

AUDRIE
& DAISY

IN THE CLASSROOM

HIGH SCHOOL

est. 1959

Lesson One
CHANGING THE CULTURE

FUTURES
WITHOUT VIOLENCE

 **BLUESHIFT**
OFF THE SCREEN. INTO OUR LIVES

Lesson One

— CHANGING THE CULTURE

 2 Class Periods

“u have no idea what’s it like to be a girl.”

—Audrie Pott’s Facebook chat with JohnR., September 23, 2012¹

In the documentary we meet Audrie and Daisy, Paige, Delaney, Ella and Jada and their family members. We also hear from perpetrators and watch law enforcement question suspects. We watch their schools and communities try to respond to sexual violence, sit with the tragedy of Audrie’s suicide and watch in disbelief as the juvenile justice system inadequately adjudicates the cases.

The terms used to discuss a sexual assault are important. For this lesson the term “a culture of sexual assault” is used to refer to the complex set of beliefs that encourages sexual aggression, supports violence (overwhelmingly against women) and portrays violence as sexy and sexuality as violent. In a culture of sexual assault, women perceive and live with a constant threat of violence ranging from sexual remarks to sexual touching to rape itself.² Changing these entrenched ideas will not occur overnight, but

beginning conversations with students earlier rather than later is a necessary, and possibly lifesaving, first step.

In Lesson One students will examine long-held gender stereotypes and beliefs and examine how these beliefs encourage behaviors that perpetuate sexual violence. Students will also identify accessible tools for change.

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

- **What is a culture of sexual assault?**
- **How is it perpetuated at my school, in my community and in my world?**
- **What can I do to raise awareness and change beliefs and attitudes that allow a culture of sexual assault to continue?**



Open the lesson by communicating your designed trigger warning. For the lesson on examining our culture of sexual assault, cultural variations may reflect a variety of different practices and beliefs regarding sexuality and gender roles. 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 developmentally appropriate to communicate with your class.

REFLECT

Have students independently completing the two writing exercises described below. (Reflect #1 and Reflect #2.) The first explores beliefs around gender. The second prompts students to reflect upon specific scenarios illustrating gender roles and stereotypes.

Directions: Hand out this assignment for students to complete in writing.

Reflect #1 Central to understanding how to prevent sexual assault is understanding how it comes to happen. John_R was not a mysterious stranger in a dark alley. He was a kid whom Audrie knew and considered a friend. No parent raises their child to commit acts of sexual violence. John_R's actions simply reflect his understanding of how young men and women interact in a "normal" way— what he's learned from friends, online, in movies, from easily accessible pornography and from other community and cultural norms. In *Audrie & Daisy*, we see examples of how our culture enables sexual violence and perpetuates great harm to victims, survivors, their families and communities.

Audrie's Facebook post, "u have no idea what it is like to be a girl" is a provocative statement and could suggest many feelings and experiences. What is it like to be a 14 year old girl?

Or a 14-year-old boy, or a transgender 14-year-old?

Our perceptions of what it means to be a girl, a man or transgender are influenced by many factors, including race, religion, nation of origin, etc. Yet, the prevailing assumptions and messages in a

Reflect #2

Ask students to individually complete these sentence stems:

- When I hear a joke or comment making fun of a girl or boy's appearance, what they are wearing or how they are supposed to be acting because of their gender I . . .
- When I hear the phrase "boys will be boys" I think it means . . .
- When I listen to a song that degrades girls or uses profanity to refer to girls I . . .
- If a friend uses the word "gay" or "dyke" or "trans" in a derogatory tone I ...
- I would say being a man today means . . .
- I would say being a woman today means . . .
- Create one more sentence stem for your classmates to complete.

culture of sexual violence suggest there is only one way to be a man - that is, to be unfeeling, strong, superior to women, and sexually aggressive and demanding. These attitudes are harmful to us all, and falsely excuse violence towards women.

There is as much to say about the limits society's expectations put on women and transgender people, and people of different races. The Representation Project, *See Jane*, *TransEquality*, *Black Women's Blueprint*, and others provide resources for learning more about those.

Create a chart with gender titles across the top. One column could be Man, another Woman, another Transgender, or other gender categories to explore. (At the very least we recommend having Man and Woman as these are most directly relevant to the film.) Ask students to list words or phrases they associate with each category, including roles, responsibilities, expectations, stereotypes and more. Have students share their lists in small groups or as a class and invite discussion about the most frequently used terms.

DISCUSS & ENGAGE: Focus on “rape culture”

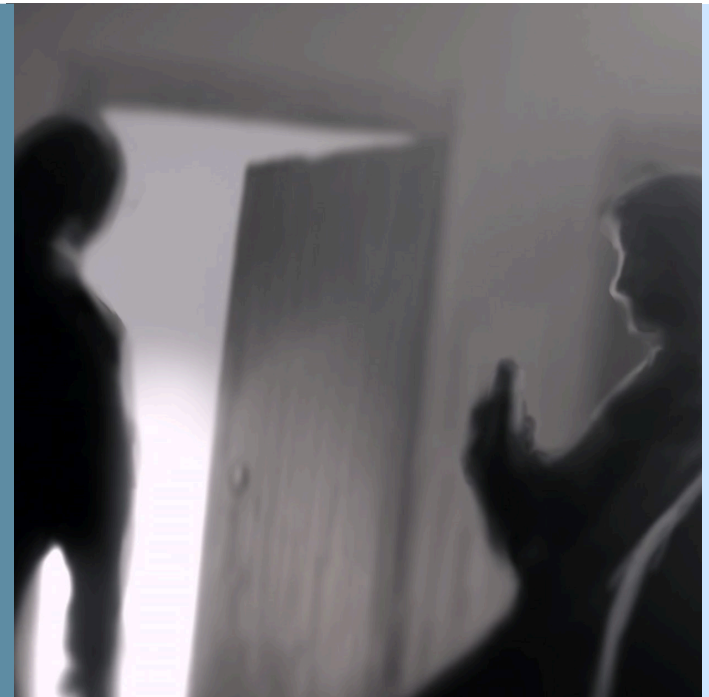
Definition Introduce students to the idea that cultural influences exist in our society that reinforce male sexual aggression, blame the victims of sexual assault and normalize male sexual violence. In this lesson we have referred to this as “a culture of sexual assault.” Activists also term these influences as “rape culture.”³ Share the definition below leaving plenty of time to discuss and clarify terms with students.

Rape culture is the images, language and laws that we see and hear every day that validate and perpetuate rape. These can include jokes, TV shows, music, advertising, legal jargon or words that make violence against women and sexual coercion seem so normal that people believe that rape is inevitable. Rather than viewing the culture of rape as a problem to be changed, people in a rape culture think about the persistence of rape as “just the way things are.” They become desensitized to the existence of rape. Rape culture is when a society normalizes and accepts sexualized violence.⁴

Check in with students about their understanding of these terms. It may be helpful to have ready several visual examples from advertising, movie posters, song lyrics or from recent news that illustrate this definition.

Read aloud a text exchange between John R and a friend from Audrie & Daisy that reinforces this definition. Ask students to share their reactions..

(Audrie) passed out and we colored half her face black and colored all over her body, like her boobs. And it said ****, it said **** was here. And then her pants, by her vagina, it said **** was here. And it said ‘harder’ on her leg, and had an arrow to her vagina. And on her back it said ‘anal’ and had an arrow down to her ass, and there was just, there was just sharpie everywhere. Everywhere. It was hilarious. Ha-ha-ha-ha-ha. My friend said, “So technically you stripped her and drew everywhere?” Uh, I said, not, not just me, all the guys. —John_R in Audrie & Daisy.⁵



Next, students will practice skills of media literacy by closely reading several of the recommended sources and analyzing how each inform and deepen their understanding of the culture of sexual assault. [Note the grade recommendations.]

Begin by asking the students to read the article silently to themselves.

1. Read a second time and underline sentences that make important points about rape culture.
2. Share the underlined segments in their small groups and discuss what they learned.
3. As a group, develop one question that comes out of their reading, analysis and discussion and share in class.

Distribute the links if students have online access or print copies if necessary.

- Read or listen to National Public Report “[To Prevent Sexual Assault, Schools and Parents Start Lessons Early.](#)” (middle and high school)
- Read [US News and World Report](#) on Daisy Coleman and current laws and policies in high school. (A longer article but appropriate for middle and high school.)
- View Photographer Katherine Cambareri’s online exhibit “[Well, What Were You Wearing?](#)” (For middle and high school.)
- Read Mentors in Violence Prevention “[10 Things Men Can Do to Prevent Gender Violence.](#)”
- Read [Huffington Post](#) article on sexual assault and euphemistic language. (High school only given the reading level and content.)
- Read [CNN news report](#) on the verdict in the Steubenville, Ohio case. (Upper high school given the content.)

WATCH

 10 Minutes

Watch the video segment from Audrie & Daisy illustrating attitudes reinforcing a culture of assault.

The segment begins with Robin Bourland discussing culture surrounding the case of Daisy Coleman and her daughter Paige Parkhurst and ends with Sheriff Darren White questioning who committed a crime.

Note: This segment may spark deep emotions. Allow some time for students to discuss in pairs or groups, have time for solitude or reflection or process their feelings in writing.



(57:50 - 1:07:20)

RESPOND

Hand out these statements from the film and read them aloud to your students.

“One of the real fatal flaws of our society. Is that it’s always, it’s always the boys. And it’s not always the boys. The girls have-- girls have as much culpability in this world as boys do.”

–Sheriff Darren White in *Audrie & Daisy*

“...It became more important to shield the boys than it did to find justice for the girls. The (boys) that are kind of the banner for your community, you don’t want to see them in trouble. You don’t want to think those things about them. They’re the heroes of small towns.”

–Robin Bourland, Paige’s mom, from *Audrie & Daisy*

Discuss in pairs or small groups:

- Reactions to the statement from Sheriff Darren White and from Robin Bourland.
- What follow up questions would you want to ask each of them?
- If you were to describe in your own words what Robin Bourland is sharing, what would you say?

Complete the final writing assignment for the lesson explained below.

We have spent time as a class defining and discussing elements in our culture that perpetuate sexual assault. We watched examples in the film and read testimony from several of the characters that further uncovered elements of a culture of sexual assault. In an essay, identify one example in the media that illustrates your understanding of the culture of sexual assault that was part of the story in *Audrie & Daisy*. Be sure to support your analysis with specific examples and avoid stereotypes and generalizations of any one group.

- 1 *Audrie & Daisy*, Bonni Cohen and John Shenk, Netflix, 2016, Script.
- 2 *Transforming A Rape Culture*, edited by Emilie Buchwald, Pamela Fletcher and Martha Roth, (Milkweed Editions: Minneapolis, MN, 1993), 1.
- 3 Rape is defined as the crime, typically committed by a man, of forcing another person to have nonconsensual sexual intercourse.
- 4 <http://www.wavaw.ca/what-is-rape-culture/>. Retrieved August 13, 2016.
- 5 *Audrie & Daisy*, Bonni Cohen and John Shenk, Netflix, 2016, Script.

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-fndir2ev-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#ixzz3uWUW5L30> "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.