

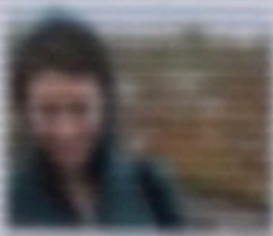
AUDRIE & DAISY

IN THE CLASSROOM

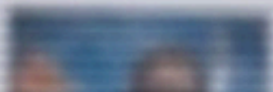
See All



Frank Smith



Emily Sosa



Bill Johnson

Lesson Two

SHARING & POSTING: TEACHING DIGITAL CITIZENSHIP

Lesson Two

 2 Class Periods— SHARING & POSTING:
TEACHING DIGITAL CITIZENSHIP

“We know from what (Audrie) said that in the process of investigating her own crime she felt that her reputation was ruined forever. She didn’t see any light at the end of the tunnel.”

—Sheila Pott, Audrie’s mother

“You already have this wound just ripped clean open. And you’re vulnerable and you’re going through a really hard time. And to have all these people attacking you (online) on top of it, it almost makes the bullying seem more extreme.”

—Daisy, in Audrie & Daisy

We all live in a digitally connected world. In Audrie & Daisy we hear about two cases in which smartphones were used to document a sexual assault. The photos and video were then broadcast over social media. Recent trends make it obvious that the use of social media and the internet is only going to increase.¹ Given this momentum, what safety nets and norms should we as a society establish?

Schools and classrooms are the laboratory to begin answering this question by providing the skills and responsible practices to navigate the changing landscape of online communication. How should we behave online? How can we become good digital citizens? Many of the hallmarks of any good citizen are also the traits and values of a good digital citizen.² Because the technology landscape is ever-changing, frameworks to teach digital citizenship must also change in response.

LESSON OVERVIEW

AUDRIE & DAISY

This lesson is about instructing and supporting students to help them become healthy and literate digital citizens. By providing ways to practice with the identified traits of a digital citizen, students will be prepared to uphold values that foster a healthy online life. Audrie and Daisy, Paige and Delaney, John_B and John_R came of age where social media and relating online were part of their social fabric. Learning from their experiences and reflecting upon the roles and responsibilities of sharing online, students will develop an understanding of the relationships between social media, sexual assault and digital citizenship.

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

- **What role does social media play in my life?**
- **When and why do I share, or post, online?**
- **How does technology shape my friendships and other relationships?**



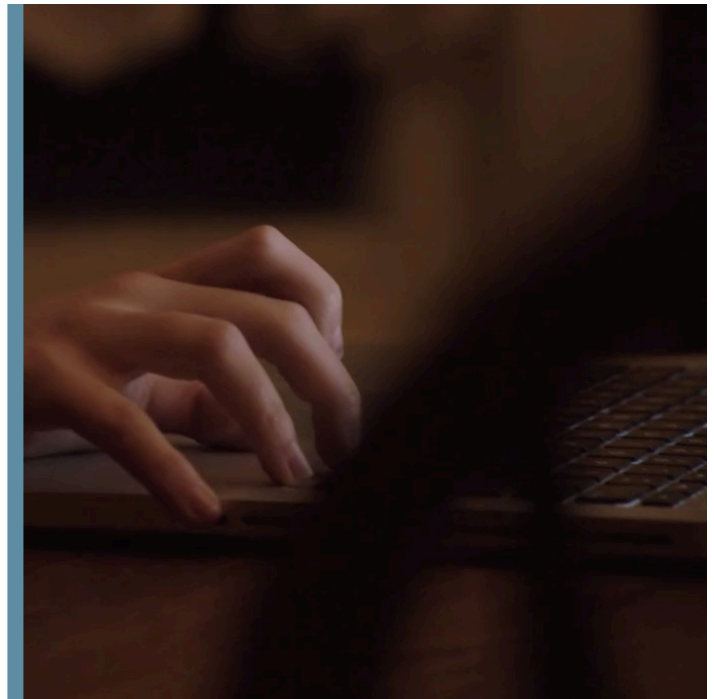
Open the lesson by communicating your designed trigger warning. Seek out school personnel for help in designing what is developmentally appropriate for your class. Be sensitive to the range of access and use of digital tools in your classroom. Some students may be very fluent while others less so. While digital citizenship and media literacy per se or not vulnerable or sensitive topics, the overlay of sexual violence within the discussion is cause enough to communicate some form of forethought.

REFLECT

Step 1: Have students complete the following questions individually.

Step 2: Using the same questions, interview one of their classmates. Have students compare and contrast their own answers with those of their peers. As a class discuss any similarities and differences that surfaced.

1. What is social media?
2. Why do you use social media sites and which sites do you use?
3. What do you share online? What will you not share online?
4. Are girls and boys judged differently when they share online?
5. What do you think oversharing online means?
6. What is cyberbullying and what actions or words do you think worsen situations online?



DISCUSS & ENGAGE

Transition to small group work. Select key terms from the Key Terms and Concepts in the Resource section in the website and have students develop working definitions. Depending upon the size of the class assign 1-2 terms per student or 4-5 per small group. Have students share their working definitions as a class or post around the room for a gallery walk. Fill in any missing details that they need to know about the terminology.

In Audrie & Daisy John_B admits that the Yahoo account where nude pictures of girls were posted was set up in their 6th or 7th grade year. This is sexting, or sharing nude or sexually suggestive photos online. Sexting is a crime and falls under current child pornography laws. Depending upon the circumstances, sexting may also be a crime under federal law. Some states have adopted laws that make sexting less severe for teenagers than for adults who send such photos.

Regardless, we know teens are sexting and it has led to tragic consequences. The “just say no” approach or enforcing criminal penalties for minors surrounding sexting has not been entirely successful. Twenty percent of teen girls, and 11 percent of tween girls (age 13-16) have electronically sent or posted nude or semi-nude photos or videos of themselves. Fifty-one percent of teen girls say pressure from a guy is a reason they send sexy messages. Nearly half of all of teen girls know it is common for nude or semi-nude photos to get shared with people other than the intended recipient.³

Education about the consequences of sexting and changing current social norms are the keys to curbing this dangerous activity. State laws vary considerably on sexting but possessing or sending a nude photo of a minor—even if it’s a photo of yourself—can be prosecuted as a felony under state child-pornography laws. Have students conduct research on their state laws and discuss in groups their understanding of the laws. As they learn more about sexting and the state and federal laws surrounding the practice, have students prepare to address these questions:

1. What laws are applied to juveniles sexting or engaging in other online violations?
2. Research your state laws and learn the federal laws regarding sexting. Do the current laws address these crimes effectively?
3. What would they suggest to educate their fellow students about the dangers of sexting? Discuss as a class their proposals and ways to educate their school community.

Resources for student research

[ACLU](#) – Blog on registering teenagers who sext as sex offenders

[Futures Without Violence](#) – Guide for Judges and Law Professionals on Teen Sexting

[Juvenile Law Center](#) – Fact sheet “What Parents Should Know

[That’s Not Cool Toolkit](#)

Resources for educator background

The Washington Post three part series “[The Screen Age](#).” All four articles are excellent but if time is limited, read Part Three “[And Everyone Saw It](#).”

The Atlantic article, “[Why Kids Text](#).”

WATCH

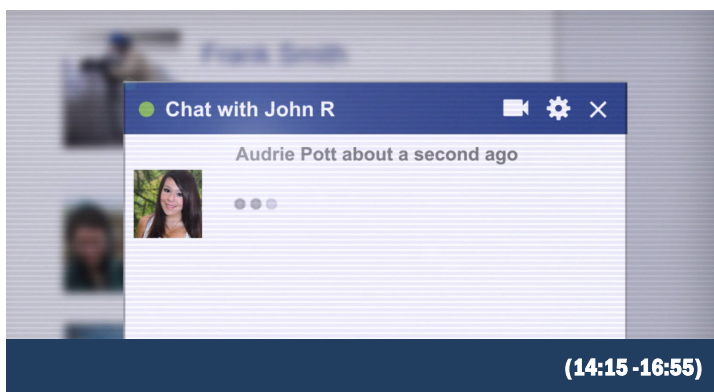
 08 Minutes

Explain to the class that in Audrie and Daisy's story, what occurred online added further to the trauma and violence the girls had already experienced. View two different video segments from the documentary. The first highlights the misuse of social media. The second illustrates how social media became a tool and a critical lifeline and connector.

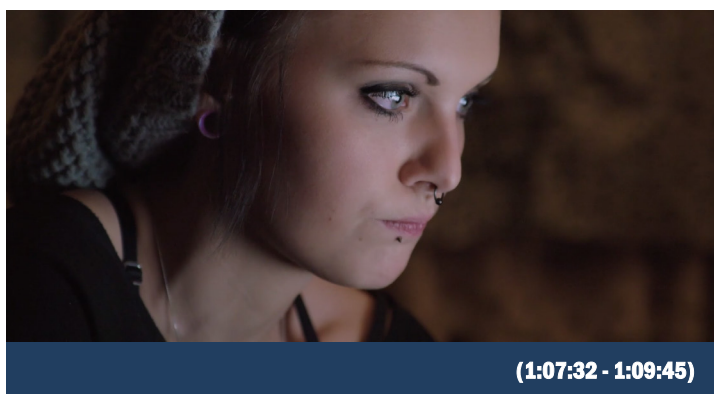
As they view the video segments, ask students to note examples of the terms they just defined in class. For example, how was Daisy a victim of cyberbullying or how do Daisy and Delaney use social media as digital citizens. Where do we see examples of drama or empathy?

Online Exposure/Online Bullying

Audrie's FB Posts



Daisy's FB Posts





Online Connections and Relationships

But social media was also a vehicle for connection and support. Read aloud two exchanges between Delaney and Daisy on Facebook before viewing the second video segment.

Post from October 15, 2013

DH: (Delaney Henderson:) Hey Daisy, my name is Delaney.

DH: I was on Facebook and a friend of mine told me about your story and we realized how similar it was to my story.

DH: I was raped by two high school boys at age 16 at a party while I was under the influence...

Post from October 23, 2013

DH: I've gotten the same threatening texts, Facebook posts, e-mails, scary encounters,

DH: and dealt with the same emotions of wanting everything to end.

DH: I just want you to never feel alone again. I'm here.

DC: Thank you it means so much!

DH: Cannot wait to meet you soon!!! {:

Social Media and Relationship Connections

Delaney reaching out to Daisy



Sheila Pott and FB msgs as evidence



RESPOND

Transition from watching the video segments to completing the lesson assessment.

Students will draw upon their reflections, discussions and viewing to develop their own digital citizenship contract. (See example below.) Students will focus on proactive roles and responsibilities rather than emphasize the consequences of irresponsible (and dangerous) use of social media. Remember that in a survey with teens ages 13-18, nearly half (42%) said their parents know nothing or very little about what they do online.

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- 1 See <http://www.pewinternet.org/2011/03/14/how-mobile-devices-are-changing-community-information-environments-2/>
 - 2 The National Council for Teachers of English (NCTE) have identified many 21st century literacies to include digital skills. See <http://www.ncte.org/positions/statements/21stcentdefinition>. Retrieved August 24, 2016.
 - 3 https://thenationalcampaign.org/sites/default/files/resource-primary-download/sex_and_tech_summary.pdf. Retrieved August 26, 2016.

Sample Digital Citizen Pledge

Name: _____

I pledge to use technology safely, responsibly, and effectively. I will practice digital citizenship skills each time I am online including:

- Always being respectful and appropriate in my communication over social media and never cyberbullying
- Advocating for equal access for all online
- Respecting the privacy of others online
- Respecting others work online and never changing what has been created without seeking out the permission of the original author
- Making responsible online purchases
- Protect my personal information
- _____

I also pledge to speak to a teacher, or other adult, if I encounter a misuse of social media or witness classmates engaging in any of the following:

- Cyberbullying
- Posting personal photographs or videos of classmates w/o their permission
- Using disrespectful language online
- Lying about their age in order to gain access to sites
- _____
- Add any further skills or values that are important to be explicit about regarding being a digital citizen or practicing digital citizenship.

Signature of student: _____

Signature of teacher: _____

Signature of parent: _____

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 #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.