

AUDRIE & DAISY

IN THE CLASSROOM

Lesson Four
**STEPPING FORWARD & SPEAKING OUT:
FROM BYSTANDER TO UPSTANDER**

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“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.”

-- Charlie Coleman, Daisy’s brother, in *Audrie & Daisy*

“Since my friends didn’t stand up for me, I urge other people to speak out. Because you can’t ignore an army of voices. I would like to see people stand up for others who have been assaulted. Because the words of our enemies aren’t as awful as the silence of our friends.”

– Daisy Coleman

The White House Task Force to Protect Students from Sexual Assault (NotAlone.gov) has identified education and skills-building focused on bystander intervention to be one of the key components to sexual assault prevention. They also point out that bystanders lack the skills and awareness to take helpful actions or know how best to step in and intervene.

This lesson provides students the opportunity to build skills, increase awareness and self-confidence by discussing steps to interrupt behaviors that may be offensive, dangerous or cause another harm. In other words, to move from being a bystander to being an

upstander. Students will reflect upon different scenarios, discern how and when they can safely practice bystander intervention strategies and learn how to respond if they are in situations when something inappropriate, hurtful, abusive or dangerous occurs.

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

- **How do I define who is a bystander?**
- **What are the strategies that I can draw upon to intervene in situations when someone is in need of help?**



Open the lesson by communicating your trigger warning. For the bystander intervention, posing scenarios with students consuming alcohol or engaging in sexual activities may not be culturally sensitive. Some students may be hesitant to share their opinions about these scenarios if they do not conform to the perceived norms. Seek out resources and support within your school personnel for help in designing what is developmentally appropriate to communicate with your class.

REFLECT

Introduce the terms bystander and bystander intervention. Ask students to define each term. If students struggle with definitions, offer this clarifying language.

A bystander is anybody who is not a perpetrator or a victim in a given situation. A bystander is a family member, friend, classmate, teammate, coworker—anyone who has a family, school, social, or professional relationship with someone who might in some way be abusive or experiencing abuse.

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

Transition and organize students into small groups of equal genders. Have students brainstorm a list of safe and effective strategies to practice bystander interventions. Share their list out in class. After generating their own lists, distribute slips of paper with one statement per slip. Explain that each states a decision or strategy that a bystander may face at a party or online.

Read each statement aloud. Check for understanding and clarify any questions. Ask students to discuss which decision they are **more or less likely** to make. Why are they comfortable making the choices they did? Why are they uncomfortable? Share in small groups which strategy they selected and why.

Bystander intervention at a party, at school or other social places.

- If you see something that doesn't look right, intervene in any way you can.
- Be direct. Ask someone who looks like they may need help if they're OK and if you can help.
- Do nothing. It's none of my business and the person can take care of themselves.
- Get someone to help you if you need help to intervene. Enlist another friend, a bartender or someone who can help.
- Simply keep an eye on someone who has had too much to drink.
- If you see someone too intoxicated to give consent, enlist their friends to help them leave safely.
- Recognize the potential danger of someone who talks openly about targeting another person at a party and enlist peers and friends to watch and talk to this person and make sure they do not act on their threats.
- Be aware if someone is deliberately trying to intoxicate, isolate or corner someone else. Tell friends what you are witnessing and try to distract the person offering drinks while pulling the other person away.
- Get in the way by creating a distraction, drawing attention to the situation or separating them.

Bystander intervention with social media and online communication

- Immediately delete any photographs/videos that contain nudity and do not do anything further.
- Immediately delete any photographs/videos that contain nudity and report the person to local law enforcement.
- Explain that circulating video or taking photos of anyone who is under the age of 18 while the individual is engaged in anything of a sexual nature is a federal crime and considered to be the distribution of child pornography.
- Ask a trusted adult—parent, a teacher or coach—whose opinion you value to get advice on what to do.



DISCUSS & ENGAGE: Bystander Scenarios¹

For educators:

Discussing bystander intervention is a topic for which the developmental age makes a significant difference. With this in mind, recommended grade levels are suggested and a variety of scenarios are included for you to select depending on the age of your students and how you want to steer their conversations. If you select only a few scenarios, keep in mind that they should include a broad range of student identities and experiences and be matched to the developmental level of your students.

Guidelines:

There are many methods that lead to the successful use of scenarios in your classroom. It may be helpful to start with simple or obvious scenarios and build up to those that are more challenging and require more sophisticated critical thinking.

1. Introduce the exercise to students:

Begin the activity with an introduction such as this: The options for discussing these scenarios may seem obvious. Start the exercise by acknowledging the worst outcome, the ideal outcome and then the most realistic outcome. The most realistic outcome is the most probable. Identify and discuss what can get in the way of the most positive and realistic outcome. Remember: While people may know what they should do, it doesn't always play out that way. Why not? What measures could have been taken to avoid the severity of the situation or eliminate the situation altogether?"

2. Choose the process of discussing scenarios:

Have a large group discussion in which you simply present each scenario: Provide a visual representation by handout or projector, as well as read the scenario out loud.

OR

Divide the class into equal gender groups of four if possible, and assign each group a scenario or several scenarios. Each group should also have a note taker. Reconvene as a large group and have a representative from each group share a summary of their discussion and their decision.

3. Discussing process:

Have each small group deconstruct their scenario(s) according to four primary guidelines below.

Identify the **power dynamics** between and among individuals. Is one of the characters older than the other?

- Who has more social power based on the information given? Is anyone incapacitated? Is anyone more vulnerable because of current relationships or emotional feelings?

Identify and discuss the **emotional and physical risks** of the situation.

- What is at stake for the people involved? What are the potential consequences should the scenario continue? Is this situation in person or online? Does this matter?

Identify and discuss **ethical and moral considerations**.

- Is anything ethically wrong with this situation? What do you think is the 'right thing' to do?

Assess whether the sexual activity is **consensual** throughout the scenario.

- Why or why not? An essential question to ask: "What could be done to establish a healthy, reciprocal, and consensual outcome?" If it is consensual, when and how was consent communicated? Encourage students to use concrete examples from the scenario to illustrate their thinking.





4. Scenarios:

Choose any number of the following scenarios for small groups to discuss. Allot at least ten minutes for each scenario including time for choosing 1-2 bystander intervention strategies discussed earlier.

For upper middle school and high school

Scenario #1

Your friend Matt keeps texting Reese, a girl he is interested in and just started to date. He gets visibly angry and annoyed that she's not texting back so he wants to drive by her house and see if he can find her. You try to discourage Matt from doing so but he is also your ride home from school so you end up having to go with him. You drive by the girl's house and she is not home. He continues to text her messages with no response. You notice on his phone that his messages are becoming threatening. What would you do? How would you describe what Matt is doing? When does it cross a line?

Scenario #2

You are at a party and notice a casual friend of yours, Luke, and girl from another school in the corner. You see Luke grab her arm, shake her and get in her face. There is alcohol at the party but you are not sure how much Luke or the girl he is speaking with have had. He's talking quietly but very forcefully. You can't hear what is said and can't see her reaction except her physical efforts to pull away from him. You continue to glance in that direction and notice that Luke is now taking her by the arm and leading her into a private room. You hear the door lock. What do you do? What are your options for intervention?

Scenario #3

Your buddy Marco says to you and a group of friends, "I have a good joke for you." You get a little smile on your face waiting to have a good laugh but instead you hear a joke that is really offensive and degrades women. It describes a situation where a woman is sexually assaulted and too drunk to even put her clothes on. You are really surprised that this group of friends would find this joke at all funny and you say so. These friends start to tease and berate you and won't let it go. The teasing escalates and these guys start to get physical with you. What do you do? Is something like a joke a cause to intervene? Why or why not?

Scenario #4

(Note: Remind students of how state laws vary regarding circulating or possessing nude or semi-nude photographs of minors before discussing this scenario.)

You hear of a shared website to which some of your friends are asking female students to post pictures of themselves. You receive the invitation to join the website group and accept the invitation. When you log on to the site you see some semi-nude and nude photographs as well as videos of a sexual nature. Isiah, the friend who invited you to the site asks you later in the day, and in a joking manner, if you found everything OK and asks what you think. [Legal Note: To circulate a video or take photos of anyone who is under the age of 18 while the individual is engaged in anything of a sexual nature is a federal crime and considered to be the distribution of child pornography.] What do you do? What are your options for intervention? Why is this a serious issue? Why is it often ignored?

Scenario #5

Angela, a junior in high school and a friend of yours, has recently come out as a lesbian. At a party that weekend she brings her girlfriend who is from another school. Everyone has been drinking. You notice that Angela's girlfriend has started to be physical with another girl at the party, Beth, who you know. Beth is not reciprocating the attention and in fact is trying to get away. Angela notices this but tells you she doesn't want to do anything out of fear of harming her new relationship. You are not comfortable with how Beth is being treated. What do you do?

Scenario #6

Play the 8 minute video WhoAreYou.co.nz. This video portrays a fictional scenario where a sexual assault is about to happen. At 4:33 in the video the direction of the film shifts and students are taken through moments when bystanders step in and interrupt a potential assault. The narrator states, "You could be the difference to how the story ends," and the final question asks, "What role are you?"

For older high school students this video could be an option, but it is critical to deconstruct the video and allow for student discussion. Here are some helpful guidelines for a large group debrief:

Questions for large group discussion:

- Why would this scenario be considered sexual assault?
- What obstacles (real or perceived) existed that prevented any of the bystanders from intervening in the first part of the scenario?
- Would any of the possible interventions put a person at risk of physical harm? If so, what decisions could be made to still intervene?
- Should law enforcement be called at any point? When? When is the line drawn between personal intervention and intervention by law enforcement?
- Of all the bystanders who witnessed what was unfolding, what was the most difficult moment to step in?
- Once the scenario rewound, what specific strategies did characters use to intervene?

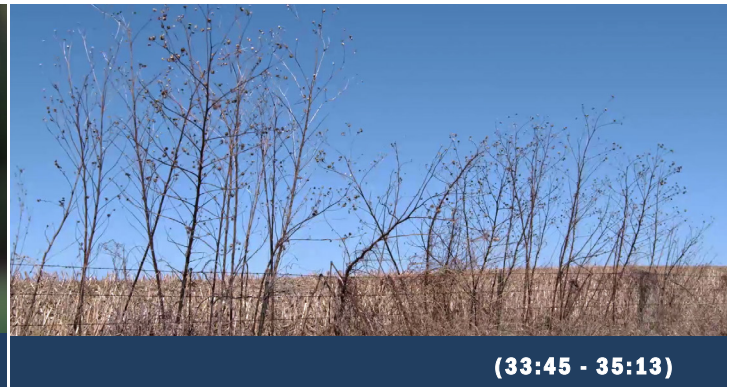
WATCH

 11 Minutes

Transition from discussing scenarios to critically looking at Audrie & Daisy and moments of bystander intervention. Identifying these moments is not to suggest that any one of these individuals should have or could have intervened to stop the assaults from occurring, but to learn from the decisions made in the moment.



Interview of Amanda Le, John B and evening of Audrie's assault



Charlie's speaking about Daisy's phone



Captain David Glidden interviewing Matty B.

After viewing these segments, invite students to debrief. Open by reading Charlie Coleman's comment quoted at the opening of the lesson. "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."

- Why didn't his friends intervene? How would they answer his question?

Similarly, what are their reactions to Daisy's statement. "Because the words of our enemies aren't as awful as the silence of our friends."

RESPOND

Invite students to write about a time they witnessed a difficult situation and/or heard about one and remained silent. What prevented them from intervening? In retrospect, what could they have done at the time? Note: Students will not be sharing these reflections with classmates.

1 The method for deconstructing bystander intervention is adapted from Shafia Zaloom, High School Curriculum Guide The Hunting Ground, 2015.

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.

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.

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 #jordanandmattarefree".

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.