

PRSM: Preventing & Responding to Sexual Misconduct The Essentials Facilitator's Guide

Compiled by: PRSM & Oberlin faculty and staff

A facilitator is a guide to the learning destination. The facilitator is “with” the learners, but not one of them. They are responsible and accountable to the group. Their goal is to equip the learners for self-development and continual learning. The learners are not passive recipients of knowledge, but rather they are able to share their own experiences.

Facilitator Roles:

- Focus attention: Keep the group conversation on topic.
- Encourage participation and inclusion: Make sure everyone has the opportunity to participate.
- Agenda/Time manager: Keep the discussion on track, and take care of time management.
- Prepare space: Have all materials ready, set up the room, etc.
- Allow space for quiet reflection
- Keep track so you have a good way to keep track of whose turn it is to talk
- Check in with yourself to monitor your own reactions to the material

Before the workshop begins, write your name, the workshop number on the board. You can find the workshop number at the top of the sign-in sheet. Students will need this number to ask questions at go.oberlin.edu/askPRSM

Please turn on the PRSM Essentials slide while students are entering the room.

Trainer: You can use this area to label the script for your parts - decide with your co-facilitator before the workshop.	Text:	Facilitator Tips:
	Introduction	
	<p>Thank you all for being here today! <i>We are (introduce yourselves with name, pronouns, and year.) We are members of PRSM and we'll be facilitating this workshop about sexual consent and Oberlin's Sexual Misconduct Policy. This workshop is part of the college's requirements under Title IX. Title IX is the federal law that prevents all forms of gender and sexual discrimination and harassment in an educational setting. That includes sexual harm. At Oberlin, the office that oversees the college's implementation of Title IX is the Office of Equity, Diversity, and Inclusion. PRSM, the organization we're part of, is a student organization that works with the Office of Equity, Diversity, and Inclusion to educate students about the prevention of sexual misconduct. We'll talk more about all of these things a little later in the workshop. I do want to point out the website address at the bottom of the slide. That's the Office of EDI website. You'll be able to find most of the resources we talk about there.</i></p> <p><i>Right now, we're going to ask that you introduce yourselves.</i></p> <p><i>Ask the participants to introduce themselves with name, pronouns, and a fun check-in question. A few are 1 item to take on a deserted island, favorite condiment, if you could travel back in time when would you travel to, etc.</i></p> <p><i>Pass out workbooks.</i></p>	<p>[SLIDE] <i>PRSM, EDI, Title IX</i></p> <p><i>Tips for you:</i> Effective facilitation includes:</p> <ul style="list-style-type: none"> • Active listening - verbal, body language • Clarifying - ex. What makes you say that? Can you expand on that idea? • Paraphrasing - interpret what people are saying while capturing the ideas in their own words (using following language) • Summarizing - summarize key parts of the material to bring together discussion ideas • Recognizing and affirming progress - ex. Nice job! We just accomplished that thing! • Reflecting feelings - gauge how the group is feeling, how things are going

		<p>How to respond if students say something problematic or wrong:</p> <ul style="list-style-type: none"> • Validating but then turning it around. "Thanks for bringing up that side of the conversation" • Generalize. "Some people think that way, some people don't." • Open it up to the rest of the group. "What do others think about that?"
	<p>As we mentioned, this workshop begins a discussion about Oberlin's Sexual Misconduct Policy and ways to prevent sexual misconduct on campus. This is a serious issue on college campuses and in society, and we'll be covering information that's relevant to each of you. Even if you don't drink or aren't having sex it is still important for you to learn this information because as members of the Oberlin community we are all responsible helping create a safe, informed, and respectful learning environment. We also want to point out that sexual harm can happen to people of all genders and in all types of relationships.</p> <p>Here's what we'll be covering today:</p> <ul style="list-style-type: none"> • Consent & Communication • Alcohol & Consent • Intimate Partner Violence • Support Skills • Sexual Misconduct Policy & Resources 	<p>[SLIDE] <i>What we're covering today</i></p>

	Content notice and self care	
	<p>We will be discussing some sensitive and difficult topics today, so if you need to step out at any point, please feel free to do so. We will let you know if we think we're about to enter territory that could be especially sensitive for anyone but we ask that everyone recognize we may not be able to predict what feels okay for everyone here.</p> <p>Please feel free to step out to use the bathroom, get water, etc. at any time. We won't make any assumptions why someone leaves the room, and we ask everyone else to do the same.</p> <p>Additionally, please be mindful of not assuming everyone in the room has had the same experiences, or would experience something in the same way (i.e. be respectful) If you are being disruptive, we may ask you to leave - we have a responsibility to ensure the group can learn together.</p> <p>If you do not complete your Essential workshop today, you will receive a follow-up email from the Title IX Program Coordinator to reschedule.</p> <p>If you have a question you don't want to ask in front of the group, you can ask us anonymously during the break by going to go.oberlin.edu/askPRSM. You'll need to know the number of this workshop. (<i>point that out on the board.</i>) We may or may not have time to answer questions at the end of the workshop, but if we don't have time, you can go to go.oberlin.edu/PRSMFAQ within a few days to see your question and answer there along with any other questions we've been asked during these workshops.</p>	<p>OPTIONAL: Trainers put their phone number on the board so anyone can anonymously text them when they're feeling uncomfortable/ask a question</p> <p>[SLIDE] - go.oberlin.edu/askPRSM</p> <p>Note to Trainers: It's completely up to you whether you want to answer these questions at the end of the workshop or not. Suzanne will update the list of FAQs frequently so the person who is asking won't have to wait long for an answer.</p>

	Please turn off and put away your cell phones unless you are on call or expecting other urgent communication. This improves our ability to learn as a group and shows respect for other people's time.	
	Reporting Responsibility:	
	Making statements during this workshop about any experiences with sexual misconduct does not mean you are telling the college, and trainers will not share that information with administrators unless they believe there is an immediate threat of harm to someone. Trainers may approach individuals who share information about experiences with sexual misconduct to ask if they need support and/or resources. If you need assistance making a report to the College, please ask a Trainer for more information . There are also resources and information in your workbook. Please be aware that if you talk to us (or other PRSM trainers) outside of this workshop, our capacity changes and we become responsible employees who are required to report what we know to the college.	Note to trainers: if an individual speaks to you immediately after the training, ask if they would like to report to the College. Please report to the Title IX Coordinator that you heard such a disclosure and shared information. You do not need to provide names or specifics.
	Sexual Misconduct & Intersectionality	
	Today we're going to do our best to discuss what the College expects from students in order to prevent gender and sexual harassment, including sexual violence. This workshop will include some essentials of consent, sexualized violence, and intimate partner violence -- however, we have only 2 hours. Sexualized violence is a big topic that affects a wide variety of people across all experiences and identities. People who are subject to racism, poverty, sexism, transphobia, and homophobia (among others) are also more likely to be subject to sexualized violence. Access to resources can be a barrier for people with marginalized identities, so getting help can be difficult.	

	Throughout our time together, we invite everyone to reflect on the ways power structures and inequalities shape the way different people experience sexualized violence - how prevalent it is in our communities, how we view our experiences, and how others perceive it. We will begin to explore these issues today and encourage you to talk to your facilitators if you have questions or are interested in opportunities on campus to continue these conversations. One great place to go is the MRC (Multicultural Resource Center) – their information is on the Resource page in your Workbook.	
	Workbook:	
	We will be using the Workbook throughout the workshop. There are also parts of it that we won't refer to directly today. There are resources for you to look at on your own time.	
	Community Guidelines:	
	<p>This workshop is intended to promote conversation about important and often challenging topics. We'll be talking about this material today in a way that allows people of all levels of knowledge to be able to participate. We ask that you are respectful of each other. If you've never talked about this information before, please be open to learning. If you have talked about it, please contribute what you know to the conversation.</p> <p>We will spend a few moments offering some guidelines we find to be helpful to promoting inclusive and meaningful dialogue on these issues, including an awareness that there are people in this room who have been directly and indirectly affected by sexualized violence.</p>	[SLIDE] - <i>Community Guidelines</i>

	<p>We suggest the following:</p> <ul style="list-style-type: none"> • Intent vs. Impact • What's said here stays here, what's learned here leaves here (privacy - this is not a confidential space) • Move up, move back • "I" statements • Green/Yellow/Red light + self care (adapted from the MRC) <p><i>Conclude by inviting additions or clarifications from the group</i></p>	
	<p>Bike rack -- <i>explain and put on the board for use throughout the workshop.</i></p> <p><i>We don't always have time in the moment to respond to all questions that come up, so we'll put them on the board and try to come back to them at a later point in the session or if time is available at the end.</i></p>	
	Part 1: Consent and Communication	
	<p>Tea & Consent video</p> <p>This video helps us introduce the idea of consent and how important it is. Some of you may have seen it before - great! We think it's an educational and fun resource. The transcript is in your workbooks so feel free to follow along. The video is also captioned.</p> <p><i>Make sure closed captioning is on!</i></p>	[SLIDE] - <i>tea video</i>
	<p>https://www.youtube.com/watch?v=oQbei5JGiT8</p> <p>Break into small groups of about 5-6 people to discuss the question: "When watching TV shows or movies, how do you know when someone wants to have sex with someone else?"</p>	[SLIDE] - <i>TV shows and movies</i>

	<p><i>Discuss as a whole group and share examples.</i> What do those examples suggest about the messages our society sends about consent?</p> <p>Takeaway message: Consent is usually portrayed as nonverbal or nonexistent in media. Today we want to talk about effective, positive consent that can help reduce the risk of sexual violence.</p>	
	<p>Consent definition at Oberlin Oberlin policy states that “Effective consent must be based on mutually understandable communication that clearly indicates a willingness to engage in sexual activity.”</p> <p>But what does that mean in practical situations and not policy language?</p> <p>Elements of Consent: Oberlin’s Sexual Misconduct Policy requires that all of these elements are present in each sexual interaction in order to establish consent. Please turn to p. 3 in your workbook.</p> <ul style="list-style-type: none"> o <u>Informed</u>: Being aware of what is actually going to happen. This may necessitate a discussion about safer sex (STI and/or pregnancy prevention) or what each partner wants to get out of the experience. Ex: If your partner consents to having sex using a barrier method, then that barrier method must be used! o <u>Mutually understandable</u>: Consent is given clearly and unambiguously, so that all partners understand each other, without any doubts or uncertainty. o <u>Specific to a given situation</u>: Consenting to something in the past doesn’t imply that you’re consenting to it now. That includes being able to withdraw consent at any point during sexual activity. 	<p>[SLIDE] - <i>Four Elements of Consent</i></p>

	<ul style="list-style-type: none"> o <u>Freely and actively given</u>: Consent is given of someone's own free will. <p>Last semester we ran a campus-wide contest for acronyms that would make it easier to remember the elements of consent. These were the winners. One of these acronyms may help you remember the four elements, or you may want to come up with your own acronym. The important thing is that you learn and remember all four elements.</p>	[SLIDE] - Acronyms
	<p>Consent Scenarios: We're going to read each scenario aloud and then as a group, discuss which Elements of Consent were or were not present. You'll notice that it's not clear which genders are being portrayed in our scenarios. That's because we want to demonstrate the fact that sexual harm can happen to people of any gender and in any type of relationship.</p> <ul style="list-style-type: none"> • Alex and Harper meet at a party and go back to Harper's room, where they make out and have oral sex. The next weekend, they go to Alex's room, and Harper begins to take off Alex's pants. Alex stops Harper and wants to talk about using protection. Harper agrees and they talk. <ul style="list-style-type: none"> o What elements of consent were and were not present? o What could the parties do in the scenario to make communication clearer? • Ryan and Logan are talking at Splitchers about the class they have together. Ryan eventually asks Logan to dance, and Logan says yes. When they start dancing, Ryan begins grinding on Logan, which Logan was not expecting. Logan is uncomfortable, but doesn't want to make it a big deal. <ul style="list-style-type: none"> o What elements of consent were and were not present? o What could the parties do in the scenario to make communication clearer? 	<p>[SLIDE] - Alex and Harper</p> <p>[SLIDE] - Ryan and Logan</p>

	<ul style="list-style-type: none"> o What are differences between these two scenarios, and how could they impact how consent is understood? 	
	<p>As these scenarios suggest, there are also important Barriers to Consent. If any of these are present in a sexual interaction, consent cannot be present and/or given, and sexual misconduct has occurred. These are listed in your Workbook.</p> <ul style="list-style-type: none"> • <u>Age</u>: The legal age of consent in Ohio, which is 16, applies to us as students at Oberlin College. We are considered consenting adults, and we cannot legally engage in a sexual relationship with anyone younger than 16. • <u>Power dynamic within the College</u>: Members of faculty/staff cannot enter any type of sexual relationship with a student. The consequences of any relationship always fall on the faculty/staff member, as students are not able to give consent in this situation. • <u>Force</u>: The use of verbal threat or intimidation, or physical violence. • <u>Coercion</u>: The improper use of pressure to compel someone to engage in something against their will. Coercion can include behaviors like intimidation, manipulation, threats, and blackmail. • <u>Incapacitation</u>: Lacking the capacity to understand the nature of the sexual interaction--the who, what, when, where, why, or how. This includes being asleep, unconscious, extremely drunk or extremely high. 	[SLIDE] - Barriers to Consent
	Incapacitation	
	<p>Now we're going to talk about alcohol and consent, since alcohol is often present in incidents of sexual misconduct. In reports made to Oberlin's Title IX office, the <i>vast majority</i> involve alcohol use by one or more parties. We don't mean that the person who was harmed caused the sexual assault</p>	

	<p>because they were drinking – the responsibility always falls on the perpetrator.</p> <p>Under Oberlin’s policy, it is possible to be intoxicated from drug and/or alcohol use and still be able to give consent. <i>Incapacitation describes a level of intoxication in which a person is unable to control their body or no longer understand who they are with or what they are doing.</i></p> <p>The effects of alcohol are different from person to person, but there are some common signs of incapacitation. What are they?</p> <ul style="list-style-type: none"> • stumbling • slurring words • vomiting • being unable to appreciate space and time • passing out • glazed over/unfocused eyes <p>In hook-up culture, if you’re interested in hooking up with someone you don’t really know, it can be hard to recognize the signs of incapacitation in them. This means you have to talk with them more, or wait to hook up until you’re both sober.</p> <p>It’s important to know that it takes half an hour to feel the maximum effect of one drink, and about an hour for the drink to leave the system. This means the effects of alcohol are cumulative; alcohol builds up in someone faster than it leaves their system.</p> <ul style="list-style-type: none"> • This is super important because a person who may be intoxicated at the beginning of a sexual activity may become incapacitated and unable to give consent over the course of the activity - for example, they may be able to consent to kissing, but be unable to consent to taking their clothes off fifteen minutes later 	
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	<p>The first year of college is when a lot of people start drinking for the first time, or drink differently than they did before college. From a risk reduction standpoint, it is important to know your own limits, and also know what factors can alter your limits on a given night. On p. 4 and 5 of your workbook, there are questions for self-reflection about alcohol use.</p> <p>How drunk someone gets, even from the same amount of alcohol, can differ one night to the next. What factors affect how drunk someone gets?</p> <ul style="list-style-type: none"> • Amount of food in stomach (eating before drinking helps lower chance of incapacitation) • Strength of liquor • Amount of alcohol consumed • Speed of consumption • Medications - some interact with alcohol in a way that may intensify the side effects of the medication or increase drowsiness • Physical attributes <ul style="list-style-type: none"> o Factors like levels of testosterone and estrogen hormones, weight, and more can influence how a person's body processes alcohol. That affects how drunk they may get on a certain night. There are more specifics on pg. 4 in your workbook, but the key thing to know is that different people will be affected differently even if they drink the same things in a given night. o This is really important to remember during drinking games (beer pong, flip cup, etc.), taking shots, or any other drinking activity where everyone drinks approximately the same amount. 	
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	Alcohol & Consent Activity	
	<p>Alcohol can complicate sexual activity in many ways. We're going to go through two scenarios in order to think about if consent is present, and if it isn't, what could have been done to make it a consensual experience for all parties.</p> <p>These scenarios contain dialogue of how a potential sexual assault may have been perceived from both sides. We recognize that this can be particularly uncomfortable for people to hear, so if you need to step out, get water, or do anything else that helps you during this section, please feel free. We will also be available after the workshop to talk about anything this brought up for you.</p> <p>Also, in case anyone hasn't heard of Tinder, it's a popular dating app that allows people to match in order to hook-up or meet.</p> <p><i>Read the following scenarios aloud:</i></p> <hr/> <p>#1: Addison and Jamie found each other through Tinder, and decided to meet up after a party one night. After learning a little bit about each other and talking about classes, they moved to Jamie's bedroom and began making out. Jamie noticed Addison becoming more relaxed throughout the hook up, but didn't think much of it. An hour later, Addison threw up on the walk home from Jamie's house, and spent the day in bed trying to remember what happened. Here is a statement from each:</p> <p>Jamie: "It was good, I was the perfect amount of buzzed - I'm always nervous meeting new people, so it was good we met up <i>after</i> the party. I would definitely see Addison again."</p> <p>Addison: "It was weird...Jamie was super nice, but halfway through hooking up, I got really dizzy and didn't really know what was happening. I don't remember taking off my clothes ...I'm not sure what to think."</p>	<p>[SLIDE] - Addison and Jamie</p>

	<p>ASK:</p> <ul style="list-style-type: none"> • Were there any clues Addison was incapacitated and unable to give consent? • How do you think dating or hook-up apps affect communication? • What level of responsibility does Jamie have to assess Addison's level of intoxication? <hr/> <p>#2: Brian and Chris have been close friends since freshman year, and started dating senior year. A few months into their relationship they go to a friend's birthday party, and play drinking games all night. Here is how they describe that night:</p> <p>Brian: "It started out really fun, everyone was just hanging out and playing ridiculous games. We must have been playing for hours. We were all pretty messed up when we went home - I know I was. Chris had to help me get up the stairs, and I don't totally remember how I got into bed. The next thing I remember is Chris taking my shirt off and pressing down on top of me. What happened next is a blur, but I woke up hungover and upset that anything had happened between us."</p> <p>Chris: "Oh man that was a wild night! To be honest, I barely remember leaving the party, and definitely don't remember getting home. I just woke up next to Brian with our clothes all over his room. He's been acting a little weird since that night, but he doesn't like getting that drunk, so that's probably it. Wow, I haven't blacked out in so long...it's always kind of a weird feeling not knowing what you did, you know?"</p> <p>ASK:</p> <ul style="list-style-type: none"> • What signs of incapacitation are present? • What are some ways a friend or bystander could have intervened? • How is this scenario different than the first one? <ul style="list-style-type: none"> o TRAINER PROMPT: Both are incapacitated. There were more people around at the party that could have intervened 	<p>[SLIDE] - Brian and Chris</p>
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	<p>(Addison and Jamie were alone at home). Brian and Chris have relationship (assumed consent).</p> <p><i>Emphasize that even though they both blacked out and were incapacitated, Chris is still responsible for his actions, morally and under Oberlin's policy. (Use drunk driving metaphor if helpful) What matters is that Brian feels like he was violated. If you are too intoxicated to judge another person's level of intoxication, as Chris likely was, then you shouldn't be having sex because one or both of you are incapacitated. If both people feel violated in a situation like this, it is possible for them both to make a report to the Title IX office and for dual processes to go forward.</i></p>	
	<p>Short bathroom/water break</p>	<p>Remind participants to use this time to ask anonymous questions if they have them.</p> <p>Tell participants what time to be back. People who don't return or return late will need to retake the workshop...unfortunately this is a thing that happens :(</p>
	<p>Getting Comfortable with Consent</p>	
	<p>Now that we know why consent is so important, we need the skills and some vocabulary for consent practices. Some people may feel communication about sex is awkward, uncomfortable, or makes them particularly emotionally vulnerable. Since consent <i>is</i> mandatory, we're going to talk about some ways we can make consent phrases or actions a more normal, comfortable part of our everyday interactions.</p>	

	<p>Consent can and should be more of a conversation, whether it's verbal or non-verbal.</p> <ul style="list-style-type: none"> • What are some examples of non-verbal consent? • How can non-verbal consent be more complicated than verbal consent? <p>It's also important to think about how we react to hearing "no" after asking for consent. You might feel rejected, disappointed, embarrassed, or any range of emotions. This can be hard to deal with -- but think back to the tea video we watched at the beginning. Maybe someone just isn't in the mood for sex, or they might be next week, but not today. And some people aren't interested in sex at all! Taking "no" less personally can help us respect the other person's choice more and work on making everyone involved comfortable.</p> <p>Now we're going to break up into small groups and brainstorm some consent statements – these can be (but aren't limited to) questions you might ask before having sex, established or known boundaries, things you are interested in trying, or things you want to know about the other person.</p> <p><i>(pass out large post-it sheets)</i></p> <p>Split into groups of five and write on the large post-it notes.</p> <p>Can everyone share what their group wrote on their post-it? Also comment on why you think these would be good consent statements, or when they might not be appropriate.</p> <p>Now we're all going to say a consent statement together out loud. Does anyone have one that they want to volunteer?</p>	<p>[SLIDE] - Consent Statements</p> <p>Please return these post-it sheets to Suzanne after the workshop. We'll use the statements for developing campaign materials.</p>
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	<p>Talking about what we like and don't like, do and don't want to do, can help us understand ourselves and our partners better - and maybe find new and fun things to try! The benefits of communication and consent outweigh the risks; instead of not talking to your partner and potentially making them or yourself uncomfortable or unsafe, it's better to check in often and plan ahead. Hearing a "no" can be disappointing, but that gives you the opportunity to discuss what your partner(s) would like to do, which ultimately means everyone has a more positive experience!</p>	
	<h2>Part 2: Boundaries and Intimate Partner Violence</h2>	
	<p>Creating consent statements is a good exercise to help you think about your boundaries.</p> <p>Everyone has boundaries--some you may have thought about, some you may not have. An example of this is your "personal bubble." Most of us don't ever really think about our personal bubbles until someone has stepped inside of it and made us uncomfortable. As a new college student, you're probably working on creating boundaries within your new living arrangements and learning a lot about new people who have lived in very different ways. Boundaries are different for every person, and also differ within relationships, families, communities, etc. Our goal in this section is to recognize our own and others' boundaries, to talk about relationship dynamics, and to practice identifying red flags within those relationships.</p> <p>We all occasionally cross each other's boundaries, and tensions within a relationship are normal and okay. However, a pattern of boundary violations within a relationship may indicate a form of Intimate Partner Violence (IPV), (aka Dating Violence and/or Domestic Violence). Intimate Partner Violence occurs when one partner exerts a pattern of power and control over the other partner. It often includes isolation from friends, family, favorite activities, and</p>	

	sense of self. We often think of “violence” as physical abuse, but it doesn’t have to be physical--abuse can occur in different ways; physically, mentally, emotionally, sexually, financially, and oftentimes a combination of these.	
	Introduce the Traffic Light Activity.	
	<p>For each scenario, we’ll need 3-4 volunteers to hold the colors. At each pause, they should hold up the color(s) they think are appropriate. The colors mean the same things they mean for the self-care traffic light idea that’s on the first page of the Workbook.</p> <ul style="list-style-type: none"> • Green signifies that everything is totally comfortable • Yellow signifies that things are a little uneasy, vulnerable, or out of your comfort zone • Red signifies that things are overwhelming and need to STOP--that something is a big red flag <p>At each pause, we’ll ask the volunteers why they chose that color, and then at the end of the scenario we’ll discuss as a whole group.</p> <p>Think about what you as an outsider are thinking, as well as how you would react if you were in this situation yourself. Also, some of the scenarios or colors you hold up may seem repetitive, but we think it’s important to talk about <i>why</i> the situation prompts a certain color, not just the color itself.</p> <p>Scenario 1: Kim and Marilyn have been dating for more than a semester. Kim is a first year student, and Marilyn is a senior. / They are hooking up in Marilyn’s room one afternoon after class. As things started to heat up, Kim pulls away from Marilyn to take a breather. / Marilyn keeps kissing Kim’s neck as Kim tries to move away. / When Kim tries to say something, Marilyn covers Kim’s mouth with her hand. / When Kim pushes at Marilyn’s shoulder, Marilyn moves off and asks Kim “Why won’t you have sex with me? You</p>	<p>Tell them each scenario and discussion will take 8 min., so if they want to step out for one (or multiple), that is the time after which they could come back in.</p> <p>If they’re quiet: build on others’ contributions. (ex: “Do others feel the same way? What does X’s comments remind you of?”)</p>

	<p>know, my friends all think you're totally inexperienced -- they warned me that first-years can be like that. You don't want that reputation, do you?."</p> <p><i>After the first scenario is over, Ask:</i></p> <ul style="list-style-type: none"> • What is your response to this scenario? • How would you describe Marilyn's behavior? • Do their class years affect their relationship? Why or why not? • If Kim and Marilyn continued dating for another year, what would your reaction be? <p>While it can be a natural reaction to want Kim to leave Marilyn right away, it's important to remember It is never anyone's fault when violence is done to them, and people who stay in abusive relationships, no matter the reason, are blameless. There are many complex reasons why someone who is experiencing abuse would stay in a intimate partner violence relationship.</p> <p><i>Get 3-4 new volunteers and do the second Traffic Light scenario.</i></p> <p>Scenario 2: Peyton is in class when Jordan, their partner, texts asking where they are. / Peyton leaves class to go to the bathroom so they can quickly answer Jordan's text. / At the end of class, Peyton checks their phone again, and sees 50 texts from Jordan/ One of the texts says "I'm afraid of what I might do if you ever left me" / Scared of Jordan's tone in the messages, Peyton cancels plans with friends and goes to find Jordan to talk.</p> <p><i>After Scenario 2, Ask:</i></p> <ul style="list-style-type: none"> • How much communication is too much -- when does it become an issue of control? 	<p>Direct students to the activities in the Workbook (Boundaries Questions, What We're Gonna Say from Autostraddle, and Want/Will/Won't Chart) that they can do on their own, with a partner, or a friend to help them think critically about their boundaries.</p>
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	<ul style="list-style-type: none"> • Why wouldn't Peyton just ignore Jordan? <p>It is common in society to write off instances of boundary violation and non-consent that don't involve physical violence--it tends to be seen as merely tension within a relationship. P. 10 in your workbook lists examples of emotional and mental abuse. Some signs of abuse are normalized by systems of oppression like racism, sexism, transphobia, etc. For example, controlling what someone wears or how they present themselves can be a sign of abuse. When a pattern of abuse persists, that is a form of Intimate Partner Violence.</p> <p>There are self-reflection questions on p. 7 and 9 of your workbook to help you think about your own boundaries. Identifying that something feels off for you can be a process. Check in with yourself often and honestly about what is going on in your relationships <i>and</i> how you feel about it. Getting support is possible, resources are available to you. If you think you're identifying red flags, or maybe if you think that you would have no idea how to identify a red flag, talk to someone. We're about to talk about specific resources that can help, and they're all listed on page 14 of your workbook.</p> <p>If you're worried about a friend's relationship, first thing is to get support for yourself and get help with whether/how to address the situation. (Like on an airplane, put your own mask on before someone else's.)</p> <p>IPV happens in all communities across race, religion, immigration status, sexual orientation, gender, ability, socioeconomic status, etc. Dating violence also happens here on this campus. Acknowledging that is not so that we don't want to date anyone, but so that we can come together as a community, talk about the contexts in which this affects us all, support our survivors, and work to be a better, safer, healthier campus.</p>	
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	How to Support a Friend	
	<p>Now that we've talked about consent and what boundary violations can look like, it is important to acknowledge that people do experience harm and it's important to know how to support them when that happens. Learning to support people who have experienced sexual violence can be difficult and take time.</p> <p>We'd like to stress that the first step to supporting others is making sure you're in a strong place to do that. You might be dealing with a lot yourself, and if that's the case there are many people and offices on campus who are ready to step in and do this work. We'll discuss those resources in just a minute. You might decide that you want to and are able to support your friend, but you may feel worried that you'll say the wrong thing. Let's take a minute to talk about what you might say.</p> <p>In small groups, talk for a few minutes about how you think you should respond if a friend tells you they experienced sexualized violence.</p> <p>Have them share out. Add these if they don't bring them up:</p> <ul style="list-style-type: none"> • Mirror language • Validate and normalize • Don't try to problem solve • Don't victim blame • Don't talk about your own experience • Don't report/take action without permission • Confidentiality -- do not share their experience without permission 	<p>[SLIDE] - Support yourself</p>

	<ul style="list-style-type: none"> ○ <i>Really stress this one - even sharing general details about someone's experience is inappropriate if they haven't asked you to tell others. This takes agency away from them. If you need to process or are concerned about the situation, you can either make an anonymous 3rd party report or talk to a Confidential resource. This is only appropriate when there is not an immediate safety risk for the parties involved. If you are concerned that harm may come to one or more of the parties, please help to keep our community safe and report to the appropriate authorities which can be found in the resource page in the workbook.</i> ● Simply say thank you for telling me ● Checking in periodically ● Offer options / provide resources (if they want them) ● Be comfortable with silence <p>One of the best things we can do when we're not sure what would be best is to ask the person what they would prefer and be comfortable with the fact that they might not be sure yet. There are more examples of what to say and what to avoid on p. 13 of your workbook.</p> <p>It's important to know what the available resources are and how to access them on and off campus. There is a comprehensive list in your workbooks, and we want to elaborate on a few now.</p>	
	Part : Policy, Resources, and Options - Seeking Help from the College	

	<p>We mentioned at the beginning of the workshop that the Office of Equity, Diversity, and Inclusion is the office that oversees Title IX at Oberlin, and it is one of the most important resources to know for reporting and receiving support around sexual misconduct. You can receive assistance from the Office of Equity, Diversity, and Inclusion no matter how much information you give the Title IX Coordinator. For example, you could say “I experienced sexual misconduct and I’m struggling and would like support.” You don’t need to name names or give any other specifics. No further information is needed, and the office could provide academic and emotional support.</p> <p>This flowchart, also in your workbooks on p. 12, shows some of the options the office can provide. The flowchart has actually been updated since these workbooks were printed. You may have seen the updated posters hanging in the bathrooms of your dorms. The workbook version is still valid, the updated version just gives more information. We have copies of the updated version here if you’d like to take one with you. It can also be found at go.oberlin.edu/reporting-flowchart</p> <ul style="list-style-type: none"> • <i>(Point to the box on the flowchart that talks about reporting to the police and say) I want to point out that by law the college (through the Safety and Security office) has to report information about potential felonies to the Oberlin Police Department. If you report information to the college that falls into this category, you will receive an email from a detective at OPD, but you don’t have to respond unless you want to, and the detective will not follow up with you.</i> 	<p>[SLIDE] - reporting flowchart</p>
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	<p>There is a lot more to learn about the Title IX office and processes (more than we can talk about here), so we encourage you to go to the website! The address is printed on the back page of your workbook.</p> <p><i>(click the link on the slide to go to the website, or use this address if the link doesn't working) go.oberlin.edu/sexual-misconduct</i></p> <p>This is what it looks like.</p> <p><i>Show them:</i></p> <ul style="list-style-type: none"> • <i>the sexual misconduct tab</i> <ul style="list-style-type: none"> ○ <i>Read outloud the names of the pages listed under the sexual misconduct tab</i> ○ <i>Look at the What to do if you Experience Sexualized Violence page. This is similar to the reporting flowchart in the workbook.</i> <p>The website is full of information, and you can always schedule a meeting with someone in the office just to learn more. Or you can email them at edi@oberlin.edu</p> <p>The Confidential Student Advocate is another great on-campus resource! The Advocate is a staff member of The Nord Center (local mental health and rape crisis agency) who spends two days a week on-campus to support students. They are completely confidential and do not share any information with the College or law enforcement. They are highly trained in support skills and are also trained on Oberlin-specific measures and resources. They can be a helpful person to talk to if you're not sure if you want to report. We have cards with contact information for the advocate.</p> <p><i>Hand out evaluations</i></p>	<p>[SLIDE] - website link</p> <p><i>If you are inclined, speak from your heart about your own experience with the office staff...we generally want people to know we're not scary and we really just want to help.</i></p> <p>Show them where the cards are in the room</p>
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	<p>The Sexual Misconduct Policy can also be found on the EDI website. It describes Oberlin's commitment to a campus free of all forms of gender-based harassment and sexual misconduct, including sexual violence, intimate partner violence, and stalking, as well as expectations for the behavior of community members. The policy applies to everyone who works and studies at Oberlin and it is your responsibility to familiarize yourself with it and to follow it. The Policy contains resources and options for resolving reports of potential policy violations. The goal is to create a safe campus in which all students can access a full range of educational opportunities.</p> <p>We've mentioned Title IX a lot during this workshop. Title IX is "a landmark federal civil right that prohibits sex discrimination in education." You may have already been familiar with the athletics piece of Title IX--that women athletes must have equal access--but it also requires that schools, including Oberlin, must take steps to ensure that our campus is free of sex discrimination and sexual violence. A great place to find out more about the college's responsibility under Title IX is knowyourix.org.</p> <p>Federal law also requires all colleges to offer sexual violence awareness programming and primary prevention. This workshop, which was designed by students with support from administrators, is part of our commitment as a student community to support each other and create a safe campus. There are many student orgs doing sexual education and awareness work on campus. We have more information about that here for people who are interested in getting involved. PRSM is a paid position. Open positions are typically posted in November and April, and students who have been on campus for at least 2 semesters are eligible to apply. As a first-year or new transfer student, you would be eligible to apply in April for positions that would begin next fall.</p>	<p>While the website is live, find the policy under "policies that protect you" section and show them.</p> <p>Show then where the fliers are.</p>
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	<p>If you need help with an issue of gender harassment or sexual misconduct, you can contact the Title IX Coordinator, Rebecca Mosely or any of the other resources listed in your workbook. You can use these resources if you or someone you know has experienced sexual misconduct. Here are the key things you should know:</p> <p>In an emergency, call Safety & Security or 911.</p> <p>You can report an incident of misconduct to anyone listed under “Reporting Options.” Seek out someone you trust.</p> <p>Be aware that some of these resources are confidential and some are not. You can always ask someone what their reporting responsibilities are.</p> <p>You might talk to a few people before you figure out which resource is right for you--that’s okay! Do what you need to determine what works for you.</p>	
	<h3>Concluding the Workshop</h3> <p><i>Review items on the Bike Rack by addressing questions/concerns that haven’t already been covered. Also ask for other questions before you close out the workshop, and/or use this time to answer anonymous questions.</i></p> <p>Check-out question (in small groups or everyone can go around and share): In reference to the Community Guideline, “What’s learned here leaves here,” what is something that you learned today that you will take with you when you leave?</p> <p>Thanks to all who participated. Next semester you will be required to attend our second workshop, Bystander Intervention. Sign up announcements will begin in February through email.</p> <p><i>Collect evaluations and return with training materials to the Title IX Office.</i></p>	<p>Really encourage them to go beyond the “I learned we had ____ resource” -- it’s great they learned that, but it’s general knowledge and we want them to think about skills they gained, new vocabulary, etc.</p>