



# Moving Upstream

Virginia's Newsletter for the Primary Prevention of Sexual Violence

## Virginia Heads Upstream Together

*Kristi VanAudenhove*, Co-Director  
Virginia Sexual & Domestic Violence Action Alliance

In October we took an exciting step on our journey toward prevention. With partners the Virginia Department of Health, the Virginia Department of Social Services, the Centers for Disease Control and Prevention, and the Family and Children's Trust Fund, the Virginia Sexual & Domestic Violence Action Alliance hosted a 3-day training event focused on the primary prevention of sexual and domestic violence.

The keynotes were inspiring, the workshop sessions were stimulating, and the day-long training sessions with national prevention leaders provided valuable skills and resources to the nearly 200 participants. The comments from the evaluations tell the story: "Virginia freakin' rocks! I am leaving with the most heart inspiration and good notes to take home." / "This has given me a fresh does of energy and reinforced how important this work is...onward!" / "I finally understand it! Primary prevention has been difficult for me to understand before, but I get it now." / "I plan to lobby hard for a prevention position at my agency!"

Thank you to all who made this training possible - and to all who took the time to come and learn together!

## Beyond Consent: Healthy Sexuality & Sexual Violence Prevention (Part 1)

*Brad Perry, MA*, Sexual Violence Prevention Coordinator  
Virginia Sexual & Domestic Violence Action Alliance

*This article is the first in a two-part series examining the concept of "healthy sexuality" and how it can inform primary sexual violence prevention. Part 1 might be a review to some readers, in that it attempts to condense complex ideas about sexuality and gender into a concise and accessible format. The majority of the concepts discussed in Part 1 have been presented and developed elsewhere in far greater detail, but are briefly synthesized here to support what I hope will be a useful perspective for primary sexual violence prevention. In the next issue of "Moving Upstream," Part 2 will describe the potential applications of this perspective to our work.*

Limitations: *I should note that the positions expressed in this article are meant to be applied only to Western – specifically American – notions about sexuality and gender. Furthermore, most of the examples presented herein address male-female sexual interactions. This is not an attempt to discount same-sex sexual interactions. There is simply more public familiarity about American norms within male-female sexual interactions, and thus in the interest of space and succinctness, I am choosing to limit the article in this manner.*

"Rape is about power and control – it has nothing to do with sex" has been a prominent mantra in sexual violence prevention and victim advocacy work. The original rationale for reframing rape as exclusively a power/control issue was to expose its more pervasive function: the subjugation of individual victims and of women as a group. No doubt the "Rape is about power and control..." sound-bite served a great purpose in the early decades of awareness-raising. The absolutist nature of such a statement demanded that mainstream culture take note and rethink the commonly held assumption that sexual violence was just a relatively rare form of sexual deviance.

This sound-bite was also internalized by many of us working in the movement to end sexual

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## Training Announcement!

### **The Circle of Courage:**

### **Essential Elements in Raising Children and the Prevention of Sexual/Dating Violence in Youth**



*Dr. Martin Brokenleg*

For thousands of years, American Indian cultures nourished respectful and courageous children. Recent youth development research is revealing the essential elements in raising confident, caring children. On December 16, 2005, Dr. Martin Brokenleg will present "The Circle of Courage" which offers concrete strategies for creating environments in which all young people can grow and flourish. Parents and anyone working or volunteering in youth development, education, religious education, sexual assault or domestic violence will be inspired and encouraged by Dr. Brokenleg's approach to the prevention of interpersonal violence.

Dr. Brokenleg is the Director of Native Ministries and Professor of First Nations Theology and Ministry at the Vancouver School of Theology. Dr. Brokenleg is also an enrolled member of the Rosebud Sioux Tribe; Canon, Calvary Episcopal Cathedral; and Benedictine Oblate, Blue Cloud Abbey. He serves as Vice President of Reclaiming Youth International. Dr. Brokenleg has consulted and led training programs throughout North America, New Zealand, and South Africa.

In addition to Dr. Brokenleg's Circle of Courage presentation there will be three to four breakout sessions. This workshop will be held at the Wyndham Hotel-Airport in Richmond, VA. There will be a \$5 fee for parents and community volunteers; there will be a \$25 fee for agency staff. Registration will begin by November 1 and may be completed on-line at [www.vahealth.org/civp/sexualviolence](http://www.vahealth.org/civp/sexualviolence). For more information, please visit the website or contact Jayne Flowers at 804-864-7735.

## **Funder's Forum: Sexual Violence Prevention Contracts Awarded**

*Jayne Flowers*, Sexual and Domestic Violence Prevention Specialist  
Center for Injury & Violence Prevention, Virginia Department of Health

The Virginia Department of Health (VDH) – Center for Injury and Violence Prevention (CIVP) is pleased to announce the Sexual Violence Prevention contracts for 2005/2006. Funding for this opportunity is provided to VDH from the Center for Disease Control and Prevention's (CDC) Rape Prevention and Education (RPE) program. Potential contractors participated in a competitive request for proposal process, submitting goals, objectives, and a work plan for review by an evaluation committee. CIVP required that the proposals focus on primary prevention approaches.

Fifteen sexual assault agencies throughout Virginia have been awarded contracts from CIVP as a result of their proposals. They are:

Arlington County Dept. of Human Services – Arlington County  
Citizens Against Sexual Assault - Harrisonburg  
Family Resource Center - Wytheville  
Loudoun Citizens for Social Justice – Loudoun County  
Quin Rivers Agency/Project Hope - Quinton  
Sexual Assault Resource Agency - Charlottesville  
The Shelter for Abused Women - Winchester  
Warren County Council on Domestic Violence – Warren County

Citizens Against Family Violence – Martinsville  
Crisis Line of Central Virginia - Lynchburg  
The Haven Shelter and Services - Warsaw  
Project Horizon - Lexington  
Safehome Systems - Covington  
Sexual Assault Victim's Volunteer Initiative - Warrenton  
Women's Resource Center – Radford

The agencies proposals covered a variety of programs ranging from peer education, school- or community-based programs, theatre performances, and a program for jail inmates. Most of the multi-session programs focus on children and adolescents. However, community education is often available to reach other audiences who are looking for a single presentation on sexual violence awareness.

The staff of CIVP is looking forward to working with these agencies as they develop, enhance, increase, or refine their prevention services. Our goal is that these programs may be able to serve as a model for other agencies throughout the Commonwealth as the recognition of the need for sexual/dating violence primary prevention programs grows in the coming years. For more information about the funded programs or primary prevention, please contact Jayne Flowers of CIVP at 804-864-7735 or [jayne.flowers@vdh.virginia.gov](mailto:jayne.flowers@vdh.virginia.gov).

## Promising Practices: Teens Taking On Primary Prevention

**Katie Gillespie, MA**, Education Coordinator  
Sexual Assault Victims' Volunteer Initiative in Warrenton, VA

As many times as I have been asked, “where is your hall pass,” “do you go to school here,” “what grade are you in,” and “are you in college,” I am not a teen, and I am definitely not a high school student. Even cultural references from my recent past sound ancient to the students. I can see it in their eyes, or eye rolls. I present sexual and dating violence prevention programs in middle and high schools in planning district nine of Virginia: Fauquier, Culpeper, Orange, Madison, and Rappahannock Counties. I also coordinate a group of teen peer educators, Teens Against Sexual Assault (TASA).

TASA is a volunteer group comprised of teens who want to help educate their community about healthy relationships, and work to stop dating violence and sexual assault. All members complete six hours of training to become a peer educator. TASA peer educators conduct violence prevention presentations in local schools, plan and participate in awareness events, develop prevention materials, and participate in statewide teen conferences. TASA meetings are held once a month, and TASA also hosts activities and conducts fundraisers which unite TASA groups from different counties.

The TASA mission statement is: “We are teens dedicated to raising awareness to stop sexual assault and dating violence. We are committed to becoming part of the solution and not remaining part of the problem.” Our program is designed by teens for teens. Activities are reviewed by TASA teens before being used in presentations, and the training is led by the teens for new

members. TASA teens designed our peer education manual and brochures, including popular quizzes for males and females called, “How healthy is your relationship?” TASA peer educators participate in over 50 percent of presentations, at the generosity of their teachers letting them out of class (also demonstrating teacher support). After every presentation, we get evaluations from participants. Our approval rating is higher when TASA teens are present than when it is me by myself. Additionally, on evaluations from last year, 99 percent of teens said sexual violence is an important issue for them.

People want to know how TASA works, why it works, and how one can start a peer education program. After years of continued growth and change, we have learned this lesson: “work with what you’ve got.” SAVVI started in 1999. We are a small, stand-alone center serving about 2,000 square miles. Originally, our peer educator program was modeled after VIVA, a theatrical peer education group in Charlottesville. However, after recruiting teens to participate, it became apparent that acting was not going to be our strong suit.

We have since evolved to holding bi-monthly meetings in two of the counties we serve. We tried to recruit from our more distant counties, but the teens are not able to get to meetings in Culpeper or Fauquier due to transportation issues. We rely heavily on the generosity of both teachers and parents. In one county, we receive the support of a P.E. teacher who schedules our presentations and allows us to use a health room for after school meetings. In the other county, we are able to use a community meeting space for TASA meetings on the weekends.

New members are recruited after presentations, by word of mouth, and from informal observation. We get more applications after a presentation when a peer educator is present than when it is me alone. After collecting applications, we call or email all applicants with more information about TASA and training. The training can be a lot to ask of a teen – six hours on a weekend day – but having the members lead the training and keep the energy up and makes it go by faster. That, and the fact that I always provide plenty of snacks and pizza. In general, the members always bring energy, experience, and new ideas to every meeting – things I might not always have.

I see many reasons that direct teen involvement is important. During a presentation, they are able to answer questions and offer opinions during class discussion. Recently, during an all-male class, female peer educators we are able to share their opinions and experiences to try to help the males see a story of coercion and power imbalance from a different perspective. Furthermore, whereas I may be in one school for one week, the students are there as live resources, all of the time.

We adults and planners and prevention people can *talk* about the value of peer education, but without the teens seeing the value, there would not be a program. Before writing this article, we were discussing why TASA works and why it is important. Here are some quotes from the teens themselves:

“I think TASA is important, because it gives the teen perspective and makes the information seem more real” - Ashton, 10th grade

“TASA is important because it allows others to become more aware of sexual assault and abuse. It also lets them know that there are people who care about the topic” - Brittany, 10th grade

***“I see many reasons that direct teen involvement is important. During a presentation, they are able to answer questions and offer opinions during class discussion. Furthermore, whereas I may be in one school for one week, the students are there as live resources, all of the time.”***



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***“...wanting people to engage in safe or consensual sex is the bare minimum. We need to “set the bar higher” and work to promote the fundamental principles of healthy sexuality.”***

## Healthy Sexuality (cont. from 1)

violence, and we began to focus only on the ways in which men use rape, or the threat of rape, to control women. In this context, sexuality simply becomes one of many domains in which power/control can be exerted, analogous to physical contact (beating), the need to feel safe and accepted (psychological abuse), or financial status (economic abuse/oppression). This wide-angle analysis regards sexual violence as one of the many results of patriarchy and other broad societal conditions. While this analysis is valuable, it can also unintentionally oversimplify the complexities of sexual violence, such as the manner in which our views about sexuality contribute to sexual violence.

Sexual violence is perhaps the most insidious manifestation of patriarchy and its kin, because it involves the corruption and distortion of that which is fundamental to our existence: our sexuality. Author and sexual violence survivor, Staci Haines, eloquently expresses this concept in terms of the impact on an individual:

*Why were we wounded in our most intimate places? I believe that sexual assault is an attempt to disempower, own, or destroy another. Alice Miller calls childhood sexual abuse “soul murder.” Many survivors would agree with her. – “The Survivor’s Guide to Sex”*

This corruption and distortion of sexuality reverberates throughout our entire culture, and detrimentally affects everyone’s experience of sexuality in numerous ways. Examining the process by which sexuality is corrupted and distorted can expose both the range of negative health outcomes in which sexual violence exists, and the manner in which harmful notions about sexuality are normalized and reinforced. This examination will also allow us to envision a positive alternative to this climate of “unhealthy” sexuality: healthy sexuality.

### What is “healthy sexuality”?

This article will not define healthy sexuality according to what our culture considers “normal” or “moral,” mostly because there is little agreement as to what constitutes either. The working definition of healthy sexuality for this article is based on broader principles, such as the following (adapted from Planned Parenthood, World Health Organization, and World Association of Sexologists):

- 1) Healthy sexuality means that sexuality is experienced in a state of physical, emotional, social, and cultural well-being.
- 2) Healthy sexuality is demonstrated by voluntary and responsible sexual expressions that enrich individuals and their social lives.
- 3) Healthy sexuality includes, but is not solely, freedom from coercion, dysfunction, disease, or infirmity.
- 4) Healthy sexuality means having the capacity to enjoy and control one’s own sexual and reproductive behavior in accordance with personal and social ethics. It also means freedom from fear, shame, guilt, false beliefs, and other psychological factors that inhibit sexual response and impair sexual relationships

Sexuality is broader than sex. It is a crucial part of everyone’s humanity. It includes the feelings, thoughts, attitudes, and behaviors associated with one’s gender identity, being attracted and attractive to others, being in love, as well as being in relationships that include sexual intimacy and physical sexual activity. As the principles above dictate, promoting healthy sexuality would by definition mean working to create a world free of sexual violence. The norms currently governing sexuality in our culture are in direct opposition to these principles of healthy sexuality. They corrupt the full experience of sexuality by separating it from our humanity, and they distort the expression and enjoyment of sexuality by teaching us that it can only be expressed in the context of a power dynamic.

### “Unhealthy” Sexuality

The pervasive belief that sexuality is derived from a weakness in humanity promotes the detachment of sexuality from personhood. More precisely, this norm shames us out of accepting and/or embracing our sexuality as a positive part of our own humanity, and constrains sexual expression to certain “permissible” physical acts. The result is a pervasive disconnect with the emotional, spiritual, social, and intellectual aspects of our sexuality, and an atmosphere of silence, anxiety, and fear about sexual expression, since saying or doing anything outside of the realm of permissibility could be seen as flawed and shameful. Such an environment is the foundation for “unhealthy” sexuality. It obstructs critical examinations of our unhealthy sexual status quo, and frustrates attempts to envision a culture defined by healthy sexuality. There are a number of other

## Healthy Sexuality (cont. from 4)

norms – largely related to gender – that also play key roles in our unhealthy sexual environment.

Feminist scholars and activists have shown that many of the norms governing important aspects of our life, such as sexuality, exist on a foundation of relatively rigid and well-enforced ideas about gender. In general, boys are taught to be aggressive, self-centered, and dominating while girls are taught to be passive, pleasing, and submissive. Gender-based norms about sexuality follow this pattern, both in rigidity and message. These norms also adhere to the aforementioned notion that sexuality exists strictly in the physical realm – the ability to connect with our “inner” sexualities or connect with each other’s sexualities in a non-physical manner is not a possibility under this system. Understanding the structure and application of the separately gendered, but corresponding, sexuality norms is the first step to being able to articulate a healthier sexual landscape. It is important to note that intersexed persons are usually lumped into this male/female dichotomy (the reasons for this “lumping” are beyond the scope of this article).

### Male Norms Pertaining to Sexuality

Gender-based norms for males about sexuality follow the same theme as male gender norms for most other aspects of life. Males learn that their sexuality is characterized by action, control, and achievement. They are taught that sexual interaction is a “game,” and that a man’s worth is to be judged according to the ability to play this game. The game is played according to a set of rules, such as:

- 1) Sex with females of a certain “quality” (see next section) is the objective – gay men are by definition “disqualified” from this game, though within the gay community there might still be adherence to some of the other characteristics discussed herein,
- 2) Overt/gratuitous violence is not allowed in most cases, although subtler forms of violence and coercion are often accepted (see activity in Addendum 1), and
- 3) Controlling numerous aspects of any given sexual interaction is imperative, including frequency, duration, setting, use of contraception, and sexual acts performed, etc.

These goal-oriented male norms about sexuality teach males to objectify sexual activity, and view sexuality as something distinct from their hu-

manity. Sexuality becomes synonymous with the process of obtaining the valuable commodity of sex with a female – little more than a competition against other males for the chance to then compete against a female. Using the broader analysis of unhealthy/healthy sexuality, we can gain a more complete understanding of how these norms create a sexually adversarial climate where sexual violence is one of many inevitable negative outcomes. [See Addendum 1 for an activity designed to demonstrate that male norms about sexuality: 1) are focused on “winning the game,” and 2) normalize disrespect and violence.]

### Female Norms Pertaining to Sexuality

Gender-based norms for females about sexuality also follow the same theme as female gender norms for most other aspects of life. Females are taught that their sexuality involves learning how to balance being a “good girl” with pleasing men. According to female sexual norms, a woman’s sexuality is defined by her ability to make men sexually desire her. However, if men perceive her to be granting sexual “access” too easily or frequently, or if they perceive that she never grants sexual access, they will no longer value or desire her. Thus, a woman’s sexuality becomes tantamount to her ability to regulate the valuable “commodity” of sexual access. Similar to the lesson given to boys, girls learn to view sexuality as something distinct from their humanity. Again, these gender-based norms distort sexuality, equating it to a contest in which an economy of physical sexual acts determines winners and losers.

Because their side of the “game” is the skillful “gate-keeping” of sexual access, females also learn that they are not supposed actively participate in the experience of their sexuality. This norm is most pronounced in sexual interactions with others, and is best described by expanding the metaphor of “the gatekeeper.” The woman’s job is to stand guard, and to choose whether or not to “open the gate.” The man has the agency in this situation – he’s trying to advance toward, and through, the “gate.” Her only options are largely re-active: fend him off or allow him through. Once through the gate, he asserts control while she is just supposed to “lay back and enjoy it.”

Socializing girls/women in this manner is



*“Our ultimate goal, which has broader implications than exclusively sexual violence prevention, is for people to view sexuality as an important piece of their own humanity, and thus an important piece of others’ humanity.”*





Virginia Sexual and Domestic Violence  
**ACTION ALLIANCE**

VSDVAA

Attn: Brad Perry

508 Dale Avenue

Charlottesville, VA 22903

Phone: 434-979-9002

Fax: 434-979-9003

Email: [bperry@vsdvalliance.org](mailto:bperry@vsdvalliance.org)

[www.vsdvalliance.org](http://www.vsdvalliance.org)

### Teens (cont. from Page 3)

“TASA is great because it helps other teens to understand that dating violence is an issue. It helps them to be more aware of the issue. It has also helped me to speak out about certain things and gives me a feeling that I’m helping the community” - Laurel, 10th grade

“For so long I was part of the problem. Now I am part of the solution” - Kendray, 12th grade

Youth buy-in to the issues is essential, but I have realized we can also give them more credit in the ownership of primary prevention as a concept. It may be something that us prevention folks are talking about more and more, something that grants are requiring, but do teens get it? I say yes. In class, students quickly can see the difference between risk reduction and prevention – to the point that I see eyes start rolling again as I continue on my spiel. Prevention has always been a soapbox issue for me, and with the new RPE requirements and changes to our curriculum, I had the opportunity to engage the peer educators in this important dialogue. And never was I as proud as when, during a bake sale outside a local grocery store, one of the teens explained to an adult what TASA does in terms of primary prevention. Someone asked about the mission of TASA, if we are going around giving out safety tips and such, and Rachel, an 11th grader, replied that we are trying to stop things before they happen, prevent violence before it starts

As long as teens continue to take an active and leading role in sexual and dating violence prevention, I am confident that more and more teens will recognize this as an important issue. One that does not have to leave them all at risk of becoming victims, but one they can take on to prevent violence and create safe environments supporting healthier relationships.

### Healthy Sexuality (cont. from 5)

unfair and harmful, and runs counter to the tenets of healthy sexuality. It impedes the ability of women to experience sexuality in a state of well-being at all levels of humanity. It also makes women the sole bearers of responsibility for any negative outcomes of sexual interaction. Indeed, the constant threat of these outcomes (e.g., rape, pregnancy, devalued desirability, etc.) is often used to falsely legitimize the gatekeeper role, further undermining any hope of realizing healthy sexuality.

#### Healthy Sexuality and Sexual Violence Prevention

The interactive effect of female and male sexual norms furthers already unhealthy conditions. That is, when her gatekeeper role meets his “gatecrasher” role, an effect is produced that is greater than the sum of the respective parts. In playing out his role, the man is trying to convince, manipulate, or force the woman to be a “bad gatekeeper.” Logically, his perception of her value should increase the more things go his way, but this is not the case. In the world of gatekeepers and gate crashers, sexuality is an adversarial pursuit where he proves his worth by doing that which will lessen hers. The risk of sexual violence is present at numerous levels in this dynamic. It can be used as tactic for “winning,” and/or it can result from disdain for the defeated opponent.

The gatekeeper/gatecrasher dynamic is a piece of our unhealthy sexual landscape that is extremely relevant to sexual violence prevention efforts. However, sexual violence prevention strategies addressing this dynamic tend to teach women how to “communicate their boundaries more clearly” during sexual encounters, and fail to address the origins of the dynamic itself. Instead the onus is put on the female to be a “better gatekeeper,” which in turn only reinforces this unhealthy sexual dynamic. These strategies can also lead to a false sense of security, since they operate on the faulty premise that sexual violence is caused by women not giving clear signals to men. Such an approach is futile, because men in the gatecrasher mindset will simply choose to not listen to such signals, or will interpret them as “part of the game” (see research by Lisak, Bondurant & Donat, and others for more information). See Addendum 2 for an exercise that illustrates this point.

Norms that shame and/or constrain our experience of sexuality also hinder sexual violence prevention efforts. Programs that honestly address sexual violence with youth are often shut down or preempted in the name of “modesty” and “decency.” The same is often true of related programs addressing sexually transmitted infections, teen pregnancy, or the oppression of the Lesbian/Gay/Bi-Sexual/Transgendered community. Thus, the conditions that thwart our attempts to openly confront sexual violence also adversely impact broader aspects of sexual well-being.

The need for primary sexual violence prevention efforts to be informed by a healthy sexuality perspective is clear. By focusing on the singular objective of “safety from sexual violence” we miss the opportunity to work toward more fundamental goals. This shift in thinking is analogous to the promotion of “healthy relationships” for primary intimate partner violence prevention. Healthy relationships are safe, but they are also honest, equitable, cooperative, fun (most of the time), and fulfilling. These positive attributes of a “healthy relationship” stem from shared, deeply embedded principles held by the individuals in the relationship and are reinforced by segments of their immediate communities – safety is largely a by-product of these larger values. Applying this philosophy to sexual violence, we can reason that wanting people to engage in safe or consensual sex is the bare minimum. We need to “set the bar higher” and work to promote the fundamental principles of healthy sexuality.

Our ultimate goal, which has broader implications than exclusively sexual violence prevention, is for people to view sexuality as an important piece of their own humanity, and thus an important piece of others’ humanity. In Part 2 of this series, I will discuss how healthy sexual interactions might look, how a healthy sexuality perspective can inform primary sexual violence prevention, and how such a perspective creates the opportunity for broader alliances.

## Addendum 1:

### Educational Activity - *The Range of “Acceptable” Behaviors*

(Created in 2004 by the Virginia Sexual & Domestic Violence Action Alliance)

**Objective:** To illustrate how unhealthy, disrespectful, or even violent sexual behaviors are normalized, and how that normalization leads to a society that tolerates or even supports sexual violence.

**Time:** 35-45 minutes

**Materials:**

Behavior Cards

Tape

Chalkboard / chalk

**Instructions:**

1. On the longest chalk/white board in the room, write the word “Harmless” on the far left, “Disrespectful” in the center, and “Sexual Assault” on the far right. This will be the continuum for the activity.
2. Tell participants that you will be giving each of them a card with a specific behavior printed on it. Be sure to hand them the cards in a random order (they are listed in what is typically considered “escalating” order). After you hand them the card, they should read it aloud, tape it on the continuum, and state in which of the three categories they think it belongs (e.g., “Harmless” or “Disrespectful” or “Sexual Assault”). They should be encouraged to ask for input from their fellow participants in the categorization of their card, but be sure to keep order so that everyone is heard while input is being gathered.
3. Once all of the cards have been placed, ask the class how some of the behaviors categorized as “Disrespectful” could set the stage for some of the behaviors categorized as “Sexual Assault”. [“Spiking a drink” is obvious. “Repeatedly touching without asking and despite discomfort” could be a sign that the person doing the touching does not care about the participation or feedback from the being touched. This could easily translate into a similar sentiment during a more overt sexual encounter.]
4. Ask for a handful of volunteers to re-group the behaviors into one of these two categories:  
“This behavior is acceptable to most people – it’s just part of hooking up.” OR  
“This behavior is not acceptable to most people – it is not an acceptable part of hooking up.”
6. Note which behaviors from the “Disrespectful” or “Sexual Assault” categories moved to the “Acceptable” group, and ask participants:
  - What do these behaviors have in common with all of the behaviors in the “Sexual assault” category? (i.e., sexuality is seen as an objective and/or sexual interaction is seen as adversarial)
  - What are some ways that we make disrespectful behaviors acceptable? If they need more explanation, then say, “We all just agreed that a bunch of behaviors we initially categorized as “disrespectful” (or even “sexual assault”) are accepted, so what are some things we all do everyday to make ourselves forget (or not care) that this stuff is disrespectful (or even sexual assault)?”
  - How do you think normalizing/glorifying/ignoring disrespectful behavior helps perpetuate sexual assault? If they need more explanation, introduce the concept that disrespect can plant the seed for further action. In order to commit sexual assault/misconduct against someone, there first has to be some level of disregard for them as a person.
6. Emphasize that the particular categories into which these behaviors are placed in a given run of this exercise isn’t the point. Rather, the goal is for participants to recognize how we often accept and normalize behaviors that are the product of the same conditions that promote sexual assault/misconduct.
7. (Optional) Tie this activity into other activities addressing “active bystanders”. That is, knowing when to intervene at the “disrespectful” level will hopefully prevent the behavior from escalating, and will certainly help create an environment where respect is the norm.

**\* NOTE: This exercise focuses on interaction between adult acquaintances (not strangers or children) because sexually violent/disrespectful norms are best illustrated in such a scenario.\***

## **Addendum 1 (continued):**

### **Educational Activity - *The Range of “Acceptable” Behaviors***

#### **List of behaviors (copy one of each onto a separate card):**

Flirting with someone you’ve just met.

Telling an acquaintance, “You look hot tonight.”

Insisting that an acquaintance accept drinks you’re buying/getting for them.

Commenting to a friend (about an acquaintance), “She/he looks hot. I’m gonna hit that tonight.”

Telling an acquaintance a joke that puts down overweight people as undeserving of sex.

Telling an acquaintance a joke that puts down gay/lesbian people.

Intentionally standing/sitting very close to an acquaintance to test his/her reaction.

Touching an acquaintance on the arm, leg, or waist several times to test his/her reaction.

Spiking the drink of an acquaintance with harder alcohol.

Creating excuses to get an acquaintance alone in a private place.

Initiating a kiss with an acquaintance to test his/her reaction.

Touching an acquaintance on the arm, leg, or waist despite obvious discomfort on the part of the person being touched (e.g., he/she pulls away, tenses up, states discomfort, etc.)

Continuing to attempt to kiss an acquaintance despite a lack of interest from him/her (e.g., he/she does not kiss back, does not lean in, etc.).

Continuing to attempt to kiss acquaintance even though he/she resists (e.g., says no, pulls away, puts hands up, turns head, etc.).

Removing clothing from an acquaintance without first asking.

Removing clothing from an acquaintance even though he/she resists (e.g., says no, pulls away, puts hands up, doesn’t cooperate, etc.).

Touching an acquaintance’s genitalia without first asking.

Touching an acquaintance’s genitalia even though he/she resists (e.g., says no, blocks hands, pushes, tries to move away, etc.).

Forcing an acquaintance to touch your genitalia.

Engaging in a sexual act with an acquaintance without first asking, and continuing unless the acquaintance verbally says, “stop”.

Engaging in a sexual act with an acquaintance even though he/she resists (e.g., says no, pushes, puts hands up, tries to move away, etc.).

## Addendum 2:

### Educational Activity - “Jack & Anna”

Portions of this exercise were adapted from “Sex Signals” - [www.catharsisproductions.com](http://www.catharsisproductions.com) / [info@catharsisproductions.com](mailto:info@catharsisproductions.com)

**Objective:** To show participants that partners in a sexual interaction have to listen to each other in order for communication skills to effectively prevent sexual violence.

**Time:** 15 Minutes

**Materials:** Jack & Anna script (\*make 3 copies\*), Jack instructions, Anna instructions, STOP cards (1 card per participant)

#### Instructions:

1. Tell the group that there is now going to be a role-play. Inform the group that the material in the role play involves sex and confrontation, and ask for two volunteers to act out the role-play in front of the room.
2. Distribute the “STOP” cards to the remaining participants. Tell participants that they should hold up their STOP card when the role-play starts to make them uncomfortable. Tell them that once enough of them hold up their cards, the role-play will end.
3. Assign one of the volunteers the Anna role, and assign the other volunteer the Jack role. Give each the script and corresponding instructions. Instruct them to carefully read all of the instructions, and let you know quietly if they have any questions. You may want to quietly remind them to completely ignore any audience requests that they stop. Be sure to keep the third copy of the script for yourself.
4. When both volunteers indicate they are ready, set-up the scenario by reading the scenario introduction in bold. (NOTE: Facilitator will read the “Narrator” parts.)
5. Tell the volunteer in the Jack role to begin with the first line, and let the role play finish.
6. Be sure to note the behavior of the audience members once they realize their “STOP” cards are being ignored.
7. Process this exercise using the following questions:
  - What are your initial reactions to the role-play?
  - Did Anna want to have sex with Jack? How did Anna communicate this?
  - Were Anna’s attempts at communication effective? (Point out that the role play establishes that communication is only effective if everyone is willing to listen.)
  - What other factors besides communication might have contributed to the way in which this scenario played out?
  - How many participants held their STOP cards up at some point?
  - What happened there – did the role-players listen to you?
  - What did you do once it became apparent they were ignoring you (e.g., gave up and put card down)?
8. Conclude by comparing this experience to what a victim experiences when someone is taking control away from them. Be sure to point out that in a more realistic scenario, Jack might have just cut-off any on-going conversation and proceeded regardless of Anna’s wishes – OR – that Anna might have just stopped trying to communicate with Jack much sooner when it became apparent that her wishes did not matter to him.

### Instructions for “Anna”

**Directions:** Please read your portion of the role play. Read your lines clearly and at an even, conversational pace (don’t rush through them). Try to combine any verbal statement you use with appropriate non-verbal cues.

**IMPORTANT:** Other participants will attempt to interrupt the role play by holding-up cards showing the word “STOP”. Please ignore any audience requests to end the role play (BUT DON’T TELL THEM THAT YOU HAVE BEEN INSTRUCTED TO IGNORE THEM –they’ll find that out soon). Please end the role play ONLY when the you finish all your lines.

### Instructions for “Jack”

**Directions:** Please read your portion of the role play. Read your lines clearly and at an even, conversational pace (don’t rush through them). Your objective is to convince “Anna” to agree to have sexual intercourse by any non-physical means at your disposal.

For the purposes of this role-play, it does not matter whether your “Anna” feels pressured or coerced – you should only be concerned about your objective! If your partner attempts to make a definitive statement, such as “no or “stop,” you should just **ignore** her/him and keep-up the pressure.

**IMPORTANT:** Other participants will attempt to interrupt the role play by holding-up cards showing the word “STOP”. Please ignore any audience requests to end the role play (BUT DON’T TELL THEM THAT YOU HAVE BEEN INSTRUCTED TO IGNORE THEM –they’ll find that out soon). Please end the role play ONLY when the you finish all your lines.

**Addendum 2 (continued):  
Educational Activity - Jack and Anna (script - page 1)**

**Jack & Anna**

**Scenario:**

It is 9:00 p.m. on a Friday night in Anywhere, USA. Jack and Anna are both teens in high school. They have spoken or had casual conversation at school, but have never been out in a social situation together. Jack used to date a friend of Anna's, who has since moved away. Jack and Anna run into each other at a friend's house. After talking for a while, Jack tells Anna about a new home theater system that his parents just purchased. He says it is "just like sitting in a movie theater." They decide to go to Jack's house to check it out and maybe watch a movie. Jack's parents are away for the night so they are alone in the house. Jack brings out a glass of wine for Anna when the scene opens.

Jack: You know, I didn't just invite you up here just to watch a movie. (trying to be charming)

Anna: (laughing) No – You invited me up here to give me some wine, too.

Jack: You figured me out. Have some more.

Anna: No thanks.

Jack: C'mon. It's a special occasion.

Anna: I have to work early in the morning and I can't go in drunk or hung over.

Jack: Wouldn't be the first time, I'm sure.

Anna: Yeah it would. (slightly offended)

Jack: Are you hot? I'm hot. Here, take off your sweater.

Anna: I'm fine. (slightly uncomfortable)

**Purposefully Awkward Pause – Count to 5 SILENTLY.**

Jack: Let's pick out a movie to watch. All the good ones are in my room. Come on.

Anna: Alright (hesitantly)

**NARRATOR: They walk into his room.**

Jack: Now I've got you where I want you. (as if kidding)

Anna: (sarcastically) Boy, you sure are a smooth talker, Jack.

Jack: (trying to be charming) Maybe I should just let my actions do the talking...

**NARRATOR: Jack kisses her and begins to move her somewhat forcefully toward the bed.**

## **Addendum 2 (continued): Educational Activity - Jack and Anna (script - page 2)**

Anna: You know what – Let’s go back into the other room and just watch TV. We can hang out for a little while before I go.

Jack: I get it. (laughing)

Anna: Look, I’m ok with making out a little, but I don’t want to have sex or anything.

Jack: So you like playing hard to get?

Anna: I’m not playing anything. (irritated)

Jack: Quit being a tease. You know why we’re both here.

Anna: O.K., this is making me really uncomfortable.

Jack: C’mon please.

Anna: No.

Jack: Come on, just for a little while.

Anna: I said no. Please just stop.

Jack: Don’t be such a tease. Come on.

Anna: I mean it; this is not going to happen.

Jack: Just chill out a little.

Anna: Look Jack, I am not going to have sex with you, get it?

Jack: It’s just sex, it’s not going to kill you. Besides, I hear you do it all the time.

Anna: You are such a jerk! I’m outta here.

Jack: You’re not leaving this room until we do it.

Anna: I’m going to scream if you don’t get off of me.

Jack: You’re such a drama queen – just lay back and let me take care of it...you’ll like it.

Anna: (Screams)

**Addendum 2 (continued):**

**Educational Activity - Jack and Anna (Card: # copies = # participants)**

**SHOPE**