

**LAWS/LCSJ
Teen Violence Prevention Program
Curriculum
2008-2009**

**Grant Schafer
Teen Violence Prevention Program Manager
LAWS/LCSJ
105 E. Market St.
Leesburg, VA 20176
(703) 771-4265 (p)
(703) 771-7865 (h)
grant.schafer@lcsj.org**

Developed with funds from the Virginia Department of Health

Guys and Relationship Violence:
Learning what it is, how we are all affected, and what you can do about it

Locations:
Juvenile Detention Center
Young Adults Project

All-male groups only
Previously titled "Guys Group"

Guys and relationship violence
Session #1: Introductions and what is masculinity?

Objectives:

- Establish ground rules to facilitate a safe and confidential group process
- Identify the different types of dating abuse
- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with the dominant story of masculinity in oneself, and begin to evaluate the pressure exerted to be considered a “real man”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Duration: 60 to 70 minutes

Activities:

Introduction

Explain that LAWS is an organization that not only helps people who have been abused, but also helps people learn to live in healthy, respectful ways. Introduce LAWS services: emergency shelter, counseling for all ages, legal advocacy, 24-hour hotline, and community education. Emphasize that all of LAWS services are free and confidential. LCSJ/LAWS Hotline: 703-777-6552.

This group is not about hating men or accusing men of all relationship violence, this group is about learning about relationship violence, how it affects us as men, and what we can do to help our partners, friends, and family. I know this is not a topic that many people talk about in our society and one that many of you may not have talked about among yourselves, but I don't have all the answers. We all have different experiences and viewpoints and have to learn from each other, together. In order for this to happen, people have to participate and throw in their two cents.

Pre-Test

Guys and Relationship Violence: Pre and Post-Test

Please mark **X** if this is a ___ Pre-Test or a ___ Post-Test

First name: _____

1. Name 4 gender stereotypes of men:
2. Name 2 types of Verbal Abuse:
3. Name 2 types of Emotional Abuse
4. Name 2 types of Sexual Abuse:
5. Name 3 reasons people abuse.
6. a.) Name one thing that you can do to help a friend who has been abused
b.) Name one thing you can do to help a friend who is an abuser.
a. _____
b. _____

Write “T” for True or “F” for False on the line in front of each question below

___ 7. Stereotypes, images, and messages of how men “are supposed to act” are one of the causes of violence in our society.

___ 8. Guys often feel like they have to do things in front of their “friends” they would not normally do in order to look “tough”, be cool, or prove they have power over someone else.

___ 9. Rape is not something one “just gets over”. All survivors react to trauma differently and for many the rest of their lives are affected.

10. What is “Victim Blaming?”

___ 11. Both females and males abuse other people

___ 12. If “you just love someone enough”, then that person will stop being abusive.

___ 13. Conflict will occur in all relationships

___ 14. Just because someone has drank too much or has bad judgment, does NOT mean they should be raped or sexually assaulted.

15. List 3 ways that you can help someone who has survived rape or attempted rape:

Ground Rules

1. **Respect** – This means respect for others in the group. Respect of their experiences, ideas and opinions. Respect doesn't mean that you agree with the person or believe their behavior is okay. It means you agree to their right to hold that idea and opinion. Additionally, some of the subject matter covered in the program may affect students very personally, especially the topic of abuse in relationships. Please respect that it may be hard for some people to share their opinions. People who do not show respect may be dismissed from the program.
2. **Participation** – All participants are expected to contribute to the group. As mentioned before, some of the topics discussed could be difficult for participants to address.
3. **Confidentiality**-If another member discloses personal information in this room, do not ask them about it in a group of other people or in other public places (bathroom, lunchtable, etc). You may address the information in this room or in a completely private setting if both parties are interested in continuing the discussion.
4. **Challenge**-This group is about learning from each other and from the group facilitator(s). When group members state their opinions, I may ask them to clarify where they learned what they said or to tell the group more about what they mean. Group members should also ask the facilitator if they do not understand a point that is being made or disagree with the point. Lastly, group members are encouraged to challenge one another if they do not understand or want to know more about what another group member is saying. This leads to group members learning from each other, which is called peer education.
5. **Language**- This group involves talking about subjects that are referred to by sometimes curse words or language that one would not normally use at this school. You will likely hear these words on documentaries or movies used in the group and it is permissible to use these words when referring to these certain topics or repeating a point that was made, however, using this language to put down, degrade, or humiliate a group member or another person will not be tolerated.

Guided Imagery Exercise

Have all participants close their eyes. Tell them that you are going to take them through an experience in which they will imagine themselves as the main character. If at any point they feel uncomfortable, they are free to open their eyes.

“I want you to imagine a female in your life that you care a lot about. This could be a friend, girlfriend, mother, aunt, grandmother, cousin, etc. I want you to imagine her walking down a street alone one day. There are some guys up ahead and she has to walk by them to get where she is going. When she passes by, a few of them start whistling at her. Then one guy starts making comments about how she looks. The comments get more intense and vulgar. The man starts to follow her and he gets up next to this woman that you care a lot about and pushes her. Think about what sort of words you would call this guy. Think about what sort of words you would call the guys who just watched this happen, who just stood there and allowed this to happen to a person you care about. Finally I want you to think about the fact that everyday this sort of violence happens to

women who have men who care about them. All of these women are someone's friend, mother, grandmother, girlfriend, wife, sister, cousin, or daughter.”

Have the participants open their eyes. Remind them that is why this group is taken seriously. At anytime they think this topic is funny or is not real, ask participants to put themselves back in that place with their eyes closed. Reinforce two things: every female treated like that is someone's friends, partner, daughter, or sister and that no one wants to be those guys who did not do anything when that loved one you envisioned was being harmed.

Survey of Audience-VSDVAA Facilitators Guide
The Real Man and The Strongest Man
Men Can Stop Rape training manual pp.121-123

Guys and relationship violence

Session #2: Critically thinking about our influences

Objectives:

- To identify pop culture examples of traditional masculinity
- To critically think about the messages that pop culture/rap/hip-hop music send
- To view positive and negative aspects of male peer pressure

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Intro

Review “the box” (real man/strong man) exercise from last session. Tell the group that today they are going to look at how guys learn to act in certain ways, mainly by looking at “the box”. First let’s list the influences on guys. The list will likely be similar to this: parents, fathers, older guys, brothers, media, coaches, mentors, and teachers. Today we are going to focus on one of the influences, media. We are going to look specifically at rap and hip/hop music.

Documentary: Beyond Beats and Rhymes

Chapters: Intro and Everybody Wants to Be Hard

Busta Rhymes stated that many rappers are fake and don’t really commit the violence against men and women that they talk about in their lyrics. What are some consequences of acting “fake”?

Mos Def talked about the need for young men to be “assertive”. What does “assertive” mean? What is the difference between being “assertive” and being “aggressive” or “passive”?

“The Box” connection to male peer pressure

Are there pressures to fit into the “guy box”?

What names did you see that guys were called who did not fit in?

Agree-Disagree-Unsure about Masculinity

Put up signs in three corners of the classroom that read: Agree, Disagree, and Unsure.

Ask participants to go stand where they feel they should be after each statement is read.

The catch: you may get called on to say why you are standing by a certain response and

you have to be say why you are there. Saying “because they are standing here” or “I don’t know” is not acceptable answers.

“Guys can not control their anger.”

It is natural for guys to fight

Women sometimes need to be reminded “to get back in their place”

“Antwane Fisher” movie clip about masculinity

Does Antwane being sexually abused as a child make him “less of a man”?

Does Antwane’s anger problem give him an excuse for getting into fights?

Just because Antwane is not interested in dancing with girls while in Mexico-does that make him “less of a man”?

Why do think this other sailor crossed the line with Antwane, from teasing to public embarrassment?

Guys and relationship violence

Session #3: Continuum of Harm and Types of Dating Violence

Objectives:

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities:

Continuum of Dating Violence Harm
VSDVAA Curriculum Guide

Defining the Types of Dating Violence

Divide students up into four groups. Assign each group one of the four types of dating violence: verbal, physical, emotional/mental, and sexual. Encourage students to use whichever method they choose for their “definitions”: examples, actions, pictures from magazines, etc.

Guys and Relationship Violence

Session #4: Verbal and Physical Violence

Objectives:

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations
- To define and recognize behaviors associated with sexual harassment

SOL Compatibility

Family Life Education Standards of Learning:

- (9.5) The student will review the nature and purposes of dating.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Small Group Presentation: Verbal Abuse **Sexual harassment vs. flirting?-VSDVAA Curriculum Guide** **Red Flags for abuse: Safe Dates**

Review the Red Flags for dating abuse handout and tie those examples into the continuum of harm that the group completed.

Agree-Disagree-Unsure: Physical abuse

“If a girl gets hit by her boyfriend, she probably did something to deserve it”

Hitting your partner is a choice

MVP Scenario: Talkin’ Trash

Guys and Relationship Violence

Session #5: Emotional/Psychological Abuse

Objectives:

- To identify warning signs of dating violence
- To increase awareness of dating violence in social groups
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with unhealthy relationships / situations

SOL Compatibility

Family Life Education Standards of Learning:

- (9.5) The student will review the nature and purposes of dating.
- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Small Group Definition: Psychological/Emotional Abuse
Human Relations Media: Matters of Choice-Teen Dating Violence video
Discussion (facilitation guide attached)

Safe Dates Bystander Scenario: Jason and Megan

Jason invited several of his friends and his girlfriend, Megan, to his house to watch movies on Friday night. Jason asked Megan if she would put out some chips and drinks for everyone. She said that she didn't mind. When Jason's friends arrived, they all sat down to watch movies.

When someone finished a drink or when the bowl of chips was empty, Jason would tell Megan to go to the kitchen for refills. When this happened for the third time, Megan said she wouldn't be their waitress. She wanted to watch the movie and they could help themselves to the food in the kitchen if they wanted it.

Jason got angry. He ordered Megan to get his friends' drinks. He yelled at her to get them their drinks.

What would you do if you were one of Jason's friends?

Human Relations Media: Matters of Choice-Teen Dating Violence

Social pressure:

- to have a boyfriend/girlfriend
- the “finality” of a relationship
- “love” in two weeks
- spending 24/7 together
- each friendship dismantled

Friends:

- Are divided; not united
- put down partners friends/loved ones=emotional/psychological abuse
- lose commitment through lack of contact
- begin to think friend won't understand
- have to choose between Anna and Matthew
- can't talk about abuse or important issue with best friend
- won't listen to advice

Matthew:

- Red flag: Last g/f thought he was too controlling
- Not into what she likes
- Physically violating her right to space
- Most of his negotiations with Megan are ultimatums/threats
- Guilt trip
- Control: shirt and sex
- Pressure her into things, including sex
- Stress, pressure are excuses for him to abuse Megan

Decisions: fun for me, what I want to do vs. how is Matthew going to feel?

“It's okay, this has never happened before”

“You don't know what it's like”

“Things are going to change, he's going to change.”

Theme questions:

Can you ever love someone enough for them to stop abusing you?

At what point would you get out of the relationship?

At what point would you approach a friend who was in a relationship like that?

What were signs of verbal abuse?

What red flags did you see for physical abuse?

What were some red flags of Matthew's emotional/psychological abuse?

Did Matthew rape Megan?

Although Matthew was under pressure from his Dad, does he have the right to treat Megan that way?

Did Matthew have a choice in how he treated Megan? Did Megan have a choice to use Anna's help or follow Anna's advice?

Guys and Relationship Violence
Session #6: Sexual dating abuse-sexual assault & rape

Objectives

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with coercive relationships / situations

SOL Compatibility

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Small Group Definition: Sexual dating abuse-sexual assault and rape

Handout: Rape definition

Safe Dates True/False Quiz & discussion (attached)

Human Relations Media-Matters of Choice: Teen Dating Violence (rape example) & discussion

VIRGINIA LAW

The following is a summary of Virginia Law regarding crimes related to sexual assault. For complete language see Code of Virginia, 18.2-61-67.5

RAPE
18.2-61

Sexual intercourse against a person's will by force, threat or intimidation, or through the use of the victim's mental or physical helplessness or incapacity.

Felony - 5 years to life

FORCIBLE SODOMY

Oral or anal sex against a person by force, threat or intimidation or due to the victim's physical or mental helplessness or incapacity.

Felony - 5 years to life

**AGGRAVATED
BATTERY
SEXUAL**

Touching against a person's will by force, threat or intimidation, and causes serious bodily or mental injury. And uses or threatens to use a dangerous weapon.

Felony - 1-20 years

SEXUAL BATTERY
18.2 - 67.4

Touching against a person's will by force, threat or intimidation or through the victim's mental or physical incapacity or helplessness.

Misdemeanor 1 year and/or \$1000.00 fine

Physical helplessness: unconsciousness or other condition at the time of the offense that renders the victim unable to communicate a lack of consent, and the accused knew or should have known.

Mental incapacity: a condition where the person can not understand the nature or consequences of the sexual act involved and the accused knew or should have known.

Sexual assault:

Any form of sexual violation against the will of another individual.

Sexual violence: Non-consensual

Accomplished through:

threat

coercion

exploitation

deceit

physical or mental incapacity

power of authority

SEXUAL ASSAULT – KNOW THE FACTS

Answer each question by using “T” for True and “F” for False

----- 1.	Sexual assault is about sex and passion.
----- 2.	When one or both people are under the influence of alcohol or any other mood altering chemical, it becomes harder to make a good decision about sexual activity.
----- 3.	Only females can be the victims of sexual assault.
----- 4.	Victims of sexual assault have medical and legal resources available to help them.
----- 5.	Incest is a form of sexual assault that occurs between family members.
----- 6.	You can tell when someone has been sexually assaulted because they will be crying and upset.
----- 7.	Sexual assault can not happen between people who are dating or married because these people are supposed to be having sex anyway.
----- 8.	Most sexual assaults occur between people who know one another.
----- 9.	There is an agency in Loudoun County that offers free help to survivors of sexual assault, both adults and children.
-----10.	Sexual assault can happen to people of any age, race, or socioeconomic class.
-----11.	When females wear short skirts and tight blouses, they are asking to be sexually assaulted.
-----12.	If two people are engaged in sexual activity and one decides to stop, but the other continues, it is not sexual assault.

PRESENTER'S GUIDE

SEXUAL ASSAULT - KNOW THE FACTS

Answer each question by using "T" for True and "F" for False

___ 1.	Sexual assault is about sex and passion. FALSE - Sexual Assault is about power and control
___ 2.	When one or both people are under the influence of alcohol or any other mood altering chemical, it becomes harder to make a good decision about sexual activity. TRUE: Also inform students that being drunk or high is no excuse for assaulting someone.
___ 3.	Only females can be the victims of sexual assault. FALSE: Males can also be victims.
___ 4.	Victims of sexual assault have medical and legal resources available to help them. TRUE: Hospital staff and law enforcement are receiving more and more training about how to deal with sexual assault. Mention LAWS Victim/Witness Services.
___ 5.	Incest is a form of sexual assault that occurs between family members. TRUE: Inform students that survivors of incest may be hesitant to report the abuse due to shame, threats from abuser, confusion, fear they won't be believed, etc.
___ 6.	You can tell when someone has been sexually assaulted because they will be crying and upset. FALSE: Each case is different and people respond in different ways.
___ 7.	Sexual assault can not happen between people who are dating or married because these people are supposed to be having sex anyway. FALSE: If the sex is forced and unwanted, it is wrong. Dating or being married does not give you permission to have it whenever you want.

----- 8.	<p>Most sexual assaults occur between people who know one another.</p> <p>TRUE: 85-90% of victims know the person who assaulted them.</p>
----- 9.	<p>There is an agency in Loudoun County that offers free help to survivors of sexual assault, both adults and children.</p> <p>TRUE: mention confidentiality, counselors coming to schools, groups, family support, court accompaniment, etc.</p>
----- 10.	<p>Sexual assault can happen to people of any age, race, or socioeconomic class.</p> <p>TRUE: No one is immune to sexual assault.</p>
----- 11.	<p>When females wear short skirts and tight blouses, they are asking to be sexually assaulted.</p> <p>FALSE: No one asks to be assaulted. You can't assume you know what people want by what they wear.</p>
----- 12.	<p>If two people are engaged in sexual activity and one decides to stop, but the other continues, it is not sexual assault.</p> <p>FALSE: People have the right to change their minds. If someone says NO and expresses discomfort with a sexual activity, it needs to stop.</p>

Guys and Relationship Violence Session #6: Alcohol and Consent

Objectives

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with coercive relationships / situations

SOL Compatibility

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

What is Consent? May I Have Your Pencil activity (or) Making Consent Real
VSDVAA Facilitators Guide

Alcohol Connection to Real Man/Strong Man “the Box”

Is alcohol used sometimes to determine “how much of a man” a guy is?

Media Education Foundation “Spin the Bottle: Sex, Lies, and Alcohol”

Discussion

Why is alcohol considered the #1 rape drug?

Guys and Relationship Violence Session # 7: Rapists and Rape Survivors

Objectives

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with coercive relationships / situations

SOL Compatibility

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

NJEP production: The Undetected Rapist

Discussion:

What did these guys think about the girls at the parties and the one’s they raped?

Do you think these guys thought about how their victims may feel?

Do you think other guys knew this stuff was going down?

What would you do if you saw this happening?

Defining “empathy”

Empathy: the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another; a life-long emotional intelligence tool

Defining “sexual coercion”

What are ways that someone can be sexually coerced?

Does someone feel like they have a choice if they are being “coerced” into doing something?

Legal Bias against Rape Victims: Mr. Smith **VSDVAA Curriculum Guide**

Guys and Relationship Violence
Session # 8: How can I help a survivor?

Objectives

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn assertive strategies for dealing with coercive relationships / situations

SOL Compatibility

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Reasons for not reporting-VSDVAA Curriculum Guide
Why People Stay in Abusive Relationships: Sam and Diane scenario-VSDVAA
Curriculum Guide
Rape Trauma Syndrome (RTS)

Rape Trauma Syndrome

Rape Trauma Syndrome (RTS) is a form of post-traumatic stress disorder (PTSD) that is experienced by survivors of rape and attempted rape. Not all survivors will experience RTS in the same way. Rather, this handout outlines possible reactions.

Stage 1: Acute Disorganization (days to weeks; three months common)

The survivor copes with immediate trauma and may find it difficult to care for self, perform on the job or in school, maintain relationships or get through the day.

- A. Immediate Reactions: Shock, disbelief. Common for survivors to seem either controlled, numb, emotionless, stoic OR expressed, visibly upset, fearful, anxious.
- B. Physical Reactions: shock, sleeping or eating changes, sexual disturbances.
- C. Emotional Reactions: fear, helplessness, repression, minimizing the incident, shame, self-blame, anger, revenge, mood-swings, overprotective, depression.

Stage 2: Denial (one to three months)

The survivor copes by distancing self from assault, keeping stress contained to regain sense of normalcy, and ability to function. Avoids discussion and thoughts of rape, attempts to forget, stops thinking of the assault every day, puts the rape “in the past”.

Stage 3: Long-Term Reorganization (six to 12 months)

Stress resurfaces and can no longer be contained. The survivor undergoes long-term changes to cope.

- A. Physical changes: vaginal problems, menstrual changes, headaches, stomach cramps, eating/sleeping disturbances, easily startled.
- B. Psychological Changes: experiences fear of crowds, being alone, sleeping, and locations reminiscent of the rape scene. Nightmares, flashbacks common.
- C. Social Changes: trades freedom for security, changes daily routine, stays home, drops out of school, changes time spent with family, moves, changes jobs, loses support from significant others.
- D. Sexual Changes: fear of sex, lack of sexual desire, increased frequency of sex.

Stage 4: Integration/Recovery (after reorganization)

Resolution: The survivor feels safe, normal and in control, can trust people, is no longer fearful, blames the rapist, expresses and resolves anger, integrates assault into personal history. May pursue legal actions and show compassion/advocacy for other survivors.

Note: time frames are approximate and assume the survivor discusses emotions soon after the assault and receives appropriate support. Without support, years, or decades may pass before the victim recovers. Additional traumatic events may re-trigger earlier symptoms.

1. What messages can come from family, friends, society, religion, etc. through recovery?
2. What will survivor’s friends think at different stages of recovery?
3. What factors make this process harder/easier for the survivor?

Guys and Relationship Violence
Session # 9: How can I help a survivor (continued)

Objectives:

- To understand the dynamics of sexual violence
- To dispel common myths associated with sexual violence
- To define and discuss victim blaming in cases of sexual violence
- To identify sources of information and support for preventing or correcting unhealthy behaviors and attitudes
- To learn how to help a friend who has survived rape or attempted rape

SOL Compatibility

Family Life Education Standards of Learning:

- (9.7) The student will interpret the effects and prevention of sexual assault, rape (including “date rape”), incestuous behavior, and molestation.
- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Voices of Courage audio cd: Barb’s story
Connect and review: Barb’s story and RTS
Antwane Fisher: Male survivors

Revisit the Antwane Fisher movie clip about male survivors.

Does our society view male survivors differently than female survivors?

Are male rape survivors as willing to report to the police?

How are male survivors viewed by guys who really buy into the “box” exercise?

1 in 33 men will be sexually assaulted in his lifetime

1 in 6 women will be sexually assaulted in her lifetime

In 2006, there were 272,350 victims of sexual assault-every 2 minutes

73% of rape victims know the person who raped them

Only 6% of rapists will ever spend one day in a lock up facility

How to help a survivor: What guys can do

Voices of Courage audio cd: Barb's Story
Outline and Discussion Questions

Theme: "Spirit is something no one destroys"

-speaks to the resiliency, inspiration, and strength of survivors

Q: Rape is about power and control being taken away from someone. How does Barb attempt, at first, to regain a sense of control over her body?

A: Through starving and depriving herself of food and nutrition. This sense of control over her body and the feeling that she did not deserve food because of being raped represents also the shame and self-blame that our society's view of rape and survivors inflicts upon survivors. Her anorexia-nervosa was a part of the trauma Barb faced after being raped. Stages 1 & 3.

Q: Barb was helping to counsel a teenage girl who had survived rape. Barb asked this survivor about her pattern of having unsafe sexual encounters with many different partners. The girl said to Barb, "you just don't get it do you-it's just easier being a thing." What does she mean by this?

A: This is an example of how survivors attempt to regain power and control. Some survivors may react in a way that they do not want to have any sexual interaction with existing partners or new partners (Stage 1 & 3). Other survivors may have sex frequently as a reaction to having this right taken away by them, as a way to reaffirm their sense that they have power and control over when and with whom they have sex.

Q: How does Barb compare the grieving process for losing a loved one in a car accident to how a survivor feels after being raped?

A: After Barb's sister died in a car accident, Barb had reactions similar to when she was raped. She mentions the following expectations people had for her after the accident: expected to be absent from school, not expected by adults and peers to be "normal", was expected to have bad days when the accident was especially on her mind, was expected to have nightmares of the incident, and she was not expected to talk frequently about the accident. RTS clearly shows that rape survivors undergo the same trauma, but society does not have nearly the empathy, understanding, or awareness of RTS and does not treat rape survivors the same as other "acceptable" trauma survivors.

Barb's story follows the following stages:

Anger

Denial

Flashbacks

Integration

How to Help a Survivor

1) Get immediate medical attention

The most important thing to do if someone comes to you as a survivor of rape or attempted rape is to review their options of getting medical attention. Especially if someone comes to you within 48-72 hours after being raped, this is the peak time for Sexual Assault Nurse Examiners (SANE) staff at the hospital to collect evidence that could possibly be used in a criminal investigation.

Keep in mind that your friend, partner, loved one, family member, is the most important person in this process. The survivor does not need to be forced into making a decision to go to the hospital if she/he does not want to. This person has just been forced to do something against their will.

The best thing for you to do is give them options and ways you can help out, such as drive them or get them a ride to the hospital or offer to sit with them in the waiting room.

2) Don't add to the violence

For many of us, if the survivor tells us who raped or attempted to rape them, and especially if we know the person, we will naturally be very angry. Our first inclination may be to want to call up our friends and go to their house and beat the crap out of that person. Actually, that is one of the worst things you can do.

Keeping in mind that the survivor is the number one priority, her/his safety is the most important. If you and your friends go and beat up the attacker, he could come back and hurt the person you care about again, or you could get hurt and in legal trouble, or your friend could be fearful that he could hurt her/him again. It is vital that you take a stand, not add to the violence, and instead turn your time, effort, and energy into helping your friend. Do your part to end the cycle of violence.

3) Listen

As friends, family, or partner of the survivor, you likely will have many questions, such as: Who did this to you? Where were you? What exactly happened? Were you at a party? The thing is, none of these questions matter. Your friend, partner, family member needs you right now to listen to them, to what their needs are. Talk less, and listen more. This person may want to tell you about what happened or they may not, it is vital that it is their decision.

4) Believe them

Out of all the ways that you can help someone who has been sexually assaulted or raped, the single most important thing you can do is believe what happened to them. It sounds simple, but many people believe in the myth that people falsely report rape all the time. This is not true. According the FBI crime reports, which analyze founded and unfounded crime reports, only 6-8% of all reports of crime are false, including reports of rape.

5) Refer them to counseling

There is only so much we can do as friends, family members, or partners. We are not professional counselors, so it is best to refer the survivor to see a counselor as soon as they are ready. Remember, do not force them to go, but give them options, such as the following:

LAWS crisis hotline: 703.777.6552 LAWS sexual assault services 703.771.9020

Guys and Relationship Violence
Session #11: Role of media in defining masculinity

Objectives

- To view positive and negative aspects of male peer pressure
- To encourage group members to critically think about the man they are and the man they want to be as an adult
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with the dominant story of masculinity in oneself, and begin to evaluate the pressure exerted to be considered a “real man”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

“Real man” box using magazine ads/pictures

This activity reinforces and reminds students about the impact of pop culture and media on how we view masculinity and how men are supposed to react to violence. Using current magazines allow students to work in groups to create posters.

What happens if you can't afford the clothes, jewelry, etc. in these ads?

Do guys actually wear this stuff?

Do these ads make a narrow definition for what a man should wear, how he should act, etc?

Does this “box” made out of the magazines look like the “box” we made at the beginning of the group?

Media Education Foundation: Tough Guise intro

Discussion

What are some of the potential effects on boys and men of trying to live up to our culture's ideal of physical size and strength? Emotional effects? Health effects? What is the relationship between cultural ideals of male strength and steroid abuse?

Do you feel that the media simply reflect changes in society, or do they in some way inspire change? If the former, why was the stereotypical size of the "masculine" male so much smaller in the past? If the latter, explain how and why you feel individuals are susceptible to media influence?

Guys and Relationship Violence
Session #12: Role of media in defining masculinity

Objectives

- To view positive and negative aspects of male peer pressure
- To encourage group members to critically think about the man they are and the man they want to be as an adult
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with the dominant story of masculinity in oneself, and begin to evaluate the pressure exerted to be considered a “real man”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Discussion and recap of Tough Guise
Tough Guise: Constructing Violent Masculinity

Discussion

If the glamorization of violence by media and other parts of our culture sometimes inspires actual violence, why is it that girls and women who are surrounded by the same media environment are so much less likely than boys and men to commit violence?

Given that media glamorize violence (something those in the industry admit as a problem themselves), and assuming that this glamorization can lead males, in particular, to commit violent acts, why is it that so many more males exposed to the same imagery do not commit acts of violence? Does this suggest there's something more than biology going on here?

Tough Guise: Sexualized Violence

Discussion

Much of the political controversy surrounding pornography focuses on the degrading depiction of women as two-dimensional sexual objects for men's pleasure. Yet men finance, produce, and consume the vast majority of pornography. What does pornography teach us about men?

Guys and Relationship Violence
Session #13: Role of media in defining masculinity

Objectives

- To view positive and negative aspects of male peer pressure
- To encourage group members to critically think about the man they are and the man they want to be as an adult
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with the dominant story of masculinity in oneself, and begin to evaluate the pressure exerted to be considered a “real man”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Tough Guise: Invulnerability

Discussion

Why is there such a disparity between men and women in terms of alcohol abuse rates? Drinking and driving accidents? What are some of the ways that men's use or abuse of alcohol or other substances are linked to their gendered experience as men?

Tough Guise: Better Men

Wrap up discussion

What is courage? What is the difference between physical courage and moral courage?

Cite examples of each.

How do you define a "better man"?

Guys and Relationship Violence
Session #14: Role of media in defining masculinity

Objectives

- To view positive and negative aspects of male peer pressure
- To encourage group members to critically think about the man they are and the man they want to be as an adult
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with the dominant story of masculinity in oneself, and begin to evaluate the pressure exerted to be considered a “real man”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Media Education Foundation: Wrestling with Manhood

Taking Wrestling Seriously

Discussion

Making Men

Discussion

Normalizing Gender Violence

Wrap Up Discussion

Guys and Relationship Violence Session #15: The Strongest Man You Know

Objectives:

- Provide a meaningful conclusion to the group process
- To increase respect for self and others
- To identify dominant traits that are associated with traditional notions of masculinity
- To recognize traits associated with the dominant story of masculinity in oneself, and begin to evaluate the pressure exerted to be considered a “real man”.
- To identify “counter stories” of masculinity that reflect positive and realistic characteristics of masculinity

SOL Compatibility

Family Life Education Standards of Learning:

- (10.2) The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.
- (12.3) The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Health Education Standards of Learning:

- (9.2) The student will analyze and evaluate the relationship among healthy behaviors and comprehensive wellness.
- (10.2) The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Activities

Review of Strongest Man You Know activity

5 Ways Men are affected by rape (from Men Can Stop Rape p. 68)

Changing Social Norms

Communicate During Encounters

We have talked about how consent needs to be a yes, so ask when you are in doubt as to what your partner is thinking, if they want to go to the next level.

Rape Jokes

“The Redskins raped the Cowboys last night”. As we have learned by now, rape is not something to joke around about plus, what if a survivor hears someone joking around about rape and they relive that experience over again. You don’t have to stop joking around; just don’t bring rape into it.

Speak Up

If you hear a friend or teammate bragging about how they had sex with a girl who was too drunk to give consent, I encourage you to step up and say something. More than likely other people around you are feeling uncomfortable with this sort of talk as well, so be bold, have courage, and say something to the guy.

Post-Test