

Fall 2021 NUB Instructor Guide for Module 6a: Awareness & Action

Overview and Objectives

The purpose of the NUB Awareness and Action Module 6a class is to educate, inform, and empower students on sexual assault prevention and education. This class will introduce students to information on Title IX, availability of campus and community resources, information related to rape myths and the power and control wheel. Students will also be given resources on healthy relationships. We hope that the open and welcoming environment of the NUB course will encourage students to examine strategies to engage in a safe and healthy college experience, and to utilize campus and community resources, if necessary.

Peer Mentor Moments

- Peer Mentors should come to class prepared to review definitions with students. The definitions can be located on slides 2-3 in the PowerPoint.
- Peer Mentors will co-lead the discussion of the tea video.
- Peer Mentor will assist with administering and reviewing of the Rape Myth Quiz class activity.
- Peer Mentors will review the campus and community resources with students.
- **Important Note:** Peer Mentors should be aware of the Counseling Center information and its location on campus, in the event a student needs assistance. It is highly encouraged that Peer Mentors speak with the instructor prior to the class to strategize a plan, in the

Highlights

- Print rape myth quiz before class
- Troubleshoot student questions/issues and make announcements
- Review definitions
- Review sexual violence resource and reporting options
- Review informative consent and watch the tea video
<https://sites.niagara.edu/other/nub/videos/s>
- Students complete Rape myth quiz
- Review available campus and community resources
- Assign Kelly McGonigal stress talk due Module 8a.

Special Considerations

Instructors: Remember that this Module covers sensitive topics and may be challenging for some students. It is reported that one rape or attempted rape occurs every 2 minutes (United States Department of Justice [USDJ], 2009, p. 1), and one out of six U.S. women have experienced an attempted or completed rape in their lifetime (RAINN, 2015). As a result, it is likely that you may have survivors in your class. We would encourage you to share with your students that this Module will not be used as a time to discuss events that have happened, but do encourage education and awareness on the topic of sexual violence. In addition, sometimes students may respond to these topics with inappropriate or insensitive humor; this should be addressed immediately. Additionally, instructors are encouraged to complete any NU endorsed training (if available) related to Title IX prior to teaching this class.

*If students share any information regarding a crime or incident that has happened, you are required to report the information to the Title IX Coordinator. Encourage students to utilize campus and community resources if necessary. Campus policies can be located in the faculty handbook and student resources are located on pp. 65-66 of the student handbook.

Peer Mentors: Due to the nature of this topic, peer mentors may be uncomfortable with some of the material or activities that they will facilitate. If a peer mentor is uncomfortable reviewing this material, or others in this Module, she/he should speak to the instructor prior to the class.

Class Outline

There are two approaches for how to teach this material.

- Some people are unfamiliar with these topics and would like all the guidance and help they can get. We recommend Approach One for such people: there's a detailed lesson plan, lecture notes, and a PowerPoint (provided by our very own Drs. Radatz and Beebe) that cover everything in detail.
- Some people chafe at being told what to do, or are opposed to PowerPoints, or don't believe in following detailed lecture notes, and are more comfortable with these topics. Approach Two might be an option for such people: it outlines the key elements that should be covered by everyone who doesn't follow Approach One. Even though Approach Two doesn't provide a full script to follow, it's very important—academically (for the students) and in some cases legally (for you)—that you cover the elements in the outline. This approach is outlined on pp. 4-5 below.

Approach One: Lecture Notes, PowerPoint, Videos, and Discussion (use with Module 6a PPT)

Prior to class: Instructors should print enough copies of the Rape Myth Quiz document for the entire class.

Prior to the start of class: Instructors should open the PowerPoint presentation to the second slide, "Learning Guidelines," that was introduced earlier in the semester so that students may review as they wait for class to start.

I. Troubleshooting & Announcements (1-2 minutes)

As with the start of each new week, take just a minute or two to check in with your students to see if they have any questions or need assistance with any issues. This is also the time where Peer Mentors may choose to announce any activities or events on campus that the students may be interested in.

Important Note: It is highly recommended that the instructor announce that this class will be covering sensitive topics related to Title IX and violence. Instructors should state that if at any time a student is uncomfortable, he/she is welcome to step out of class. Please also refer to the "Special Considerations" listed above.

II. Definitions Review (3 minutes)

The Peer Mentors will review the definitions highlighted on slides 3-4 of the PowerPoint. These definitions address dating violence, domestic violence/intimate partner violence, rape, sexual assault, and stalking. The complete definitions are provided at the end of this instructor guide, as well as in the notes section of the PowerPoint for the instructor and Peer Mentor to reference.

III. Review of Affirmative Consent & Reporting/Resource Options (3-5 minutes)

One of the key components for this section is to provide students with a full description of the New York State Affirmative Consent requirements, as well as provide them with knowledge related to the available resources and reporting options available to them on and off campus. Therefore, the instructor will review the Affirmative Consent in NYS chart (located on pp. 64-65 of the handbook) and the Sexual Violence Resource & Reporting Options flow chart (located on p. 66 of the handbook). Please review in detail with the class.

IV. Tea Video & Discussion (15 minutes)

At this time, the instructor should play the tea video (<https://www.youtube.com/watch?v=fGoWlWS4-kU>) also available on slide 7 of the PowerPoint), which is approximately 2.5 minutes in length. Following the video, the instructor and the Peer Mentors will lead a discussion on the video.

Some suggested discussion questions:

- What did you think of this video?
- What are some different ways someone can communicate boundaries?
- How can you tell if someone has had too much to drink?
- How does your behavior change when you have had too much to drink?
- How will you know if it is acceptable to kiss or touch someone else?

Helpful Hint: Remember to go back to the Affirmative Consent in NYS chart (p. 64 of the handbook) if students appear confused about any questions/discussions that may arise as a result of this activity. For example, consent is active, people are coherent, consent is never given under pressure, and must be granted every time.

V. Rape Culture and Rape Myth Quiz Class Activity (15 minutes)

Following the tea video discussion, the focus of the class will shift towards becoming aware of what rape culture is, and begin to understand how rape myths can contribute to rape culture. To begin, the instructor should draw the students' attention to the rape culture triangle available on slide 8 of the PowerPoint (as well as p. 67 of the handbook). The instructor should especially highlight the bottom half of the triangle and identify how perpetuating rape myths negatively impacts our society.

After addressing the rape culture triangle, the Peer Mentors will handout the Rape Myth Quiz class activity. The Peer Mentors or the instructor should make the following announcements to the students:

- Students will have approximately 5 minutes to complete the quiz.
- Students should make their most educated guess on what they think is the correct answer.
- The quiz is a class learning activity, and will not be submitted for credit. The quiz is completed individually and is used to create a discussion and highlight the misnomers in our culture.
- Explain that students rarely get 100% on the quiz, and that it is expected students will get some of the answers wrong (and feel free to highlight that this is why we are covering this in NUB!).

After the students have completed the quiz, the instructor and Peer Mentors can take turns reviewing the answers (answers are located at the end of this instructor guide). Feel free to be flexible on how the answers are reviewed. For example, you can have an open discussion by sharing the answer for questions or, you can ask the students to share what they answered by a show of hands. The intention of this class activity is to create a discussion and explore misperceptions, fears, and assumptions in a safe space.

Helpful Hint: It is highly recommended that students be reminded that most people get some of the myths wrong (which is why they are myths!) to ensure students feel comfortable talking about their answers. Instructors and peer mentors are also encouraged to take the quiz prior to class and share some of the results w/the class.

VI. Review of the Helpful Information and Resources for Students (3 minutes)

To provide the students with more helpful information, the instructor should highlight the Power & Control Wheel on slide 10 of the PowerPoint (and located on p. 68 of the handbook) as well as the Relationship Check document on slide 11 (and located on p. 69 of the handbook). Instructors should explain to students that behaviors found on the Power & Control Wheel are indicators of unhealthy relationships. Furthermore, instructors should highlight the importance of having healthy relationships in one's life, and that the relationship check can be used on any relationship (platonic and/or romantic). Lastly, the instructor should review the Campus & Community Resources highlighted on slide 11 of the PowerPoint (and on the bottom of p. 65 and p. 66 of the handbook).

Time Permitting: Have students silently read through the Relationship Check with one of their platonic or romantic relationships in mind.

VII. Closure (3 minutes)

1. Follow-up on the engagement assignment:

Niagara University's Annual Red Flag Campaign & Domestic Violence Awareness Event takes place Thursday, September 30th from 4pm - 7pm. Ask students if they were able to attend and to provide their thoughts on the event.

In an effort to end this class sensitively, the instructor may ask the following questions:

- What are you leaving with?
- What is one specific take-away from today's class that you will share with other students on campus?
- How can we work together to make NU a safe place to learn and grow?
- What is the most important thing that you learned today?

Assign viewing the Kelly McGonigal stress video, due Module 8a.

Approach Two: No Lecture Notes, No PowerPoint, Just Videos and Discussion

1. Troubleshooting and Announcements (2 minutes) Ask if the students are facing any problems they'd like help with, Peer Mentors announce any activities or events on campus that the students may be interested in. The instructor or peer mentor should announce that the class will cover sensitive topics, in accord with the special considerations listed above.
2. Talk about the definitions (located at the end of this document) of (3 mins)
 - a. Dating/Relationship Violence
 - b. Stalking
 - c. Cyberstalking
 - d. Intimate Partner Violence
 - e. Domestic Violence & Intimate Partner Violence

- f. Sexual Assault
 - g. Rape
3. Discussion about Affirmative Consent & Reporting/Resource Options (5 minutes)
 - a. Discuss the concept of Affirmative Consent (p. 64-65 of the handbook), and stress that this concept is enshrined in NYS law.
 - b. Discuss the options for reporting sexual violence outlined on pp. 65-66 of the handbook.
 4. Tea Video & Discussion (10 minutes)
 - a. Play the tea video (3 mins): <https://www.youtube.com/watch?v=fGoWLWS4-kU> (Also available on the NUB website.)
 - b. Discuss the video (7 mins). Some potential questions:
 - i. What did you think of this video?
 - ii. What are some different ways someone can communicate boundaries?
 - iii. How can you tell if someone has had too much to drink?
 - iv. How does your behavior change when you have had too much to drink?
 - v. How will you know if it is acceptable to kiss or touch someone else?
 5. Discuss the concept of Rape Culture, as explicated by the rape culture triangle on p. 67 of the handbook. (5 mins)
 6. Rape Myths Quiz Class Activity (15 mins)
 - a. Have students take the Rape Myth Quiz (5 mins) (This should be printed prior to class.) Make sure the students know that this quiz is not for credit, and that it's normal to get some answers wrong.
 - b. Talk about their answers, and tell them the correct ones. (10 mins). (Key at the end of this document.)
 7. Handbook-based Discussion (7 mins)
 - a. The Power and Control Wheel on p. 68 of the handbook. (3 mins)
 - b. The Relationship Check on p. 69 of the handbook. (3 mins)
 - c. The Campus & Community Resources on pp. 65-66 of the handbook. (1 mins)
 8. Follow-up on the engagement assignment:
 - a. Niagara University's Annual Red Flag Campaign & Domestic Violence Awareness Event takes place Thursday, September 30th from 4pm - 7pm. Ask students if they were able to attend and to provide their thoughts on the event.

Note: If you have questions about any of the above, see the detailed lesson plan above.

Assign viewing the Kelly McGonigal stress video, due Module 8a.

DEFINITIONS

Dating/Relationship Violence occurs between two people in a romantic (although not necessarily intimate) relationship, whether or not they live together. The violence may be physical, emotional and/or sexual. It may include threats, enforced social isolation and/or humiliation, intimidation, harassment, emotional mistreatment or abuse, financial control, forced sex or making threats with regard to family, friends, and/or children.

Stalking is defined as non-consensual communication with, and/or harassment of another person. It is the willful, malicious and repeated harassing or threatening of another person, which, as a pattern, tends to escalate in both intensity and frequency over time and can last for many years. Stalking includes a direct or implied threat, and victims often report fear for their safety. Stalking is about power and control. Stalkers control the time, type, amount, and place of contact.

Cyberstalking is the use of the Internet or other electronic means to stalk or harass an individual, group, or organization. It may include false accusations, defamation, slander and libel.

Intimate Partner Violence is a pattern of coercive tactics, which can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an adult intimate partner, with the goal of establishing and maintaining power and control over the victim.

Domestic Violence & Intimate Partner Violence are terms that are often used interchangeably. Domestic Violence (DV) can be used to describe any abuse that occurs within the context of one's home or family, whereas Intimate Partner includes persons legally married to one another; persons formerly married to one another; persons who have a child in common, regardless of whether such persons are married or have lived together at any time, couples who are in an "intimate relationship" including but not limited to couples who live together or have lived together, or persons who are dating or who have dated in the past, including same sex couples.

Sexual Assault refers to any act of violence, either physical or verbal. At its most basic level, sexual assault refers to any form of nonconsensual sexual activity, which encompasses all unwanted sexual acts from intimidation to touching to penetration. Sexual assault is an act of aggression designed to humiliate, intimidate, control, or instill fear.

Rape is a serious form of criminal sexual assault. Every state has its own definitions of rape (please see criminal sexual assault). In general, rape is actual or attempted penetration accomplished by threats, coercion, or physical force. It includes nonconsensual vaginal, anal, or oral penetration by penis, finger, or any object. In the following circumstances, actual or attempted penetration is rape, because under NYS law, it is impossible for the following to give consent: individuals who are under the influence of alcohol or other controlled substances; who are physically helpless (including sleeping); who are under the age of 17; who are mentally incapacitated; and/or who are mentally disabled. Men and women, irrespective of gender identity or sexual orientation, may be either perpetrators or victims.

Identifying Myths and Facts about Sexual Violence

True/False Answer Sheet

Special Considerations for instructors and peer mentors: This quiz is intended to:

1. Examine and explore rape myths in a safe space
2. Educate students on potential rape myths and falsehoods
3. Increase awareness on personal biases and assumptions that may contribute to cultivating an unsafe campus
4. Increase healthy discussion that encourages critical thinking
5. Increase the potential for students to engage in bystander intervention

*Remember to encourage students to utilize campus and community resources if necessary and that you are required to be a responsible reporter as a faculty member at NU.

1. Without forcible penetration, an act cannot be considered sexual assault {FALSE}.

- Rape/sexual assault is defined differently depending on what state you are from. According to the US Department of Justice, rape is defined as a forced sexual intercourse, including vaginal, anal, or oral penetration, penetration may be by a body part or an object.
- Sexual assault: unwanted sexual contact that stops short of rape or attempted rape.
- This includes sexual touching and fondling. We often use rape and sexual assault interchangeably, however the point of this statement is that it really doesn't matter whether there was penetration or not - if it's against your will, it's against your will.)

2. Sexual gratification is a common motivating factor for rape {FALSE}.

- Many think this is true. While sexual gratification can occur, it is often not a motivating factor.
- Common motivating factors for rape are power, control, and entitlement.

3. Most rapists have a cognitive disorder or are psychotic {FALSE}.

- We want to believe that there is something wrong with perpetrators cognitively, but that is not the case. It is a CHOICE.

4. Most sexual assaults occur at bars, nightclubs, or dark alleys {FALSE}.

- On average, there are 321,500 victims (age 12 or older) of rape and sexual assault each year in the United States.¹
- Women ages 18-24 who are college students are 3 times more likely than women in general to experience sexual violence. Females of the same age who are not enrolled in college are 4 times more likely.
- Males ages 18-24 who are college students are approximately 5x more likely than non-students to be a victim of rape or sexual assault
- 11.2% of all students experience rape or sexual assault through physical force, violence, or incapacitation (among all graduate and undergraduate students).
- Among graduate and professional students, 8.8% of females and 2.2% of males experience rape or sexual assault through physical force, violence, or incapacitation.
- Among undergraduate students, 23.1% of females and 5.4% of males experience rape or sexual assault through physical force, violence, or incapacitation.
- 4.2% of students have experienced stalking since entering college.
- Student or not, college-age adults are at high risk for sexual violence.
- Male college-aged students (18-24) are 78% more likely than non-students of the same age to be a victim of rape or sexual assault.

- Female college-aged students (18-24) are 20% less likely than non-students of the same age to be a victim of rape or sexual assault (Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Rape and Sexual Victimization Among College-Aged Females, 1995-2013 (2014).
5. **Many rapes are planned by the perpetrator {TRUE}.**
 - Explain the difference between stranger and acquaintance rape.
 - **Acquaintance rape is rape** that is perpetrated by a person who is known to the victim. Most **rapes** are perpetrated by a person known to the victim, however, it is less likely to be reported than **stranger rape** and thus crime statistics often underestimate the prevalence of **acquaintance rape** compared to national surveys.
 - Stranger rapists often know what they're doing is wrong. They have a particular victim in mind - body type, hair color, gender, etc.
 - Let the class know it has nothing to do with what they're wearing, but you'll get to that later. That's how it's planned.
 - Acquaintance rape is starting to be known more as familiar rape. Using the term acquaintance has an implication that you put yourself in that situation. There are not step-by-step plans as to how to execute a sexual assault, but they do have in mind what they want to happen by the end of the evening. "I took her out, I paid for that, she wants me, she came upstairs with me, etc." It's the idea of entitlement.
 6. **Some women want to be raped {FALSE}.**
 - Many people think this is true. Explain to them that you understand where they are coming from. Some women do want to be dominated during sex and have some sort of submissive role. Fantasy is **VERY** different from reality. You are allowed to call the shots in a fantasy. It is not against your will. You control the stakes. Just because you like to be dominated doesn't mean you want to actually be forced against your will.
 7. **Males cannot be forced to have intercourse {FALSE}.**
 - Approximately 5 to 10% of rape victims are male (U.S. Department of Justice, 2006). These rates likely underestimate the magnitude of the problem of male rape given that men are often unwilling to report sexual assault experiences (e.g., Archer, & Davies, 2005b).
 - 26% of gay men and 37% of bisexual men experience rape, physical violence, or stalking by an intimate partner, compared to 29% of heterosexual men
 8. **Most survivors of sexual assault fear the perpetrator will kill them {TRUE}.**
 - If you fear the perpetrator will kill you, you may be too afraid to resist. We all react differently to stimuli. Some people cry at funerals, others don't. The people that cry aren't always sadder than those that don't, they just grieve differently. Furthermore, just because you don't fight back, that doesn't mean you asked for it or you wanted it. Some students may ask, "what do you do if you are raped?" Sometimes it's better to fight back, sometimes it's better to do nothing at all. The safest choice may depend on the circumstances, but no matter what you choose it is the rapist's fault, not yours. Also, during a traumatic event, individuals may freeze and have no ability to move or control their body. This is referred to as the fight, flight, or freeze (FFF) response.
 9. **Everyone is responsible for sexual assault prevention {TRUE}.**
 - This is an opportunity to help to students understand that sexual assault is a societal problem (refer to the Jackson Katz video). Our culture tolerates and turns a blind eye to various forms of sexual assault and even rape. We can look out for each other to help protect. And we can look out for each other to prevent each other from doing anything wrong or illegal. Don't just be a bystander. Together we have the power to stop the violence at NU. Step up. Speak up. Stand up.

10. You are more likely to be assaulted by a stranger than someone you know {FALSE}.

- 7 out of 10 rapes are committed by someone you know
 - 28% are committed by strangers
 - 45% are committed by an acquaintance
 - 25% are committed by a current or former boyfriend/girlfriend (Department of Justice, 2015).

11. For the perpetrator, rape is an uncontrollable act {FALSE}.

- Rape is a premeditated act of violence, not a spontaneous act of passion. Approximately, 71% of rapes are planned. Sixty percent of convicted rapists were married or had partners at the time of the assault (RAINN, 2016).
- A perpetrator makes a choice to do what they do. They can control themselves.

12. Rape is sometimes the victim's fault {FALSE}.

- Rape is always the fault of the rapist. They have a choice. Whether you are raped is largely a matter of chance. Statistics show a sexual assault occurs every 2 minutes in the United States. One in five women and one in 71 men will be a victim of sexual assault during their lifetime. Sexual assaults are one of the most under-reported crimes with more than half still being left unreported (RAINN, 2016).
- Rape is **NEVER** the victim's fault. It doesn't matter what you were wearing, where you were going, what you are drinking, who you were with.
- This myth takes away the criminal blame from the rapist and shifts responsibility for the crime to the victim. No man or woman's behavior or attire gives another person the right to rape him or her.

13. If a woman consents and then changes her mind while they are having sex, it is not rape {FALSE}.

- People are physically able to stop at any point during sexual activity. If your partner asks you to stop, and you don't, it is rape.

14. Women are asking to be raped if they dress and act provocatively {FALSE}.

- Rapists choose their victims without regard to physical appearance. Victims are young, old, male, female, married, single, disabled, and of any race or economic class. Sexual assaults occur in all areas-cities, suburbs, small towns, and rural areas (RAINN, 2016).
- It doesn't matter what you are wearing. Our clothing is a choice, it is NOT an invitation. Perhaps I'm wearing this low cut dress because I think I look good in it. Maybe, I'm wearing it to actually get attention - there's NOTHING wrong with wanting attention. However, that DOES NOT mean that I want to be touched. Studies show that what you were wearing DOES NOT make you more susceptible to rape. You are equally likely to be raped if you are wearing a short skirt or sweatpants. (Students may be resistant or fight you on this one.)

15. If a person has too much to drink and sexually assaults someone they cannot be held responsible {FALSE}.

- If you have too much to drink, you are legally and morally responsible for what you do while drunk. If you drive while drunk, you go to jail. If you rape while drunk, you go to jail too.

16. As long as people take precautions they cannot be raped {FALSE}.

- Rape cannot be prevented on an individual level, we can only reduce our risks of being assaulted. Ask the males in the class what they do to stop themselves from being raped on a daily basis...not from being jumped or a violent attack, but specifically being raped. Then ask the females...the answers are likely to be very different. Most men do nothing. Most women will say things like "keys, checking the back seat,

pepper spray, buddy system, etc." But it is the group taking the precautions that is much more likely to be raped. Precautions like these are important, but fallible: most rapists are already acquainted with their victims. You can reduce your risk of being raped by an acquaintance in other ways: believe that it can happen to you, trust your instincts and gut feelings, realize that alcohol and drugs can impair your decisions. This **DOES NOT** mean that if you are intoxicated and raped that it is your fault—the fault is always with the rapist. This is just something to watch out for. Also, trust what your friends may say about your date - does s/he respect you as a person? Does s/he have a history of being respectful or disrespectful?

17. It cannot be considered rape if you are married to the perpetrator {FALSE}.

- Rape can and does happen in marriage. Just because two people are married does not mean either of them has given away their right to consent to sexual activity and behavior. Remember, most states have laws prohibiting rape in marriage (RAINN, 2016).

18. If a person does not fight back against their assailant, it cannot be considered rape {FALSE}.

- There are many reasons why a victim of sexual assault would not fight or resist her attacker. S/he may feel that fighting or resisting will make her/his attacker angry, resulting in more severe injury.

19. If a person does not say “no,” it cannot be considered rape {FALSE}.

- 80% of communication is communicated nonverbally (Young, 2013), e.g., eye contact, shaking of head, etc. 'no' can be said in MANY different ways, verbally or nonverbally. Does your date look uncomfortable? Are they trying to put their clothes back on? Are they trying to leave? NO does not mean 'maybe' or 'try harder'.
- **Important: if you cannot say ‘no’ safely and comfortably, ‘yes’ may not mean yes.**

20. Alcohol is the most commonly used date rape drug {TRUE}.

- The social acceptance and accessibility of alcohol seems to reduce its recognition as a potential date rape drug. Its effects, however, demonstrate how it functions as one. At first, alcohol may initiate relaxation and a little bit of euphoria, but as a person's blood-alcohol level rises with continued consumption, the physiological effects of alcohol include confusion, sedation and potential loss of consciousness, cause lowered inhibitions and may incapacitate a person, rendering him or her incapable of consenting to any sexual act.

Compiled in the summer of 2017 by Dr. Jennifer Beebe, Assistant Professor in the Department of Education and Counseling, and Dr. Dana L. Radatz, Assistant Professor in the Department of Criminology & Criminal Justice. Special thanks is given to Dr. Hope L. Russell, adjunct professor of Women's Studies, and Dr. Abigail Levin, Associate Professor in the Department of Philosophy and NUB Co-Director, for their thoughtful insights and assistance.