Suggestions for Possible Ways to Present the Material

**Please be sure to stress that the College wants to encourage students to report sexual misconduct and provide the list of resources to the students.**

1. Generally discuss the topics on the presentation outline.
2. Create notecards with discussion questions. Let the students draw a notecard and discuss the topics. For example, “What are some examples of lack of consent?” or “What are some ways that you can help a friend at a party?” You could also throw around a beach ball to get people to participate.
3. Have Charlane or Rachel come to class to present.
4. Make up a trivia game.
5. Ask some of the questions from the Illinois Rape Myth handout.
   - You may also want to ask your group to complete the Illinois Rape Myth Acceptance (IRMA) Scale. Developed by a group of researchers in 1999, the IRMA is a well-respected tool that is used to identify the extent to which an individual believes in certain “rape myths,” or, erroneous conclusions about rape and sexual assault. You may make copies of the IRMA Scale, distribute them to your group, and ask them to complete the exercise. Once they have completed the assignment, ask them to tally their scores. Tell them that higher scores indicate a higher likelihood that they accept various myths concerning rape. On the other hand, a lower score indicates that they do not give credence to various rape myths. Alternatively, after they have tallied their scores, you may want to collect the sheets and provide the group with the average score, as well as the lowest score and the highest score. Ask them to think about how their score compares to the group averages. Be sure to keep all of the scores confidential and ask your group not to share their score with anyone. Once the exercise is over, dispose of all of the sheets. If possible, place them in a drop-box for shredding. A copy of the IRMA Scale is attached. If you use the attached sheet, be sure to delete the information regarding scoring that is contained at the bottom of the sheet so as not to contaminate the results.
6. Use the “Dreamworlds 3: The Fantasy vs. Reality” video on YouTube to jumpstart a discussion.
   - Discussing the Ways in Which Gender Roles Contribute to Sexual Violence
   - You may also wish to discuss the ways in which societal gender roles contribute to sexual violence. Stated simply, the term “gender roles” refers to a set of behaviors and attitudes that are expected of men and women in society. There
are lots of ways we learn how we should look, act, think and feel as men and women. We’re influenced by the media (movies, ads, music videos) and also the people around us, including peers and family who tell us what’s okay and not okay for men and women.

- You may want to share this definition of gender roles with your group, then think about ways in which gender roles contribute to sexual violence. If your group is not actively participating, feel free to jumpstart the discussion by saying something along the lines of, “In dating and relationships, oftentimes society tells us that women are supposed to be the submissive party while it’s acceptable for men to be forthright and take control. While it’s OK for males to ‘make the first move,’ oftentimes women don’t feel comfortable initiating an intimate relationship for fear of being labeled a ‘slut.’ Additionally, we often hear that women say ‘no’ when they really mean ‘yes.’ You can see how these gender roles may act as a barrier to giving and receiving effective consent.” You may further facilitate the discussion by saying the following:

- “Say for example, two students are making out. Pretty soon the kissing and touching get more intense and the female starts getting uncomfortable. The female might have a hard time speaking up, saying ‘No’ directly and telling the guy she does not want to have sex.” Next, ask your group, “Why might she have trouble being direct and telling the guy she wants to stop?”

- Your group may respond with the following answers. If not, you may mention them.
  - Maybe she’s afraid
  - Maybe she doesn’t want to make things awkward
  - Maybe she really likes the guy and doesn’t want to embarrass him or upset him

- “So, let’s say the woman gives a more indirect message like “I don’t think this is a good idea” to be nice and to let him down easily.” Ask your group, “Why might the man not pick up on her message and stop?”

- Your group may respond with the following answers. If not, you may mention them.
  - He/she may not take her/him seriously
  - He/she may believe that she/he doesn’t want to seem too willing
  - He/she may think she/he wants to be persuaded to have sex

- Additionally, if the room you are using for this discussion has a projector and a computer connection, you may want to show the following video-clip. Taken from a 2008 documentary entitled “Dreamworlds 3: Desire, Sex & Power in Music Video,” the clip highlights how pervasive gender roles are in popular culture. If you are able to show the video, ask your group to reflect on how these gender roles may contribute to sexual violence.

- [http://www.youtube.com/watch?v=JDMo5cIJN3A](http://www.youtube.com/watch?v=JDMo5cIJN3A)

- If you are unable to show the video, you may still be able discuss popular examples of negative gender stereotyping. For instance, consider the song
“Blurred Lines” by Robin Thicke, Pharrell, and T.I. The lyrics are highly sexualized and discuss how the singer hates “blurred lines” because he knows that a “good girl…want[s] it” in spite of what she says. Bringing this to the attention of the group members may facilitate further discussion.

7. Use role playing exercises

- You may also elect to present this material via a role playing exercise. Role playing may be effective at contextualizing the College’s policy within a real-world scenario. As freshmen are bombarded with lots of new information during their first few weeks of school, they may pay little attention to a presentation which entails dry recitation of a script. A story with an attention-grabbing plot, on the other hand, may prove useful in imparting important information in an interesting package.

- Included below are two samples of role-playing scenarios you are free to use. These scenarios work best when they strike the audience as plausible and relevant to their own experiences. As such, efforts were made to tailor these scenarios to life at the College. As a Peer Facilitator, however, you are the expert when it comes to life on campus. Therefore, you should feel free to alter the following scenarios to more accurately reflect situations in which students at the College may plausibly find themselves.

  - **Scenario 1:**

    **Bill:** It was the beginning of the semester and my fraternity was hosting one of our biggest parties of the year. While I was working at the bar, one of the freshman girls, who had gone to my high school, came up and asked for a drink. I hadn’t known her very well in high school because I was a couple years older than her, but she seemed like fun. She introduced me to her roommate, who was really cute. She had on a short skirt and seemed like she was ready to have a good time. I kept serving the roommate drinks. I wasn’t really sure how much she could drink and after a few cups of punch she was pretty drunk. We danced for a couple songs and she seemed really into it so I started kissing her. We continued to dance as the party started to die down. Eventually she said she wanted to leave, and asked if I could take her home since all of her friends had left. When we got to her dorm she asked me to walk her to her room. Since we had made out earlier I figured she wanted me to come inside. We kissed a little on her bed. She seemed a little drunk but still into it since she didn’t say anything when I kept going. I figured everything was good. We had sex and then both just kind of passed out. I woke up early the next morning and left so I could get to my morning class. It was weird though, when I saw her on campus a couple hours later she completely ignored me. She was a really cute girl, and I was hoping to get to know her better, but now she and the girl from my high school are being total bitches to me, I don’t get it...

    **Megan:** I was very excited for the party that night. My roommate and I got dressed up because we wanted to look good and, I’ll be honest, we were hoping to be noticed by some boys. When we got to the house we walked up to the bar to get some punch. A boy from my roommate’s high school gave us our drinks, and he started talking to us. He just kept handing me punch, and even though it tasted a
little like cough syrup, I kept drinking. Eventually my roommate wandered off and I started dancing with the guy. I was pretty drunk, and the basement was really crowded, so I kept accidentally falling into him. I guess he might have taken this the wrong way because he started kissing me. I didn’t really mind considering he was older than me and really cute. After dancing for a while, I realized that the basement had cleared out, and everyone was gone including my roommate. I asked him if he would take me home because I was nervous to go by myself. I was little out of it, and still unsure of the campus so I asked him to walk me back to my room. When we got to my room, my head was spinning pretty badly. I felt his hands on me, but I couldn’t form the words to tell him to stop. Eventually I must have passed out, and when I woke up the next morning I was naked, he was gone, and there was a condom wrapper on the floor. When my roommate came back a couple of hours later I told her what had happened. I saw him outside of Maybank but turned in the opposite direction so I could avoid speaking with him. I never want to see him again. How could something like this happen to me, I don’t get it…

Discussion:

Next, lead a brief discussion about this scenario. Consider asking questions like:

- What went wrong?
- Do you believe that something like this could happen at CofC? Why or why not?
- What about consent in this scenario? Was effective consent given? Why or Why not?
- How did gender roles contribute to what happened?
- What can be done to prevent this from happening?

Scenario 2:

Paige: I’d been dating John for two months, and he had always been a great guy. We had fooled around and done some other stuff, but he knew I wasn’t ready to have sex yet and he had seemed to respect that. The night of our two month anniversary, John was taking me out to a nice dinner, so I dressed up a little bit more than usual. We had a great dinner, drank some wine, and kissed and really flirted all through the night. When we got back to my room, we sat on my bed and started kissing. John seemed more aggressive than usual and pretty soon he was all over me. I kept trying to tell him I wasn’t comfortable, that I didn’t feel ready to have sex yet. But he just kept going, saying that he felt really close to me and everything would be okay. Everything happened so fast and I was in total shock. When he finished having sex with me, he acted like nothing was wrong. I’ve been avoiding him ever since. I feel so stupid and embarrassed. I wasn’t planning on telling anyone because I’m not even sure what happened, but I finally told one of my good friends, Sam, who came to me and asked if something was wrong.
Sam: Paige and I have been friends since orientation during the summer. She’s usually upbeat and outgoing but she had been really quiet and distracted all week. I had noticed that she and John weren’t hanging out very much either, which seemed weird since they were usually together all of the time. Tonight I saw her by herself in the library and decided to ask if something was wrong. She tried to tell me she was fine but then she started crying and saying something about John. We took a walk and she told me what happened. At first, I had no idea what to say. John had seemed like a really nice guy and it was hard for me to understand how he could have acted that way. Even though I wasn’t sure how I could help, I knew that what happened that night was not Paige’s fault. She seemed relieved when I told her I believed her and that she hadn’t done anything wrong. Paige and I talked for about an hour and after she left, I started thinking about ways to help. I remembered hearing about the Office of Victim Services and how they can help students who have been sexually assaulted. I called the Office’s number and a staff member told me about the resources on campus and off campus. They said it would be a good idea for Paige to go to Student Health Services to make sure she’s okay, but Paige had already told me that she didn’t want to talk to anyone else about this tonight. We have plans to eat breakfast together in the morning, so I can tell her about the options then. The Office of Victim Services also said I could call back any time and that she could also talk to Paige and help us get in touch with a counselor if that would help.

Discussion:

Next, lead a brief discussion of this scenario. Consider asking the group how, in particular, Sam helped Paige.