask them if they can give you any. If they can't start them with “happy” or “enthusiastic.”*
- Fill in the list if it is weak for example -Happy, satisfied, tired (if you're doing it right), NORMAL, etc.

Why are the positive words harder for us to think of or remember?

APPENDIX C: UNDERSTANDING DOMESTIC VIOLENCE ACTIVITY

Items in italics are Facilitator Prompts: Ask these questions of participants.

Let's start with defining healthy relationship - what words describe what a healthy relationship feels like, looks like, and sounds like? (Write audience answers on board.)

Usual responses will be good communication, trust, love, support, affirmations, compliments, etc.

- What changes a healthy relationship to a harmful or abusive one? What (Write audience answers on board).
- We are looking for responses that include physical, verbal, emotional, and sexual abuse.
- Many people understand hitting, punching, weapons, etc. Cover the following if they did not describe them in the opening discussion.
 - Threats – to hurt the victim, to harm others or to hurt themselves or to commit suicide.
 - Jealousy – Ask the group: Is jealousy okay? How do we know when it has gone too far? The goal is not to shame people that have felt jealousy but to talk about how it can be a tool for isolating people, to frighten when it is controlling.
 - Verbal can include insults, mocking, and the level of your voice. It can also include not talking, the silent treatment for example.
 - Isolation -ask why would someone want to isolate their partner? This should elicit answers about keeping the abused person from getting help, hearing good things about them, people telling them they don't deserve it, etc.
 - Physical abuse -comes in many forms. It can include, but is not limited to shoving, pinching, slapping and can also include destroying people's personal property. i.e., keying a car, trashing a room, breaking sentimental personal items, etc.

PROVIDE STATE OR SCHOOL DEFINITION HERE.

There are a few things to keep in mind when thinking about dating or domestic violence.

- Abuse is a choice, not an accident. We did not include descriptions of physical, emotional, psychological or sexual abuse in the healthy relationship description.
- Abuse is not an anger management problem. People who use abuse and violence in their relationships are not typically hurting or harming everyone they come across. There are specific people they are hurting, and only them.
- Abusive behavior is not about being angry or disappointed-we've all felt that way before. It's about having power and control over others. They look to gain that power and control by isolating, degrading another person, depriving the person of the freedom to make choices, and through other emotional, physical, and mental harms.
- People who use abuse in a relationship are not hurting people all the time. They are people

who have friends, loved ones, are good at their jobs, have close and supportive friendships, etc. They are people we might know, people we might think of as loving parents, good students, talented performers, and loyal friends which often makes this a complicated thing to talk about amongst friends and family.

Why do people stay in relationships where there is abuse present? OR Why is it hard for them to leave?

- Stereotypes
- Safety
- Resources
- Love or commitment
- Ending any relationship is hard - when one partner is abusing the other the obstacles to leaving can be overwhelming.

I realize that we still haven't talked about another tool that abusers to intimidate or control their partner...

STALKING

What's stalking? (Gather answers)

- Stalking is a pattern of behavior, which means it's not just a single incident. The behaviors y'all described, the following, messaging, surveilling, etc. are directed at the target in an effort to have contact with that person by any means necessary.
- Sometimes family and friends unwittingly take part in the stalking. They pass information to the person stalking without realizing they are helping them intimidate their loved one.
- Unfortunately, stalking & cyberstalking are growing problems on college campuses.

You can get more information at www.stalkingawareness.org.

PROVIDE STATE OR SCHOOL DEFINITION HERE.

What can we do to support friends and family being stalked? (Gather answers.)

APPENDIX D: FACILITATION FOR MORE SPECIFIC PARTICIPANT TYPES

How is the small group discussion further customized if the group is predominantly:

People of Color
Student-Athletes
Religiously affiliated
Greek Life
International Students
LGBTQIA
Peer Educators and/or Leaders
Indigenous Peoples
People with physical or learning disabilities
Any other group that shares an identity

Also, your group could hold multiple “predominant” groups within one. You can still use this strategy for this situation as well.

Below are some open-ended questions that can inform a discussion among a more specialized group of students like the ones above:

- *What parts of U Got This! or this discussion affect this specific group differently than a more general student population?*
- *What cultural norms or personal past experiences that many of you may share might affect how some of the messages of the training are received?*
- *What are other barriers to identifying interpersonal violence when it happens?*
- *What are other barriers to intervening on interpersonal violence when it happens?*
- *What strengths/values from your community /culture are reflected in intervening?*
- *How as a small community represented in this room and campus can we support each other?*

SAMPLE OF QUESTIONS FOR SOME OF THE GROUPS ABOVE:

For student/athletes: *Do you feel you are held to a different standard than other students when representing the university? Are there sports analogous values (i.e., teamwork, discipline, commitment, etc.) that can positively inform how the messages of the training are ingrained into your group? What are cultural expectations that may negatively affect a willingness to take a stand against interpersonal violence?*

For international students: *Even though you all may share the fact that you didn't grow up in the United States, you each may come from different cultural, ethnic, or religious backgrounds that may challenge you to fully understand or embrace the messages of U Got This! We all may come from different places, cultures and traditions but we all share this place, this school. What made you choose this school? What values are you bringing to this community? What areas of the training resonate with the values of your cultural background? What elements of the training may conflict with how you were raised or what should be expected?*

For People of Color: *As the discussion alludes to, people of color are marginalized when it comes to barriers to resources like support, services, equal access to education, etc. In what ways have you seen this in your own lives? What in-group social expectations may affect how one responds to the impact of interpersonal violence and intervention strategies? What systemic barriers to support could be in place? How can such barriers be overcome? How can you support others within your community?*