

Welcome to Haven

This program focuses on important issues impacting college students including relationship violence, sexual assault, and stalking.

Sexual and relationship violence occurs too frequently and can impact anyone; it doesn't matter what your age, race, ethnicity, gender, sexual orientation, or socioeconomic status might be.

A community problem, relationship violence takes a community effort to help reduce the number of incidents. You will learn how to make a difference on your campus during the rest of this learning experience.

As we talk about these important issues, we want you to keep a few things in mind:

1. Even if you are not directly impacted by dating violence, sexual assault, and stalking, chances are you know someone who is. It's important that we all learn about these issues so we can support the people close to us and help create a safer campus for everyone.
2. Given that these issues can impact all students on campus, we include language and scenarios that are inclusive of multiple identities, backgrounds, and experiences. Although some of the content might not relate to you directly, we encourage you to reflect on the key concepts presented in the program.
3. These can be very sensitive issues for some students. If you feel uncomfortable at any point, we encourage you check out some of the resources available to you nationally and on your campus.

If you have experienced some form of violence or harassment, we hope this program helps you continue to gain closure on your past experiences and support others in your community. Above all, remember, you are not to blame for what happened. Do what you need to heal: seek counseling; connect with friends and family, etc. Think about safety planning, if necessary. If you choose to report an incident: there are both confidential (medical, counseling, and clergy) and non-confidential (resident associates, public safety directors and associate Directors, etc.) reporting sources – this may vary campus to campus or state to state.

As this course is intended to engage all students in supporting and creating a safe and healthy campus climate, we encourage you to feel a part of that

movement. Your voice, your experience, and your perspective matter in changing the culture of sexual violence.

This program contains information and scenarios related to sexual assault, relationship violence, and stalking. We use stories and interactive learning activities to help students learn many concepts, including the cultural factors that impact violence, how to build healthy relationships and identify “red flags,” and how to be active and effective members of your campus community.

If, at any time, you feel that you might want to talk to someone or get more information, your campus and community can offer many helpful resources and ways to get involved.

Haven is split into the following 7 modules:

1. Introduction
2. Connections
3. Be Yourself
4. Join the Conversation
5. Creating Community
6. Explore Your Options
7. Next Steps

Module 1: Introduction

Module one, the Introduction module, is a video called Connection Points.

When one in five women report experiencing an attempted or completed rape in college, and 90% of them knew the person who assaulted them (classmates, friends, acquaintances, boyfriends, ex-boyfriends); when sexual assault and relationship violence impact men, and so many of the women they care about (sisters, mothers, friends, dating partners); when most people who see a problematic situation want to do something but don't, then it is time for a change. And it is happening on campuses across the country. Students are becoming sources of power, sparking change through respect, personal choice communication, support, and action. Make the connection, it's time to build the communities we want to live in.

Module 2: Connections

Module two, Connections, is split into four parts - What Do You Value, What I like about You, Can You Spot the Red Flags, Types of Relationship Violence

Module 2 Part 1: What Do You Value?

Whether it's just hanging out or something more serious, we all want good relationships. But what makes a good relationship? How do our values influence how we act and what we want or expect from others?

Here is a list of different values that people may have. Think about the top five values that are important to you.

- Ambition
- Communication
- Courage
- Humor
- Independence
- Intellect
- Laughter
- Loyalty
- Respect
- Open mindedness
- Compassion
- Honor
- Honesty
- Integrity
- Kindness
- Listening
- Love
- Strength

By becoming more mindful of what's important to you, you can incorporate these values into how you interact with friends, family, dating partners, and members of your campus community.

Module 2 Part 2: What I Like About You

A short video on what people value in relationships.

Text on screen: What do you value most in a relationship? Male voice, "Someone I can talk to, laugh with, someone who gets me."

Text on screen: Listening. Female voice, “Someone who listens to me, doesn’t interrupt me or try to talk over me, someone that I can talk with.”

Text on screen: Independence. Female voice, “I don’t want to be joined at the hip. I just want to hang out and have a good time.” Male voice, “I really don’t have time for a girlfriend. It would be like taking an extra two classes.”

Text on screen: Kindness and Humor. Female voice, “Funny, sensitive, smart, kind, but I think funny is number one.” Male voice, “Someone who shares my values, my faith is really important to me.”

Text on screen: Comfort, Respect, Integrity. Female voice, “Someone who loves my friends and my dog.” Male voice, “Trust; laughter.” Female voice, “Someone who really respects the things that I want to do, the things that I want to become, and who I am now.”

Text on screen: Communication and Honesty. Female voice, “Someone I can be myself with.”

Knowing what you value and what you want goes a long way in helping you seek out positive traits in other people and build healthy relationships. It’s important that you can identify the red flags (or warning signs) for unhealthy and even dangerous relationships.

Module 2 Part 3: Can You Spot The Red Flags?

Intimate partner violence (or IPV) is a pattern of assaultive, coercive, and/or abusive behavior that a person uses to control or dominate a current or former partner.

Among young adults, this behavior is sometimes called dating violence. If the two people live together, it may be referred to as domestic violence.

Violence in relationships can take many forms. It’s important to recognize the signs, so we’ll present five different relationship situations that will test your knowledge about IPV. For each relationship vignette, think about how you feel about aspects of the relationship described. Do you detect any warning signs (or red flags) for IPV?

First situation is with Arianna and Andre:

Arianna constantly puts Andre down and insults him in front of others. He can’t seem to do anything right in her eyes – she calls him out on the way

he dresses, what food he orders, and every little word he says. What does this behavior signal to you?

Would you raise a green flag indicating, "It's probably okay;" a yellow flag indicating, "I'm not too sure;" or a red flag indicating, "This is definitely not okay."

Feedback for green flag: Arianna might think she's being playful or funny, but Andre doesn't seem to be on the same page. How does Andre feel about her remarks?

Feedback for yellow flag: Arianna needs to think about what she's saying and the potential impact on her partner.

Feedback for red flag: It is definitely not okay to make someone feel worthless and insignificant. It's not playful – it's hurtful.

Here's what the experts say: This is a red flag. Constant put-downs and humiliation are signs of emotionally abusive behavior. Insults and other verbal and emotional abuse have no place in a relationship of mutual respect. These behaviors can also be indicators that someone could become physically or sexually abusive.

Next is Brad and Malik's relationship:

Sometimes when Malik leaves his phone unattended, Brad checks it to see who Malik has been texting and how frequently. What does this behavior signal to you?

Would you raise a green flag indicating, "It's probably okay;" a yellow flag indicating, "I'm not too sure;" or a red flag indicating, "This is definitely not okay."

Feedback for green flag: People in relationships should be open and honest, but what about respecting each other's privacy?

Feedback for yellow flag: Brad has a little bit of a jealousy issue, and relationships are supposed to be all about trust, right?

Feedback for red flag: Dating or not, we all deserve our privacy. Brad is crossing a line.

Here's what the experts say: Brad's behavior is a red flag. Checking someone's phone, email, or social network accounts without their permission can be a sign of distrust or insecurity. Even if Brad has reason to be jealous, privacy invasion is unacceptable. Healthy relationships involve communication, trust, and respect. Were these values you listed as important?

Third situation is with Tasha and Kyle:

Since Tasha started seeing Kyle, she hasn't been hanging out with her friends like she used to. She dresses differently and sometimes acts closed off when friends try to talk with her. She tells you that Kyle wants them to spend all their time together. What does this behavior signal to you? Think about which flag you think is appropriate

Would you raise a green flag indicating, "It's probably okay;" a yellow flag indicating, "I'm not too sure;" or a red flag indicating, "This is definitely not okay."

Feedback for green flag: It's natural to want to spend a lot of time with someone you just started seeing, but what if you are being pressured to change yourself?

Feedback for yellow flag: Tasha's friends notice that she's acting differently and she's not around as much. They might be on to something.

Feedback for red flag: It doesn't seem like Kyle cares about what Tasha wants, and that's a problem.

Here's what the experts say: This is a red flag. It's normal to want to spend time with someone, but it is not okay to isolate someone from family or friends. In a healthy relationship, people respect each other's boundaries and support what (and who) is important to the other person.

The fourth vignette is with Britney and Alice:

Britney broke it off with Alice over a month ago, but Alice keeps texting her excessively. Yesterday she just showed up at Britney's apartment without warning. Alice tells you that Britney doesn't know it, but she's been keeping tabs on her for a while. What do you think about this one, and which flag do you think it falls under?

Would you raise a green flag indicating, “It’s probably okay;” a yellow flag indicating, “I’m not too sure;” or a red flag indicating, “This is definitely not okay.”

Feedback for green flag: It’s definitely hard to let someone go after a breakup, but this is too much.

Feedback for yellow flag: The way Alice is acting seems over the top. She has to let her go.

Feedback for red flag: The non-stop texting is definitely too much, and showing up at her home is just creepy, as well as, potentially, illegal.

Here’s what the experts say: This is a red flag. Stalking is a pattern of behavior that is repeated, unwanted, and would cause reasonable person to feel fear. It is a crime in all 50 states. Stalking behaviors include: following someone, watching them from a distance, and/or unwanted communication (face-to-face, phone, texts, gifts, or other means).

Last is Marcus and Jade’s relationship:

Jade tries hard to please Marcus, but sometimes Marcus gets angry with her. He often loses his temper and sometimes shouts obscenities at her, even around other people. Think about which flag you would choose to identify for this relationship.

Would you raise a green flag indicating, “It’s probably okay;” a yellow flag indicating, “I’m not too sure;” or a red flag indicating, “This is definitely not okay.”

Feedback for green flag: People do raise their voices a lot, especially if they are passionate about something. But, they don’t have to.

Feedback for yellow flag: Well, Marcus could calm down and start treating Jade better.

Feedback for red flag: If he’s willing to act like this even in front of other people, who knows what he is capable of doing when no one else is around?

Here’s What the Experts Say: Marcus’s behavior is a red flag. Expressing your feelings is a good thing, but an explosive temper and mood swings can signal danger. Verbal abuse is harmful. It can also be an indication that

someone could become physically or sexually abusive – physical or sexual violence in relationships often starts with verbal abuse.

One of these red flag behaviors alone may or may not indicate a problem, but several or repeated red flags could be cause for real concern.

A person might be experiencing relationship violence if they:

- Talk about their partner's jealousy or possessiveness
- Fear displeasing their partner
- Receive excessive phone calls, texts, emails from their partner
- Endure humiliating language or are made to feel bad about themselves
- Spend less time with friends than usual

Module 2 Part 4: Types of Relationship Violence

Relationship violence can take many forms and impacts more people than you might think. In fact, over 40% of college students have experienced some form of relationship violence. Citation for this statistic is: Forke, Myers, Catalozzi, and Schwarz, 2008.

Often, abuse cycles between one or more controlling or dominating behaviors. Sometimes an abuse partner will apologize and change his or her behavior for a short time, but the violence often reoccurs.

We have identified 6 types of relationship violence: Verbal, Emotional, Financial, Sexual, Physical, and Electronic.

Insults, humiliation, name-calling, and threats fall under Verbal abuse. Emotional relationship abuse can consist of intimidation, isolation, threats (including threats of suicide), withholding affection, and destroying property. Financial abuse can occur when someone interferes with income or ability to work, or when they control finances. Signs of sexual violence are: unwanted touching, nonconsensual sex, controlling sexual situations or access to contraception. Slapping, shoving, hitting, kicking, biting, and strangling are types of physical relationship violence. And lastly, electronic abuse consists of unwanted texting, phone calls, emails, messaging, monitoring social network sites, and stealing passwords.

Stalking is also a type of harassment that can occur inside or outside of a relationship.

A few facts about stalking and harassment are: over 13% of college women have been stalked; 1 in 19 men have been stalked; people ages 18 to 24 experience the highest rates of stalking; 4 of 5 victims know their stalker; technology is a primary tool used by stalkers.

If a relationship involves stalking or other intrusive or abusive behavior, it's important to take action. Seek help or advice as soon as you safely can — and look forward to a future with the healthy relationships you deserve.

What to do if someone is stalking you?

- Don't answer the phone or door if you don't know who it is.
- End all communication with the person who is stalking you. Don't get into arguments or pay attention to them – that's what they want!
- Let family, friends, and your employer know you are being stalked. Show them a picture of the person.
- Talk to a teacher, friend, administrator, or counselor who can help you decide how to deal with the situation.
- Write down the times, places, and detailed summaries of each incident. Keep all emails or texts.
- Consider contacting police if stalking persists despite your efforts to end it.
- Consider obtaining a restraining order, but evaluate the pros and cons of doing so. Sometimes it can escalate the violence.
- Change your routine so the stalker is less able to predict your whereabouts.

What about cyber stalking?

- Do not meet anyone you've met on the internet in person.
- Don't share personal information (name, phone numbers, addresses, etc.) in online public places.
- Consider creating separate email accounts for social networking sites or other sites that require personal logins. (Good way to reduce your spam too!)
- Use filters and blockers to block unwanted emails.
- Send a clear message to a cyber stalker that you do not want further communication and will contact authorities if messaging continues.
- Save all communications from a cyber stalker.

In the next section, you can check out ways that cultural messages about gender and sexuality can influence us.

Module 3: Be Yourself

There are four parts in Module 3 – Culture and Expectations, Mind Matters, Sexual Assault in College, and My Take.

Module 3 Part 1: Culture and Expectations

No one wants to be put in a box, yet our culture often tries to characterize men and women using lots of stereotypes.

First we are going to take a look into some of the different female stereotypes. What messages can society – particularly American society – send about how to “behave like a woman”?

“Emotional” is the first female stereotype we will look at. Think about how you would complete the following statement: I think that if a society teaches women (more than men) to feel and show emotions, then women are more likely to (blank). Complete this statement with one of the following four options:

- A) Overreact in certain situations
- B) Be more self-aware
- C) Be better communicators
- D) I don't think society influences emotional behavior

Think about it, emotions are totally natural. In fact, recognizing and positively expressing emotions is an important part of being self-aware, communicating, and being an adult!

How can people in relationships learn to express themselves effectively when they are feeling excited, scared, angry, hurt, or sad?

“Nurturing” is the next female stereotype we will explore. Think about your response to the following question: Do you think our society typically expects women to be more nurturing than men?

- A) Yes, we seem to expect women to be more caregivers.
- B) No, men are typically expected to be caregivers.
- C) Both men and women are taught to be nurturers.
- D) Neither men nor women are expected to be nurturers.

Think about it, nurturing can be great trait in relationships. Who wouldn't want to be with someone who is kind and caring and looks out for you? Taken to an extreme, could this behavior lead to tolerating unhealthy, unacceptable actions, such as devaluing or abusing someone?

The next stereotype is "sexy/flirtatious." Think about your response to the following question: Do you think contemporary American culture teaches women that they should be flirtatious and sexy?

- A) Yes, women are expected to be sexual and flirty.
- B) No women are taught to be innocent and conservative.
- C) I think women get mixed signals about these behaviors.
- D) I don't see these behaviors being promoted in American culture.

Think about it, there isn't anything wrong with wanting to feel sexy, yet when women dress sexy or act flirtatious, they are sometimes considered "easy" or "slutty." Similarly, women who do not act hypersexual can be called prudes or uptight. Men and women aren't always held to the same standards of sexual behavior. What words do we use to describe men who have a lot of sex? What about women? How do these stereotypes affect intimate relationships or how we view other people?

The last female stereotype we will look at is "passive." Do you think our society associates passiveness with female behavior more than male?

- A) Yes, women are generally taught to be quiet and passive.
- B) No, women are mostly taught to be assertive and aggressive
- C) Men and women are equally encouraged to be passive.
- D) Neither men nor women are encouraged to be passive.

Think about it, in some circumstances accepting another person's preferences – or "going with the flow" – is appreciated. However, viewing women as generally passive can create the expectation that women will go along with anything if another person takes the lead. This way of thinking could be dangerous if it leads someone to disrespect a woman's choice or exploit her, or if it teaches women to not be assertive in risky situations.

Are you comfortable with the way American society sometimes defines femininity? Rate yourself on a scale from 1 meaning not at all comfortable to 10 meaning completely comfortable.

Research indicates that most women (and men) feel constrained and uncomfortable by society's messages and expectations about gender. The

next time a friend says or does something that challenges gender stereotypes, you might want to express your appreciation.

Now let's explore some different stereotypes about men. What messages can society – particularly American society – send about how to “act like a man”?

The first male stereotype we will look at is “tough.” Think about how you would complete the following statement: In your opinion, a society that tells men to be tough encourages men to (blank). Complete this statement with one of the following four options:

- A) Resist showing any emotion
- B) Work to overcome challenges and adversity
- C) Not back down from a fight
- D) I don't think our society teaches men to be tough

Think about it, being tough certainly has its place, especially when it doesn't come across as too “macho” or insensitive. Tough can mean protective and resilient, traits that help people overcome challenges and adversity. But have you ever heard words like these used to describe men who aren't acting tough: “Don't be such a pussy,” or “You're such a little bitch”? When these phrases are used towards men, what do they convey about views of women?

The next male stereotype is “competitive.” Think about your response to the following question: Do you think our society teaches men to be more competitive than cooperative?

- A) Yes, our culture rewards men who are competitive.
- B) No, our culture rewards men who are cooperative.
- C) Our culture teaches men to balance cooperation with competition.
- D) Our culture encourages neither competition nor cooperation.

Think about it, there's nothing wrong with trying to be your best. But if competitiveness leads to putting others down or picking on someone, that's not okay. What about boasting about one's number of sexual partners – is that what it means to be confident? Do you think “nice guys” really finish last? Can you think of a time when you've admired a male friend for their cooperative nature?

“Aggressive” is the third male stereotype we will explore. Think about your response to the following question: Do you think our society associates aggressive behavior more with men than women?

- A) Yes, men are encouraged to be more aggressive.
- B) No, women are encouraged to be more aggressive.
- C) Men and women are both encouraged to be aggressive.
- D) Neither men nor women are encouraged to be aggressive.

Think about it: Sometimes being aggressive can give someone an edge. In certain circumstances, taking initiative and pushing for what you want can pay off. However, if men feel pressure to be sexual initiators, to have many sexual partners, or to “not take no for an answer,” being aggressive can have serious negative consequences. What do you see as the positive or negative aspects of being aggressive?

The last male stereotype is “confidence.” Think about how you would complete the following statement: When it comes to self-confidence, I think our society mostly teaches men to (blank). Complete this statement with one of the following four options:

- A) Be overly confident
- B) Try not to express their insecurities
- C) Balance confidence and insecurity
- D) I don’t see these effects.

Think about it, confidence that is not arrogant is generally a positive, attractive quality. Confidence can be refreshing, inspirational, and totally sexy. So, why is it sometimes challenging to communicate confidently and honestly in sexual situations? Or speak out against things like sexist language, abusive behavior, or sexual assault?

Are you comfortable with the way American society typically defines masculinity? Rate yourself on a scale from 1, meaning not at all comfortable to 10, meaning completely comfortable.

Research indicates that most men (and women) feel constrained and uncomfortable by society’s messages and expectations about gender especially in American Culture. Next time a friend says or does something that challenges gender stereotypes, you might want to express your appreciation.

Although movies, television, music, and magazines often depict men and women using stereotypes, real people don't typically fit into rigid stereotypes. Recognizing sources of cultural stereotypes is one way to begin to understand how culture affects attitudes, language, and behaviors. And once we've identified how these stereotypes can play into our lives, we can begin to question and challenge them.

Module 3 Part 2: Mind Matters

Here we consider how stereotypes and other cultural factors contribute to the prevalence of rape, sexual assault, and relationship violence.

In the next activity we will give you a negative influence and then replace it with positive and community values.

The first negative influence is stereotypical views of gender. Replace it with independence, open-mindedness, and authenticity.

The next negative influence is demeaning language or derogatory jokes. Replace it with awareness, empathy, and sensitivity.

Sexual and physical violence is the third negative influence. Replace it with safety, love, and health.

Negative emotional and verbal insults are the fourth negative influence. Replace them with encouragement, support, and respect.

Last, sexist and homophobic messaging in movies, TV, and music. Replace these with individualism, integrity, and equality.

Do these positive messages align better with your own values?

In addition to recognizing how cultural factors contribute to sexual violence in a society, it's important to understand how sexual assault impacts a college campus, which leads us into part three of this module.

Module 3 Part 3: Sexual Assault In College

Sexual assault is any form of sexual contact that occurs without consent and/or through the use of force, threat of force, intimidation, or coercion. Think most sexual assaults on college campuses are committed by stranger hiding in a dark alley or behind the bushes? Think again.

Did you know? 90% of women who are sexually assaulted in college know the person who assaulted them. 60% of college assaults occur in the survivor's residence hall. One in thirty-three men (including 11.7% of gay or bisexual men) are victims of an attempted or completed rape. One in five women experience some form of sexual assault in college.

Knowing that sexual assault is happening in our communities, in places where we are every day, we can find opportunities to notice and take action when things aren't right. Let's build safe, supportive communities.

Less than half of sexually assaulted college students report their attack. Some students choose not to report because of fear of not being believed or being stigmatized. Others don't realize that sexual assault is a crime. However, perpetrators can face criminal charges, and schools may have substantial punishments as well (judicial hearings, expulsion, etc.).

When sexual assaults are not reported by victims and/or bystanders, chances increase that the perpetrator will victimize again.

When we think about sexual assault on campus, it's important that we understand the issue and recognize the contributing cultural factors. We must also be sure we act in accordance with our own values, not those of media or other influences.

Module 3 Part 4: My Take

Text on screen: That Guy

Male voice: "Well, it wasn't like he was trying to be a jerk, but his attitude and language was insulting, saying things like: 'She's such a dumb slut...' stuff like that. I was just a freshman at the time and kept my mouth shut for a while, you know, thinking that the other guys on the team were okay with it. But when I got to know them better, it was clear that most of them were like me – guys who like women—we have sisters, mothers, women friends... Even as a freshman, I was like, does putting women down make you feel big or something?"

Text on screen: Enough

Male voice: "At some point, I just had enough. We're letting that guy make the rest of us look bad. I didn't want the team's reputation to be that we're just like him. Seriously, I mean what women want to hang out with a group of guys who everyone thinks are obnoxious jerks? You know?"

Text on screen: Speaking Out

Male voice: “So, now, when some guy starts talking like that, sometimes I’ll just give him a look— (demonstrating silent stare)—like, “Really?” (laughing) ‘cause sometimes a *look* is all it takes and sometimes I’ll say something. I don’t attack him or anything; I just say something like, ‘Whoa man, that’s not cool.’ Or, ‘Wow, dude, that’s harsh.’ Or I might say something to bring it home for him, like, ‘How would you like it if someone said something like that about your sister?’” And the other guys back me up, especially after I pointed out that it was really hurting the team. (shrugs) It’s not like we’re trying to be heroes, we just don’t want to be lumped in with “*that guy*”. I mean think about it: we want to be the guys women *want* to hang out with. Not the ones they try to avoid.

Text on screen: Degrading language, jokes, and attitudes hurt everyone. Let’s build supportive communities.

Module 4: Joining the Conversation

Joining the Conversation is broken up into six parts – What Are Your Communication Strengths?, Can You Read between the Lines?, This Is Not Consent, Did You Know?, Voices for Consent, and Stepping In.

Module 4 Part 1: What Are Your Communication Strengths?

Everyone has a role to play in creating a safe and healthy campus, and different situations may require different types of communication (and communicators).

What are your top three communication strengths from the list below? You can also think of your own.

- I give others my undivided attention.
- I express my needs, wants, and opinions clearly.
- I am considerate of other when expressing myself.
- I ask for clarification when I’m unsure about something.
- I use humor to defuse difficult situations.
- I’m good at building consensus in groups.
- I choose my words carefully.
- I am good at influencing and motivating people.
- I respect what other people have to say.
- I am calm and levelheaded even in difficult situations.

Based on your communication strengths and personal values, consider how you might respond in situations like these:

- A friend tells you that they were sexually assaulted.
- A person is using sexist or derogatory language.
- An acquaintance is in a situation with the potential for sexual assault.

The important thing to remember is that when it comes to responding to difficult situations, you have a lot of options. There are multiple ways you can use your values and communication style to have a positive impact.

Module 4 Part 2: Can You Read Between the Lines?

We are going to see how well you can read between the lines in a scenario with Jackie and Damien.

Jackie and Damien have been dancing very close all night. Damien whispers, “Do you want to come back to my apartment so we can be alone?” Which of these responses would indicate a clear, explicit answer?

- A) “No, let’s stay here. I don’t want to move too fast.”
- B) “Yes! Let me get my jacket.”
- C) “Oh, I don’t know...”
- D) A and B are both explicit responses.

Both A and B (a verbal “No” or “Yes”) are explicit responses. Saying “I don’t know” is not a clear, explicit answer. An ambiguous response like C (Oh, I don’t know) means that Jackie and Damien need to talk more about what they want and don’t want.

Let’s say that Jackie and Damien decide to go back to his apartment where Damien suggests they take things further. There are many responses one could have in a potentially sexual situation like this, but what do they mean?

For each of the five responses below, think about if Jackie is giving an explicit “Yes,” “No,” or something in-between “Yes” and “No.”

Response 1: Jackie responds by laughing and saying, “I think I’m Drunk.” Is this an explicit “Yes” or “No?” Or is this something in-between?

Response 2: Jackie responds by shrugging her shoulders. Is this an explicit “Yes” or “No?” Or is this something in-between?

Response 3: Jackie responds by looking at Damien, smiling. Is this an explicit “Yes” or “No?” Or is this something in-between?

Response 4: Jackie responds by caressing Damien’s arm. Is this an explicit “Yes” or “No?” Or is this something in-between?

Response 5: Jackie responds by kissing him. Is this an explicit “Yes” or “No?” Or is this something in-between?

Think about it: Could two people interpret the same message differently?

Could wanting to hear something impact one’s interpretation?

How could alcohol affect communication?

Interpreting nonverbal communication is risky because it can be – and often is – misinterpreted.

If you aren’t positive that someone is consenting to something, don’t move forward in any way.

The best way to know whether someone consents is by asking, giving them a chance to say “Yes” or “No,” and then respecting their decision.

You can also ask someone to clarify if their response seems ambivalent or you are sure.

On the other hand, if someone is invading your personal space or disregarding how you feel, these may be warning signs.

If you don’t receive a clear, explicit message of enthusiastic consent, don’t have sex.

If someone is intoxicated or you are unsure whether they are capable of giving true consent, don’t have sex.

The safest and most clear message of consent is a verbal “Yes” from someone who is not intoxicated and not pressured in any way. If you don’t have that, don’t have sex.

What if you see someone else in a situation where mutual consent is not occurring? Maybe one person is behaving in a disrespectful or aggressive manner, or using alcohol to impair and take advantage of someone else.

Perhaps one person is not responding to another's physical or verbal advances, or is subtly (or not so subtly) pushing them away, or just looking really uncomfortable. What if the person is too intoxicated to provide consent?

If you're pretty sure there is no clear, sober 'Yes' happening between both people, there is a lot you can do to help stop the situation. We'll show you some simple ways to do that later in this program.

Module 4 Part 3: This Is Not Consent

Consider the following three scenarios:

Person A: "You know what I want to do to you?" Person B: "Zzz zzz." Person A: "Hmph. Get you a pillow evidently."

A person who is passed out cannot consent to sex.

Person A: "Let's go watch a moving in my room." Person B: "Okay, just a movie this time." Person A (thought bubble): "Guess I won't be having sex tonight."

Going to someone's room is not consenting to sex.

Person A: "Let's go to bed." Person B: No response. Person A (thought bubble): "Ill take that as a no."

Silence is not consenting to sex.

Module 4 Part 4: Did You Know?

Sexual assault is any form of sexual contact that occurs without consent. It may occur through the use of verbal, emotional, or physical force, intimidation, or coercion.

Below is a list of 8 different ways a person could try to get someone else to have sex with them. Think about whether these are coercive or consensual.

- Situation 1: Spreading rumors or threatening one's reputation. Is this coercion, consent, or are you not sure?
- Situation 2: Intimidating or bullying. Is this coercion, consent, or are you not sure?

- Situation 3: Manipulation, trickery. Is this coercion, consent, or are you not sure?
- Situation 4: Isolation from anyone who would help. Is this coercion, consent, or are you not sure?
- Situation 5: Instilling fear. Is this coercion, consent, or are you not sure?
- Situation 6: Constant verbal pressuring. Is this coercion, consent, or are you not sure?
- Situation 7: Loosening someone up with alcohol. Is this coercion, consent, or are you not sure?
- Situation 8: Not taking “No” for an answer. Is this coercion, consent, or are you not sure?

All of these behaviors are examples of coercion. None are examples of mutual consent.

Using coercion is not an acceptable way to get what you want sexually. It's taking advantage of someone, and can have serious consequences.

There is absolutely no room for pressure or force when it comes to hooking up.

When it comes to coercion, alcohol is considered the number one rape drug and the number one tool that perpetrators use to lower their victims' defenses. In fact, research indicates that alcohol is involved in about 75% of all sexual assaults on campus.

Alcohol can alter peoples' judgment, motor control, and communication.

Alcohol can be used to decrease a person's ability to detect risk or risky people.

Alcohol can be used to impair a person's ability to resist an assault.

Alcohol can affect communication, including the ability to give (and interpret) consent.

Remember: It's never the victim's fault for being sexually assaulted, no matter what they wear, how they act, or how intoxicated they are.

Someone who has consumed a lot of alcohol is not capable of giving true consent, and intentionally using alcohol to take advantage of someone sexually is sexual assault.

If you are unsure if someone is capable of giving true consent, don't have sex. And if you see a situation in which someone is unable to give consent, consider doing something to help them.

Module 4 Part 5: Voices for Consent

Video Start

Text on Screen: Communication is important in relationships whether or not you are sexually active.

Text on screen: For people who decide to have sex, mutual consent is critical... and can be fun!

Female voice, "You know... whether it is going to dinner, or listening to music together, or whatever. I always ask, 'What would you like to do?'"

Text on screen: I'd really like to... Would that be okay with you?

Female voice, "Even like a foot rub, some people don't like their feet touched. Nobody wants to do stuff they're not into."

Text on screen: How does that sound to you?

Male voice, "I'm just like... talk to me, tell me what you like or what you don't like."

Male voice, "He was all, 'I'm going for it. Guys gotta take control, am I right?' And I'm just like, 'Uh... no, not if the other person isn't into it.'"

Text on screen: All right if I kiss you there? Can I touch you here? What would you like to do?

Male voice, "Yeah you could tell she is into you, but just because she is into you doesn't mean that she is wanting to, you know 'get down.' You need a sober, yes, consent."

Female voice, "You both just have to find ways to talk about what you want, and what you don't want. It can be romantic; it can be sexy, playful."

Male voice, "You can make it hot. You can make it fun. It doesn't have to be all awkward and weird. It's pretty simple."

Female voice, "If you're not sure your partner is comfortable with something..."

Voices together, "You ASK!"

Video End

Module 4 Part 6: Stepping In

We are now going to provide you with a scenario that has four scenes, involving a student named Parker.

- Scene 1: Parker is talking to some friends early in the night and says: "This party is gonna have a ton of hot chicks. I will definitely be taking one home!"
- Scene 2: Parker is looking at a female sitting on a couch, saying: "I think I just found my girl. Looks like someone could use another drink."
- Scene 3: Parker is sitting next to the female student on the couch, rubbing her leg and saying: "You're really beautiful, you know that?"
- Scene 4: Parker says to the girl, who looks visibly intoxicated: "Let's get outta here. You can stay with me tonight."

During which scene did you first feel uncomfortable, or did you not feel uncomfortable?

- Scene 1: The language Parker used, "I will definitely be talking one of them home," doesn't leave any leeway for his partner to decline.
- Scene 2: There is nothing illegal about him saying he "found his girl," but in this context, it implies manipulation and control. What about mutual consent?
- Scene 3: Getting someone drunk is a risky way to persuade them to hook up. Parker doesn't seem to care about what she wants or how she feels.

- Scene 4: “Taking her home” after she has been drinking is a dangerous decision. If Parker intends to have sex with her, he is risking committing sexual assault.
- If you didn’t feel uncomfortable, consider this: Others feel uncomfortable because Parker seems to think that getting her drunk and taking her home means he has consent – this is a pretty dangerous assumption.

What are your feelings about doing something to help in this scenario?

- If you would say or do something: That’s awesome! Others around you would probably back you up. Chances are if you’re uncomfortable with what is happening, others are too.
- If you would want to do something but don’t know what to do: There isn’t only one right way to respond, so you actually have a lot of options. If you don’t want to say something directly, you could take a more indirect route, like distracting her or asking Parker to help you with something. Or talk to others to see how they feel about it.
- If you would be afraid that you would embarrass yourself or someone else: Fear of embarrassment can block some people from getting involved, but you can take action that is subtle, that doesn’t draw attention to yourself. Plus, you might be surprised how many other people will back you up.
- If you think it’s not your place to do or say anything: That feeling of wanting to mind your own business can block you from getting involved. But remember, what happens to a member of your community is your business. Would it be easier if you knew them better? Maybe, but you can still do something. Enlist others to help.
- If you would be worried that Parker would get mad: He could get mad, that’s a possibility. But considering the potential for this woman to be taken advantage of, hurt, or worse, perhaps you could consider intervening without him knowing it. Talk to others to see what they think, There may be a way to respond that doesn’t provoke his anger.

If you were to act, which of the following would you most likely to do?

- If you would ask the woman if she's okay: A direct approach might be the most appropriate way to intervene. You're just checking in with her.
- If you would say, "Hey Parker, not a good idea. I'm looking out for you. She's drunk.": Reframing the situation as being a caring and helpful friend who's looking out for him can be a good way to get him to reconsider. Plus, you're showing him you don't support this behavior.
- If you would find some other friends to help the woman get out of the situation: Enlisting the support of others (your friends, her friends, or complete strangers!) can make a difference. Sometimes one person is in a better position to intervene than another.
- If you would tell Parker that someone is looking for him: Maybe Parker will step away and you can at least check in with the woman or get his attention of her for the time being.
- If you would do something else: If you think of another way to act, great – the important thing is to recognize that this is a potentially harmful situation and to do something to intervene.

Below is a list of twenty different ways you might be able to step in when confronted with a situation that you don't like or that could be dangerous. You can also think of some on your own.

1. Use humor to diffuse the situation.
2. Get other friends involved.
3. Ask strangers to help.
4. Roll your eyes.
5. Make it personal by saying, "I hope no one ever talks about or treats your (sister, friend, etc.) like that."
6. Be caring and non-critical. "We're friends, right...?"
7. Distract the perpetrator, ask them a question, and engage them in conversation.
8. Shake your head and sigh.
9. Divert attention so the victim can get out of the situation.
10. Spill your drink on the potential perpetrator.
11. If you want to get out of a situation, fake feeling sick or say you need to make a call.
12. If something seems really dangerous, call 911 or campus safety.
13. Tell the potential victim that you're getting a bad vibe from the situation.
14. Ask the potential victim, "Are you okay?"
15. Call a hotline for guidance and intervene later.

16. Talk with a campus group for support ideas.
17. Use peer pressure – “That’s really not cool.”
18. If it’s a language issue, say “That might come off kind of offensive to some people.”
19. Slip a piece of paper with your name/number on it to someone who might need help.
20. Give a disapproving look.

Do some of these approaches feel appropriate for you? The next time you’re in a situation where you notice unhealthy or risky behavior, do what you can do defuse the situation.

Remember: If you’re feeling uncomfortable with the situation, chances are that others around you are, too.

It’s never too early or too late to do something. However, intervening early may prevent the situation from escalating or becoming more complicated.

There is no one way to act. Some people are very direct, some prefer a more subtle approach, and sometimes it is best to get other involved. Do what feels most comfortable to you.

The important thing is that you recognized something wasn’t okay and you stepped up. Can you see how this is living according to your values and how this creates a better, stronger, and safer campus community?

Module 5: Creating Community

The Creating Community module is divided into four parts – What Kind Of Listener Are You?, Listening Not Blaming, What Are They Thinking?, and It Happened To My Friend.

Module 5 Part 1: What Kind Of Listener Are You?

Listening skills are an important part of building good relationships and strong communities, including creating safe environments for survivors of relationship violence and sexual assault.

For each of the following scenarios, think about which answer best fits you.

Scenario 1: I work on the computer while someone is talking to me on the telephone.

Response selection: Always, Often, Sometimes, Not Often, or Never.

Scenario 2: I am comfortable with some silent pauses in a conversation.

Response selection: Always, Often, Sometimes, Not Often, or Never.

Scenario 3: I try to understand the speaker's point rather than immediately make a judgment about it.

Response selection: Always, Often, Sometimes, Not Often, or Never.

Scenario 4: I can't help interrupting when I have a point I want to make.

Response selection: Always, Often, Sometimes, Not Often, or Never.

Scenario 5: I finish other people's sentences for them.

Response selection: Always, Often, Sometimes, Not Often, or Never.

In the next activity, you'll find tips for improving your listening skills.

Module 5 Part 2: Listening, Not Blaming

Being present with others and truly listening are important skills in communicating with friends and intimate partners, as well as in supporting those who have been sexually assaulted or abused.

The most effective listeners pay attention with their whole selves. There are four elements below that will help you become a better listener.

1. Ears: Turn off or tune out other noise and distractions so that you can hear the person's words, tone of voice, and message.
2. Focus: Give the speaker your full attention. Watch for nonverbal communication. And refrain from doing something else while they are talking.
3. Mouth: Don't interrupt; allow for silence.
4. Heart: Be nonjudgmental and avoid jumping to conclusions. And never blame the person who was assaulted – regardless of what they were wearing, if they were drinking alcohol, etc.

The more you practice good listening skills, the better listener you'll become and the better supporter of safe communities you'll be.

Module 5 Part 3: What Are They Thinking?

Social researchers have learned something interesting about the way we behave in groups: We tend to base our own actions on the behavior of the group. For example, if something uncomfortable occurs but nobody speaks up, we assume everyone else is fine with whatever happened, and we keep quiet.

Remember the scenario with Parker? No one at the party spoke out, even though he seems to be trying to take advantage of someone who's intoxicated. Does that mean they are okay with what is happening?

Most people who see a problematic situation want to do something and be part of the solution. They may hesitate because they are not sure what to do or are concerned about how it will go over.

Some of the other people at the party might be thinking: "Wow. This is not right. Why can't he just let it go?" or "Maybe I should do something, I'm just nervous about the reaction." or "Does everyone else really think this is okay?" or "Someone should probably say something." or "I wish I could do something but I'm not sure what..."

When you step in or speak out, you're doing what the majority of people want to do: helping someone out of a bad situation.

But what about after the fact? How do you respond when something harmful has already happened?

Module 5 Part 4: It Happened To My Friend

Video Start

Text on screen: I Believe You

Female voice: "One night Ron calls and his voice is all shaky and quiet - like he's really distracted. [pausing, remembering] And then he tells me what happened to him. [swallows hard] He just sounded so lost, and he said he didn't know what to do, and that no one would believe him anyway. And I just said, 'I believe you. Of course I believe you.'"

Text on screen: It's Not Your Fault

Female voice: "He told me he just froze up - that he didn't really resist and maybe he had led this guy on - so he thought it could be partly his fault,

but, you don't expect someone you know and like to take advantage of you like that. I mainly just tried to listen. I just kept saying, 'It's not your fault.'

Text on screen: I Support You

Female voice: "I wanted him to report it– or at least *talk* to someone, you know, get counseling – but he didn't want to "*come out*" at the counseling center or to campus security. I told him there are sensitive people you can talk to and ways you can it confidentially. But I know it's complicated, I get that. And I didn't want to pressure him – he was already feeling such a loss of control. I knew it had to be his choice, his decision. So I told him, 'If you change your mind, I'll go with you if that helps. I'm not going to push you. I'll be here to support you. Whenever you need it. Whatever you need.'

Text on screen: Sexual assault occurs when a person is forced, coerced, and/or manipulated into an unwanted sexual activity. Long term effects may include:

- Altered sleep and eating patterns
- Decreased academic performance
- Post-traumatic stress disorder (PTSD)
- Depression
- Suicide

With the support of friends, family and loved ones, sexual assault victims have the strength and resilience to become survivors.

Let's build safe, supportive communities.

Video End

Module 6: Explore Your Options

In Module 6, Explore Your Options, only has one part – How Do You Make a Difference?

Module 6 Part 1: How Do You Make a Difference?

Building healthy relationships and strong communities require us to:

- Be aware of cultural factors that can lead to and/or support violence.
- Understand what makes clear, open communication and good relationships.
- Practice effective listening skills.

- Be willing to speak up in difficult situations.

Next is another scenario for you to experiment with some of the different approaches we've been exploring. This scenario is of a group of students who have gotten together to study.

As you move through the activity, think of ideas you can take with you when you've completed the program.

- Scene 1: Your study group is working late to complete the group project that's due tomorrow. Jen's boyfriend, Alex, has been texting her nonstop asking her where she is and who she is with.
- Scene 2: Twenty minutes later, Alex shows up unexpectedly. Alex says to her: "It's time to go, get your stuff!" Jen replies: "We're almost done, could you wait outside?"
- Scene 3: Alex demands that she leaves with him immediately. He says: "Don't tell me what to do. Don't ever tell me what to do!"
- Scene 4: Then he gets physical. Alex grabs Jen's arm and says, "We're leaving, now!"

During which scene did you feel most uncomfortable with this scenario?

If you felt uncomfortable during scene 1: Alex's nonstop texting and constantly asking where she is and who she is with might indicate he's a jealous or controlling person.

If you felt uncomfortable during scene 2: Alex showing up unexpectedly might indicate he is obsessive and controlling. His intimidation may be part of a broader pattern of verbal and emotional abuse.

If you felt uncomfortable during scene 3: The way Alex talks to Jen shows that he's trying to intimidate her. Attempting to scare, harass, or coerce a person is common abusive behavior.

If you felt uncomfortable after scene 4: Alex grabbing Jen is definitely concerning. Pushing or shoving is physical abuse. If he grabs her like that in public, what's going to happen when they're alone?

If you did not feel uncomfortable with this scenario: Some people feel discomfort early in the scenario due to the obsessive and controlling

behavior Alex exhibits. By the time Alex is verbally intimidating and physically aggressive, most people feel the need to do something.

What are your feelings about doing something in this scenario?

If you would do or say something: Others around you would probably back you up as well. Chances are if you're uncomfortable with what is happening, others are too. (If you aren't sure how others feel about a situation, ask them.)

If you would be afraid to embarrass Jen: Not wanting to embarrass Jen even further makes sense. But what's a little embarrassment if it could help prevent physical or psychological harm? Maybe she would actually be glad if you did something.

If you would think it's not your business: Not wanting to poke your nose in someone else's business is an understandable response. But remember, you're connected to the people in your community so it is your business. Maybe it would make sense to get other to join you.

If you would be afraid to make things worse: The fear of making things worse can block people from acting even when they know something needs to be done. There are ways of intervening that are less likely to provoke negative response. When you do speak up, you'll be surprised how many people will back you up and be glad you did.

If you would be worried that the person might get mad at you – or even madder at her: This is a rational concern. Considering the potential for Jen to be hurt, though, perhaps you could intervene somehow. If you don't intervene now, you could talk to Jen after the fact, ask others for ideas, get guidance from a campus counselor, or call a hotline for advice so that you're better able to help later.

If you were to act, which would you be most likely to do?

If you would ask Jen if she needs help, either when Alex is outside or later when he's not around: Sure, checking in with her might be the most appropriate way to intervene. You're just being a good friend.

If you would try to defuse the situation or distract Alex; ask him a question or engage him in conversation: Yes, changing the conversation or creating

a distraction might be a good way to defuse the situation. Or maybe you can talk with him or her later.

If you would get a group together and decide who the best person to talk to Alex and/or Jen about their relationship would be: Enlisting the support of others (your friends, her friends) can make a difference. There is a power in numbers.

If you would tell Alex that his behavior is way out of line: A direct approach could make Alex back down and then you can at least check in with Jen or get his attention off of her for the time being.

If you would do something else: There are a lot of options, and you're going to be most comfortable doing something that feels right to you. The point is, it's important to do something.

The next time you're in a situation where you notice abusive behavior, remember:

- If you're feeling uncomfortable with a situation, chances are others around you are too.
- When you recognize something isn't okay, step up or speak out.
- It's never too early – or too late – to do something. However, intervening early can prevent the situation from escalating or becoming more complicated.
- You can do what feels most comfortable for you, whether it's a direct or subtle approach.

That's living in accordance with your values and helping to create a better, stronger, and safer campus community.

Module 7: Next Steps

You have an opportunity to play a positive role in your campus community and to take action in ways that are right for you. Which, if any, of the following would you like to do? (It could be more than one)

- a) Start a discussion with friends about relationship violence, stalking, or sexual assault.
- b) Be more conscious of my own use of language and choose my words more carefully.
- c) Be more aware of the effects of gender stereotypes on our society.
- d) Share positive messages on Facebook and Twitter.

- e) Communicate with my partner about our physical/sexual wants and boundaries.
- f) Be a better support to those impacted by relationship violence.
- g) Speak up when other's language or behavior is problematic.
- h) Take actions when I see others in dangerous or risky situations.
- i) Think of something else that was not mentioned in this list.

If you're interested in doing more, you might consider some of these ideas:

- Share pieces of this program on social media.
- Share statistics, graphics, messages of support, etc. on social media.
- Blog about sexual assault or relationship violence.
- Blog about mutual consent being empowering.
- Write about these topics in your school newspaper.
- Talk to your friends and learn how they feel about these issues.
- Volunteer at local shelter or rape crisis center
- Organize or take part in a prevention event such as "Take Back the Night" rally/march; "Walk a Mile in Her Shoe;" "The Clothesline Project;" the "White Ribbon Campaign", the "Every Day Hero" campaign; or the "No More" campaign
- Hold a survivor speak-out/slam poetry event
- Screen a film on the topic
- Organize a panel of advocates and professionals (law enforcement, medical, ect.) to speak about the issue on campus.

Thank you for participating in Haven, and for your willingness to be a part of the solution to sexual assault and relationship violence.

Through respect, personal choice, communication, support, and action, students have the power to spark change. Let's build the communities we want to live in!

End of course transcript.