

AUDRIE & DAISY

IN THE CLASSROOM

Lesson Five CREATING HEALTHY RELATIONSHIPS ON & OFFLINE

Lesson Five

— CREATING HEALTHY RELATIONSHIPS ON & OFFLINE

“Finally meeting Daisy, I learned . . .that I’m not alone.”

—Delaney in Audrie & Daisy

One of the most significant steps we can take to prevent sexual violence is to promote healthy relationships from a young age. Supporting middle and high school students as they establish healthy boundaries, understand their personal values and navigate safe space in their lives can be an instrumental step to building healthy relationships throughout their lives. The [Start Strong](#) initiative from Futures Without Violence believes:

If we act early to educate our young people and engage them in conversations about healthy relationships...we stop teen dating violence before it starts. If we successfully educate and empower our middle schoolers, they will take their healthy relationship habits into high school and beyond, and transfer them to friends and family.¹

In this lesson students will:

- Explore the values of healthy relationships and reflect upon the many influences that can contribute to unhealthy relationships.
- Build vocabulary and use critical media literacy skills to analyze different scenes from Audrie & Daisy to understand the dynamics of healthy and unhealthy relationships both on and offline.
- Reflect upon the many different roles they hold in relationships and be able to identify ways to shift this role when it is important.

Through reflection and discussion activities students will prepare to answer the following questions:

- **What are the common characteristics of a healthy relationship and characteristics of an unhealthy relationship?**
- **How have relationships changed with the use of social media? What is the etiquette to use on social media if you are dating, if you are having a conflict or if you break up?**
- **What are the benefits of a healthy relationship? What are the costs of unhealthy relationships?**
- **What do I need to understand about myself in order to have healthy relationships throughout my life?**



Open this lesson by communicating your trigger warning. For the lesson on healthy relationships, cultural variations may reflect a variety of different practices and beliefs regarding dating, gender roles in relationships, or uses of social media. Some students may be hesitant to share their experiences if they do not conform to the perceived “norms.” Seek out resources and support within your school personnel for help in designing what is appropriate to communicate with your class.

REFLECT

Ask students as a class to brainstorm a list of all the positive characteristics of healthy and unhealthy behaviors in relationships. This could include face-to-face and online etiquette.

- After compiling this list have students reflect in writing using these prompts:
- What do you value in relationships?
- How do you want to be treated in a relationship?

If helpful, students can choose one or more kinds of relationships to write about, including family, friends, acquaintances or romantic partners. If you've never had a romantic partner—meaning someone you've dated or have been sexually active with—what do you imagine would be important to you?



DISCUSS & ENGAGE:

Clarifying Healthy & Unhealthy Characteristics for Film Analysis

Explain to students that while each of us gets to decide what we want and need in a relationship, there are some common characteristics and values that all healthy relationships share. Organize students into small discussion groups of equal genders to discuss and engage with the content.

Healthy Characteristics

Ask each student to select one statement below that most reflects their values and one that least reflects their values about a healthy relationship. Each of these statements is a positive expression of healthy relationships; there is no “right” answer to choose. This exercise is designed to encourage students to recognize their own emerging values. .

A healthy relationship . . .

- _____ is characterized by communication, respect, sharing, trust, humor and respect of personal boundaries including personal property and online privacy.
- _____ should be fun and should have more good times than bad.
- _____ is based on the belief that each person is equal and that decision making in the relationship is also shared equally.
- _____ if it is sexual, should always be consensual.
- _____ allows each person the freedom to be themselves.
- _____ should be satisfying and should support individual growth.
- _____ is based upon mutual respect and means not only giving respect to a partner (or friend or family member) but also showing respect for oneself.

Unhealthy Characteristics

It is also important for students to be able to identify unhealthy, or even abusive characteristics in relationships. Explain to students that while relationships all generally start out with good intentions, conflicts and disagreements occur and individuals in relationships can sometimes develop or act out unhealthy habits. As they prepare to analyze scenes from Audrie & Daisy it is important for students to have the vocabulary to describe and identify unhealthy characteristics. Read these four areas aloud to your students, clarifying terms and answering any questions.

Emotional: making degrading comments, ignoring, isolating, controlling friendships or activities, threatening

Physical: slapping, pushing, punching

Sexual: unwanted touching, forced or coerced sex

Financial: taking or withholding money, controlling spending

Extended Activity for high school students

In addition to this small group work, older students who have thought about or been in more intimate relationships may find this [Healthy Relationship Quiz](#) to be insightful and helpful as well as exploring and discussing these online resources. Ask students to discuss new insights and information they learn from these sites about establishing healthy online relationships.

[Break the Cycle](#) provides resources for learning about healthy online relationships

[Circle of 6](#) is an app that helps create healthy communities by encouraging young people to identify six friends and trusted adults they can reach at a touch of a button to give their location and ask for help or support.

[Safe BAE](#) is the organization established by Daisy and Delaney to support survivors of sexual assault.

[That's Not Cool Toolkit](#) for raising awareness about teen dating abuse prevention.

WATCH

The handful of scenes from Audrie & Daisy for this lesson shine a spotlight on different kinds of relationships. Because of the number of scenes included, we have included quotes from the segments provided to emphasize and illustrate the range of relationships represented in the film and, if helpful, provide another instructional tool.

After students watch and read the quotes from each scene, spend time discussing what they notice about the characteristics they saw in each segment.



(5:14 - 5:55)

Amanda and Audrie

"She was one of my only true friends.....We were kind of like an inseparable pair throughout middle school, so... there was not a week where we didn't go to each other's houses at least once." -Amanda



(25:00 - 26:00)

Paige and Daisy

"I met Paige when I was about nine or 10. We kind of had the same dry sense of humor. We were kind of the weird kids. Almost like the outcasts. She was basically my best friend. So, since I really trusted her, I thought like... we could try drinking alcohol together." -Daisy



(33:36 - 35:13) - (41:30 - 42:45)

Charlie, Nick and Cole

“Daisy’s phone was in the yard face down, in the snow. One boot was next to it, another boot was like, 10 feet away. I dried the phone off on my pant leg, and I started going through it. . . and the first name I saw on there was Matty B. And I knew, I freaking knew, that was, that was Matt Barnett.... I knew that that was something I wouldn’t have put past Matt. To try to have sex with my sister. But the fact that Nick and Cole were considered two of my best friends and Jordan, like, my teammate. Like, I saw that guy, I wrestled that guy every single day. Like, how hard would it have been for Jordan to text me and say, why is your sister at Matt’s? But he didn’t. Nick didn’t. Cole didn’t. Monday, we went to school...And it was 180 from that Friday. The Friday before. It was one school divided. It was weird because I always sat at a table filled with people. Like, my teammates, people I thought were my friends. I had absolutely nobody. No one. I was one of the athletes. I was all-conference and all-district in sports. And once all that happened, that was all taken from me in an instant. I was now known as Daisy’s brother.” – Charlie



(1:20:51 - 1:23:12)

Charlie and his Little League

“I don’t think I ever thought about teaching them greater life lessons until I had heard a couple boys making comments about a girl. And I said.....all right, we’re having a powwow now. And I circled everybody up. And I was like, here’s the thing guys. I’m here to teach you baseball. But this isn’t the kind of stuff I accept. This isn’t what I’m about. If it’s what you’re about, that’s fine, but that’s not what we are going to be about. And you’re more than welcome to take yourself out of here. After that one incident, something clicked. It really did click. I don’t look to be their father or anything. But I thought, I want to be part of something bigger than myself. And maybe I can kind of help them along. I really just enjoy watching them grow. Because in the process, they help me. They teach me a lot more about myself and how I was at that age. And I guess, I really start to understand a lot more.” – Charlie



(1:14:47 - 1:15:34)

Daisy & Delaney

“Finally meeting Daisy, I learned . . .that you know, uh, it’s-- it was a reassurance to me that I’m not alone. . . .This is a semicolon Daisy tattooed on me. And it basically is a reminder to myself that my story’s never over. And that, just like a sentence, you know, like, when you’re writing a sentence or typing a sentence, the semicolon means like, you know, that’s not the end.” - Delaney

REFLECT

Ask students to choose one relationship in their life that would fit their criteria of a healthy relationship. Ask them to list the qualities of this relationship they find to be positive and write one story that recalls a favorite memory or experience of this relationship.

Final Assessment: The Audrie & Daisy Project

As a final reflection, have students review their written responses from each of the “Respond” sections of the lessons and create a personal pledge for themselves in response to this unit. Their pledge could be a comparative piece weighing the pros and cons of sharing personal information or photos over social media. It could be a commitment to the ways they can intervene if they find themselves in situations where someone is in need of help. Or strategies to raise awareness around sexual assault prevention in their family, with their friends or at school. The pledge does not have to be in a written format but can be a piece of art, spoken word poem, digital story, video or other form of creative expression.

There are also numerous advocacy organizations working towards change at all levels. Students may find inspiration and connections by exploring and connecting to many of these organizations as they decide on the format for their pledge. Here are several directly tied to Audrie & Daisy.

[Coaching Boys Into Men](#)

[Futures Without Violence](#)

[PAVE](#) (Promoting Awareness/Victim Empowerment)

[Safe BAE](#) (Before Anyone Else)

[ThatsNotCool.com](#)

Over time we hope “The Audrie & Daisy Project” pledges can be collected in a gallery on www.audrieanddaisy.com and serve to inspire and remind us that each individual step towards prevention matters and it begins in very personal ways.

1 <http://startstrong.futureswithoutviolence.org/why-middle-school-matters/>. Retrieved August 22, 2016.

APPENDICES

APPENDIX I

Academic Content Standards Addressed

These standards are drawn from (1) Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education; 3rd and 4th Editions are included from the Mid-continent Research for Education and Learning (McREL); (2) Common Core State Standards English/Language Arts Anchor Standards for Reading and (3) Health Standards from the Centers and Disease Control National Health Standards.

Grades 9-12 McREL

Language Arts Standard 1- Demonstrates competence in the general skills and strategies of the writing process. Benchmarks: Writes compositions that fulfill different purposes; Writes persuasive compositions that evaluate, interpret, and speculate about problems/solutions and causes and effects; Writes reflective compositions; Writes in response to literature. (CTSS – ‘english’, ‘9-12’, ‘1’)

Language Arts Standard 7- Demonstrates competence in the general skills and strategies for reading a variety of informational texts. Benchmarks: Applies reading skills and strategies to a variety of informational texts; Knows the defining characteristics of a variety of informational texts; Uses discussions with peers as a way of understanding information. (CTSS – ‘english’, ‘9-12’, ‘7’)

Language Arts Standard 8- Demonstrates competence in speaking and listening as tools for learning. Benchmarks: Asks questions as a way to broaden and enrich classroom discussions; Adjusts message wording and delivery to particular audiences and for particular purposes; Makes informed judgments about nonprint media. (CTSS – ‘english’, ‘9-12’, ‘8’)

Theatre Standard 5- Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning. Benchmarks: Knows how social meanings (aural, oral, and visual symbols with personal and/or social significance) communicated in informal productions, formal productions, and personal performances of different cultures and historical periods can relate to current personal, national, and international issues.

Theatre Standard 6- Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past. Benchmarks: Understands ways in which theatre can reveal universal concepts; Knows cultural and historical influences on American theatre and musical theatre.

Visual Arts Standard 3- Knows a range of subject matter, symbols, and potential ideas in the visual arts. Benchmark: Understands how visual, spatial, temporal, and functional values of artworks are tempered by culture and history

Civics Standard 29- Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy. Benchmarks: Knows various ways students can exercise leadership in public affairs, and knows opportunities for citizens to engage in careers in public service; Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy, and communicating that knowledge to others are important forms of participation, and understands the argument that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry. (CTSS – ‘social’, ‘9-12’, ‘civ5’)

Common Core National Standards for English/Language Arts

9-10

Anchor Standard: Integration of Knowledge and Ideas

A.R. 7- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Speaking and Listening

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integration of Knowledge and Ideas

RI.9-10.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Centers for Disease Control - National Health Education Standards

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.

APPENDIX II

Primary source materials on the sexual cases of Audrie Pott and Daisy Coleman. (Listed chronologically)

Audrie

KGO-San Francisco, Oakland, San Jose. April 12, 2013. <https://www.youtube.com/watch?v=00bdn8lowwg>., Lisa Amin Gulezian reports on the arrest of John R & John B in Saratoga, California.

Lopez, Robert J. and La Ganga, Maria L., "Attorney for Audrie Pott's family criticizes school officials," Los Angeles Times, April 17, 2013: <http://articles.latimes.com/2013/apr/17/local/la-me-ln-attorney-for-audrie-potts-family-criticizes-school-officials-20130417>. Audrie Pott's assailants were not suspended or expelled from school because, as Superintendent Bob Mistele told the Los Angeles Times, "school districts cannot suspend or expel someone from school based solely on alleged behavior outside of school."

"Reports: 3 teens admit assaulting NorCal girl who later killed herself," CBS/AP, January 16, 2014: <http://www.cbsnews.com/news/reports-3-teens-admit-assaulting-norcal-girl-who-later-killed-herself/>. The criminal proceedings of the case took part in Santa Clara County Juvenile Court. John R, John B and a third defendant were convicted of two felonies each, sexual assault and possessing illegal photos of Audrie. They were sentenced to serve time in juvenile detention over weekends, two of them for 30 days and 45 for the other.

Daisy

KQTV-St. Joseph, Missouri, "Second Teen Charged in Maryville Sex Crimes Case," January 18, 2012: <http://www.stjoechannel.com/news/second-teen-charged-in-maryville-sex-crimes-case>. [The local television news story shows police arrest photographs of Matt Barnett and Jordan Zech.](http://www.stjoechannel.com/news/second-teen-charged-in-maryville-sex-crimes-case)

KQTV-St. Joseph, Missouri, "Nodaway County Drops Sexual Assault Case Against Teens," March 14, 2012: <http://www.stjoechannel.com/news/nodaway-county-drops-sexual-assault-case-against-teens>. [The local television news story shows police arrest photographs of Matt Barnett and Jordan Zech.](http://www.stjoechannel.com/news/nodaway-county-drops-sexual-assault-case-against-teens)

Gaug, Andrew. "Mothers Battle Dropped Sexual Assault Charges," St Joseph News-Press, March 26, 2012. http://www.newspressnow.com/news/local_news/article_8abff48f-2954-50f5-9d1a-139777ead5af.html

Gaug, Andrew, "2 Students file injunction against school," St. Joseph News-Press, April 18, 2012: http://www.newspressnow.com/news/article_8a7632b1-f712-5499-bed1-a3bd6b33212c.html. Nick Groumoutis and Cole Forney are named in article about athletic suspensions at Maryville High School resulting from their attendance at "an illegal gathering where drugs or alcohol were being consumed."

Smolowe, Jill and Truedell, Jeff, "Daisy Coleman: Bullied to the Brink," People Magazine Jan. 27, 2013 <http://www.people.com/people/archive/article/0,,20782738,00.html> "Daisy was the "focus of a "slut-shame" campaign after charges against the boy were dropped."

Lowe, Peggy and Sandrzcki, Monica, "Why was the Maryville Rape Case Dropped?," KCUR.org, July 11, 2013: <http://kcur.org/post/sexual-assault-maryville-timeline#stream/0>. Internet article on public broadcaster website names all four young men. <http://www.dailymail.co.uk/news/article-2465354/Daisy-Coleman-suicidal-Maryville-Twitter-abuse.htm>. Photographs of both Matt Barnett and Jordan Zech.

Lowe, Peggy and Sandrzcki, Monica, "Why was the Maryville Rape Case Dropped?," KCUR.org, July 11, 2013: <http://kcur.org/post/sexual-assault-maryville-timeline#stream/0> and <http://kcur.org/post/why-was-maryville-rape-case-dropped?nopop=1>

Brown, Tony, "Previous Maryville Daily Forum Coverage of the Daisy Coleman Case," Hannibal Courier-Post, 2012-13: Posted October 15, 2013. <http://www.hannibal.net/article/20131015/NEWS/131019307/?Start=1>. The names of Matt Barnett, Nick Groumoutis, Jordan Zech and Cole Forney appear in this series of reports from 2012 and 2013 by Maryville Daily Forum reporter Tony Brown relating to the case of alleged sexual assaults of Daisy Coleman and Paige Parkhurst.

Payne, Will, "#ihatedaisy, hope she gets what's comin': The vile Twitter abuse that drove girl at center of Maryville rape scandal to try and kill herself twice," Daily Mail, October 17, 2013: <http://www.dailymail.co.uk/news/article-2465354/Daisy-Coleman-suicidal-Maryville-Twitter-abuse.html>. Examples of twitter abuse: "#ihatedaisy hope she gets what's comin'"; "Schools back to normal cause #jordanandmattareefree".

Eligon, John: "High School Sexual Assault Case is Revisited, Haunting Missouri Town" New York Times Oct. 19, 2013. http://www.nytimes.com/2013/10/20/us/high-school-sexual-assault-case-is-reopened-haunting-missouri-town.html?_r=0 "Ms. Coleman said she was harassed at school and on Facebook and Twitter. In one instance, she said, she was walking to the bathroom at school when a boy popped into the hallway and yelled 'Liar!' at her."

Bechard, Lauren, "Carrying the Weight," The Baker Orange, October 25, 2013: <http://www.thebakerorange.com/news/2013/oct/25/charlie-coleman-recounts-his-familys-ordeal/>. Article about Charlie Coleman includes the names of Matt Barnett, Nick Groumoutis, Jordan Zech and Cole Forney.

Coleman, Daisy, "Daisy Coleman's Story: 'I Refuse to be Silenced,'" Seventeen Magazine, Dec. 3, 2013. <http://www.seventeen.com/health/advice/a28579/daisy-coleman-tells-her-story/>. "I had a hard time making it through full days. In the halls, people yelled cuss words at me and called me a liar"

Seidel, Jamie: "Dead rabbits have been dumped in Paige Parkhurst's family car as fellow Maryville rape victim Daisy Coleman attempts suicide" News Corp Australia, Jan. 8, 2014 <http://www.news.com.au/world/alleged-maryville-rape-victim-daisy-coleman-attempts-suicide-her-mother-says/story-fndi-r2ev-1226796966515>. Paige Parkhurst was also the recipient of disturbing bullying. This piece reports on one incident when dead and dismembered rabbits were left on the family's driveway.

Pearce, Matt, "The Case is Closed, No Rape Charge in Maryville MO." Los Angeles Times, January 9, 2014: <http://articles.latimes.com/2014/jan/09/nation/la-na-nn-maryville-rape-charges-20140109>

Smith, DeAnn and Webster, Betty: "Daisy Coleman's family looks to future after guilty plea" KCTV 5 Jan 10, 2014: <http://www.kctv5.com/story/24418084/daisy-colemans-family-looks-to-future-after-guilty-plea#ixzz3u-WUW5L30> "Barnett was a football player and is the grandson of a prominent Republican with extensive ties throughout northwest Missouri."

APPENDIX III

Key Terms and Concepts for Audrie & Daisy

Accountability: A willingness or obligation to accept responsibility for one's actions.

Acquaintance Rape: Also known as "date rape." Rape between two people who know each other.

Age of consent: The age at which a person is considered in law to be able to consent to sexual activity. Someone above this age who has sex with someone below it can often be charged with statutory rape, even if the younger person wants to consent.

Audrie's Law: (SB 838) California law signed October 1, 2014 to increase the penalties for a juvenile that sexually assaults a person who is in a defenseless state—unconscious or developmentally disabled. Additionally, Audrie's Law creates a crime enhancement for any sexual assault in which the offender disseminates media of the incident with the intent to further harm their victim.

Blaming the Victim: Victim blaming is a devaluing act that occurs when the victim(s) of a crime or an accident is held responsible — in whole or in part — for the crimes that have been committed against them.

Bystander: Anyone who is not a perpetrator or victim in a given situation; this may include friends, family, teammates, teachers, peers, adults, staff.

Bystander Intervention: is a strategy to change social norms in peer cultures in all age and grade levels. Bystander intervention teaches people how to intervene, interrupt, speak up and take action to influence an event that is potentially dangerous, such as an assault.

Child Pornography: Federal and state laws make it a crime to produce, possess, distribute (on and offline), or sell pornographic materials that exploit or portray a minor - someone under the age of 18.

Consent: Permission for something to happen. An agreement.

Culpability: Responsibility for a fault or wrong; blame.

Cyber-bullying: The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Electronic communication includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Digital Citizen: Using digital media safely, responsibly, and respectfully.

Digital Footprint: The trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services.

Drama: While drama can refer to describe a genre of theater, television or radio performances, the drama we are emphasizing for the lesson on digital citizenship refers to an exciting, emotional, or unexpected series of events or set of circumstances.

Empathy: The ability to share another person's feelings; to put yourself in "someone else's shoes."

Endangering the welfare of a child: A person commits this offense if he or she knowingly engages in conduct creating a substantial risk of serious harm to the physical or mental welfare of another person known by the person to be a minor. Matt Barnett pleaded guilty to endangering the welfare of a child in the second degree in the case of Daisy Coleman.

Escalate: Become or cause to become more intense or serious.

De-escalate: Verb - Reducing the intensity of (a conflict or potentially violent situation).

Hate speech: Is speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits.

Incapacitated: A loss of ability to do something in the usual or desired way.

Internet Privacy: Is the right or mandate of personal privacy concerning the storing, repurposing, provision to third parties, and displaying of information pertaining to oneself via the Internet. Internet privacy is a subset of data privacy.

Justice: Just behavior or treatment; the administration of the law or authority in maintaining this.

Perpetrator: Someone who has committed a crime or offense.

Pornography: Written, visual or other kinds of media either expressly designed to elicit feelings of sexual desire and/or which people use to elicit those feelings.

PTSD: (Post-Traumatic Stress Disorder) A collection of long-term symptoms, or long-term psychological harm from having been sexually assaulted. PTSD can affect victims of any trauma or horrific experience as well. Some symptoms may include depression, anxiety, flashbacks, substance abuse, disconnection, irrational self-blame, a preoccupation with the trauma and difficulty concentrating and sleeping.

Rape: The legal definition of rape can vary from state to state. Nonconsensual sexual behavior that usually includes some form of penetration of a bodily orifice.

Rape Culture: A term in common use to describe the broad cultural factors that encourage unhealthy masculinity and highly sexualized femininity that ultimately enable sexual violence and the blaming and shaming of assault victims and survivors.

Rape Kit: A container for a sexual assault forensic exam that includes a checklist, materials, and instructions, along with envelopes and containers to package any specimens collected during the exam. A rape kit may also be referred to as a Sexual Assault Evidence Kit (SAEK).

Sexting: The practice of sending nude or semi-nude pictures by cell phone or other electronic media; it is a sexual text ('sext') message. Sexting is against the law and any minor who sends nude photos of themselves (or others) can be currently prosecuted under federal child pornography laws. These laws may be changing in some states so please continue to do your research.

Sexual Assault: A form of sexual violence. Any kind of nonconsensual sexual behavior in which a person is coerced or forced against his or her will. It includes any kind of nonconsensual sexual touching, and any kind of oral, vaginal or anal penetration.

Sexual Violence: An umbrella term for all personal violations that are sexual in nature, including harassment, unwanted touching and sexual assault, rape, and other acts.

Slut-Shaming: The action or fact of stigmatizing a woman for engaging in behavior judged to be promiscuous or sexually provocative.

Social Media: Any website or application that enables users to share content, including text, photos, and video, with one another. This includes large social networking websites such as Facebook and Snapchat, as well as private email lists, such as exist within schools or from email servers like Yahoo! and Google.

Survivor: Term that describes individuals who have been raped or sexually assaulted. Many of these individuals and their advocates prefer to use “survivor” vs. “victim” because it’s more empowering.

Title IX: Title IX of the Education Amendments of 1972 is a federal civil rights law that protects all people from discrimination regardless of gender, race, religion or sexual orientation in education programs or activities that receive federal financial assistance. Many people hold the misconception that Title IX only applies to student athletics; however, this is incorrect. The law prohibits gender discrimination in all educational activities, which includes everything from sexual assault to opportunities in math and science.

Upstander: A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

Victim: Someone who has been the target of a crime. For some, the term ‘victim’ feels disempowering, as if the crime defines a permanent loss of agency. In these materials, we talk about ‘victims’ and ‘survivors’ in order to acknowledge both.

Victim Blaming: When the victim of a crime or any misconduct is held entirely or partially responsible for the wrong.

Witness: A person who sees an event, typically a crime or accident, take place.