







# Sexual Misconduct Prevention for Students

# Overall Program Outcomes

Through this session, participants will build on the knowledge gained through completion of the interactive learning experience to:

-  Understand and identify examples of sexual misconduct.
-  Build skills to be a proactive bystander.
-  Ask for and give consent.
-  Help a friend who has experienced sexual misconduct

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## Facilitation Tips and Best Practices

As a facilitator you are responsible for learning this content, delivering this content, guiding dialogue, keeping track of time, and working to ensure that each participant's voice is heard.

Please find below a few tips that might help as you prepare and facilitate this program.

- 01 Be prepared** - The more you know the curriculum and can facilitate it without having to read directly from the facilitator's guide, the better. If you are buried in this guide and constantly searching for every word to say, this program will not be as successful as it could be.
- 02 It's not your job to know everything** - You are being asked to guide not to know all the answers. If you get asked a question that you don't know the answer to, be okay saying, "You know - I'm not sure, but I'm happy to try to find out for you. Let me reach out to someone tomorrow and I'll get back to you." And, if that happens, don't take that moment personally - it's happened to every facilitator. Keep going and trust that you are well prepared with the content you've been provided.
- 03 Think through the entire day of the program** - If at all possible, you shouldn't be running from across campus to facilitate moments before the program starts. Give yourself time to be in the space you'll be facilitating and mentally prepare before you begin the program.
- 04 Be observant during the program** - Listen to what is being said and what is not being said. Listen to who is saying certain things and who is being quiet.

- 05** [This experience is not about you](#) – You are there to guide the group through this content. Yes, the content applies to you because you are a human – but you are the facilitator, not the star of the show. Approach this task humbly and ready to serve.
  - 06** [Get ready to learn](#) – If you are very prepared to facilitate, you will be able to allow yourself to learn along the way. That will be less possible if you are not prepared and are “winging in” throughout the program. Yet another reason to spend adequate time digesting and actually practicing facilitating this content.
  - 07** [Be okay with silence](#) – This one may be tough for some of you – but learning to be ok with silence is especially important. When you ask a question and don’t get an answer immediately, your instinct may be to fill the silence – don’t. Let it just sit for a minute and trust that an answer will come.
  - 08** [Have Fun!](#)
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## Communication Tips for Facilitators

How you communicate is just as important as what you communicate. It can also make a huge difference in gaining buy-in from participants.

Below are some communication tips that might be helpful while facilitating this curriculum.

- 01** [Active listening](#) – Truly model what you are teaching. Look at people when they speak, be interested in what they are saying, make them feel important. (Again, this won’t be possible if you are constantly buried in this facilitation guide.)
- 02** [Remember your body language](#) – Watch your facial expressions as people are sharing back. Your face is going to say a lot about what you are thinking so be careful of what your face does. Don’t cross your arms, don’t check your cell phone, put your smartwatch on mute, etc. And please, no gum or candy in your mouth while you are facilitating.
- 03** [Reframe](#) – When you ask a question of the group and you don’t get the exact answer you are looking for, take a portion of what was said and reframe the response to provide a better or more complete answer to the group. *(This is an advanced facilitation skill and if you master it, this can be used outside of this experience.)*
- 04** [Summarize what has been said](#) – Remember that not everyone will be able to hear answers as they are provided. Summarize what has been said for the entire room. This also ensures that correct answers are heard more than once by the group.

# Curriculum Key

| HEADING            | DESCRIPTION  |
|--------------------|--|
| Time               | <p>This is the general amount of time you have for each portion of the discussion. Some sections might take more, some might take less, but this will give you a general idea as you are mapping out your session.</p> <p>You will see times listed like this: 15 min (35/90). That means that the section itself should take 15 minutes and, when you have finished that section you have facilitated 35 minutes of the 90 minutes total for the program.</p> <p><b>Facilitation tip:</b> <i>Once you know your program start time, go back through this facilitation packet and create a time-roadmap making note of what time each section should begin and end.</i></p> <p><b>Pro tip:</b> <i>As you are doing that, remember that if the program is slated to begin at 7pm ET you are not really going to begin at 7pm. Give yourself some flexibility in your time-roadmap</i></p> |
| PowerPoint slide # | <p>This identifies the PowerPoint slides that will be used during each section. It will be listed like this (PPT 1-3).</p> <p><b>Facilitation tip:</b> <i>After you are comfortable with the curriculum go back through it and make a mark or add a sticker at the point in your facilitation that you need to advance the slide.</i></p> <p><b>Pro tip:</b> <i>Then, practice facilitating the entire program while advancing slides. A remote clicker will help you be able to move freely around the room.</i></p>  |

## Curriculum Key cont.

| HEADING   | DESCRIPTION  |
|---|--|
| <i>Facilitator notes or Facilitation Instructions</i> | This section provides context for the section you are facilitating and will always be in <i>italics</i> . Think of them like your information stops along the way. Please pay special attention to each of these sections as they can be rich with helpful information.  |
| Facilitator talking points                            | These are the talking points that need to be conveyed for each section. The facilitator talking points are not to be used as a script that you read verbatim, but instead should be used to frame the message you share.   |
| Text that is in <b>BOLD</b>                           | If a section is in <b>bold</b> then those <b>statements can be read as they are printed in this guide.</b>   |
| Text that is in <b>BLUE</b>                           | <p>If words are in <b>BLUE FONT</b>, that signifies that that text can be found on the PPT slides.</p> <p><b>Facilitation tip:</b> <i>It's often helpful to underline or highlight the main points in each section. That way, as you are facilitating you can glance down at your notes and you will see those key words standing out on your page.</i></p> <p><b>Pro tip:</b> <i>Please deliver each section in your own way or in your own words – make the curriculum yours but please <b>do not add content.</b> Throughout this discussion guide you will see sections noted as “optional” which can be included based on your time and/or session goals.</i></p> |

## FACILITATOR GUIDE

The content of this session can be sensitive, so it is a good idea to spend a little extra time at the beginning getting to know one another and underscoring the importance of maintaining a supportive environment while in the session.

# Opening

The opening section is your opportunity to set the stage for why this conversation matters. The prompts will help you lead a guided conversation to enhance the online simulation that participants have completed prior to your session. The more you can “land the plane” on the opening section, the easier the rest of the session will be.

**10 minutes**

**SEXUAL MISCONDUCT  
PREVENTION**  
— FOR STUDENTS —





FACILITATOR GUIDE

# Identifying sexual misconduct

This section is intended to review and reinforce the key definitions participants learned during the interactive module.

**10 minutes**

**SEXUAL MISCONDUCT  
PREVENTION**  
— FOR STUDENTS —





FACILITATOR GUIDE

# Bystander intervention

In this section, participants will learn the three Ds of bystander intervention: Delegate, Distract, Direct. You will also briefly discuss documentation, which is included in the online module.

**20 minutes**

**SEXUAL MISCONDUCT  
PREVENTION**  
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| HEADING                         | DESCRIPTION   |
|---------------------------------|---|
| <p><i>Facilitator notes</i></p> | <p>The next strategy is to DISTRACT.</p> <p><b>DISTRACT</b> - Use a distraction or redirection to separate the person at risk from the aggressor.</p> <p><b>What are some things you might say to create a DISTRACTION?</b></p> <ul style="list-style-type: none"> <li>• “Have you seen...”</li> <li>• “I think your friend is looking for you...”</li> <li>• “Can you come with me to...”</li> <li>• “Can you show me where the bathroom is?”</li> <li>• “You have to meet my friend...”</li> <li>• “I heard there was food here, come help me find it!”</li> <li>• “I need some fresh air, walk with me.”</li> </ul> <p>The final strategy is to Be Direct.</p> <p><b>DIRECT</b> - Talk to the person at risk to see what they need, and/or speak to the aggressor about their actions.</p> <p><b>When might you choose to BE DIRECT?</b></p> <p>Everyone will feel differently about when they choose to be direct, often depending on who they are engaging with, where they are, whether they have chosen to consume alcohol, how well they know the individuals involved, and their own personal history. Encourage participants to avoid being direct when or if the situation may escalate. They should never risk their own health or safety when choosing this strategy.</p> <p><b>What are some things you might say when Being Direct?</b></p> <ul style="list-style-type: none"> <li>• “What you’re doing is not okay.”</li> <li>• “That’s not cool because...”</li> <li>• “They drank a lot tonight, so why don’t you talk to them tomorrow?”</li> <li>• “Are you sure everyone is having a good time here?”</li> <li>• “How are you doing?”</li> </ul> |

| HEADING                                   | DESCRIPTION   |
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| <p><i>Facilitator notes continued</i></p> | <p>One additional strategy to be aware of is to Document. If you have experienced sexual misconduct of any kind, saving communication may be helpful should you choose to report. This includes voicemails, text messages, social media posts or direct messages, screenshots, emails, and or photos.</p> <p>Remember that each situation is different and accordingly, each response will be as well. You don't have to use all of the strategies - any one of them can be helpful - and it is crucial that you identify and use the strategy that you feel most comfortable with.</p> <p><b>Sexual misconduct is never the victim's fault.</b> If you find yourself in an uncomfortable situation there are some strategies you can try to get out of the situation.</p> <p><b>Getting Out of an Uncomfortable Situation</b></p> <ul style="list-style-type: none"> <li>• Be direct and tell them to stop. <ul style="list-style-type: none"> <li>- If it's safe, the most straight forward thing to do is be direct and tell them to stop.</li> </ul> </li> <li>• Lie when needed to get away. <ul style="list-style-type: none"> <li>-If you don't think it would be safe, or if you feel uncomfortable being direct... make an excuse to leave. It's okay to lie.</li> </ul> </li> <li>• Learn how to defend yourself.</li> <li>• Ask for help.</li> <li>• Keep your phone on you and have a way to keep it charged.</li> </ul> <p>Check out school-specific bystander-intervention techniques in the resource section.</p> <p><b>Audience Specific Feedback – FSL/ATH Bystander education</b></p> |



FACILITATOR GUIDE

# Checking for consent

In this section, participants will learn what consent is and specific examples of verbal and non-verbal consent.

***Remember to communicate that consent applies to any and all physical or sexual activity or behavior.***

**20 minutes**

**SEXUAL MISCONDUCT  
PREVENTION**  
— FOR STUDENTS —



| HEADING                                   | DESCRIPTION   |
|---|---|
| <p><i>Facilitator notes continued</i></p> | <p><i>Ask participants: <b>What are some ways, either verbally or non-verbally, that you know that your partner is consenting to an activity?</b></i></p> <p><b>Typical YES responses may include:</b></p> <ul style="list-style-type: none"> <li>• I'm excited.</li> <li>• Don't stop.</li> <li>• I want to...</li> <li>• I'm ready.</li> <li>• Yes.</li> </ul> <p><i>Typical NO responses may include:</i></p> <ul style="list-style-type: none"> <li>• I'm not sure.</li> <li>• Stop.</li> <li>• I thought I wanted to...</li> <li>• Can we wait?</li> <li>• Maybe.</li> </ul> <p><i>Typical responses to non-verbal/actions that say no include but are not limited to the following.</i></p> <ul style="list-style-type: none"> <li>• Avoiding eye contact</li> <li>• Pushing away</li> <li>• Avoiding touch</li> <li>• Just lying there</li> <li>• Holding clothing on</li> </ul> <p><i>It is important to support any statement that participants make here. If someone responds with words or an action not listed below, acknowledge it, and do not correct any valid responses.</i></p> <p><b>To review, consent must have all three elements – it must be informed, enthusiastic, and continuous. Everyone has the right to withdraw consent at any time, even if they have given consent during or prior to the current activity.</b></p> |



# Helping a friend

The section is an opportunity for participants to practice helping a friend and to explore resources for support should they need those resources personally.

***Be sure to remind participants that they are not experts and are not expected to be. If someone has chosen to share their story with them, they trust them, so they have already done something right. In addition to supporting their friend, remind participants that they can and should seek support if they need it – hearing someone’s story can be difficult, and they may need to process that experience as well.***

**20 minutes**

| HEADING   | DESCRIPTION   |
|---|---|
| <p>Facilitator talking points</p> <p>PPT slide ##</p> | <p>It's not always easy to know what to say when someone tells you they've been sexually assaulted, especially when that person is a family member, friend, or loved one. Likewise, disclosing to someone they care about can be very difficult, so we encourage you to be as supportive and non-judgmental as possible.</p> <ul style="list-style-type: none"> <li>• Listen with empathy.</li> <li>• Allow them to tell their story, in their time, in their way.</li> <li>• Encourage the survivor to get support. Share resources but remember that it is their choice if, how, and/or when to seek support.</li> <li>• Be patient. Avoid putting pressure on them to engage in activities they are not ready to do yet.</li> <li>• If the survivor seeks medical attention or plans to report, offer to be there. Your presence can offer the support they need.</li> </ul> <p>Ask the participants: <b>What are some things that you can say to show your support if a friend discloses to you that they have experienced sexual misconduct?</b></p>   |
| <p>Facilitator notes</p>                              | <p>Typical answers include:</p> <ul style="list-style-type: none"> <li>• "I believe you."</li> <li>• "It took a lot of courage to tell me about this."</li> <li>• "It's not your fault."</li> <li>• "I care about you and am here to listen or help in any way I can."</li> <li>• "I'm sorry this happened."</li> <li>• "This must be really tough for you,"</li> <li>• "Thank you for sharing this with me."</li> </ul> <p>It can be extremely difficult for survivors to come forward and share their story. They may feel ashamed, concerned that they won't be believed, or worried they'll be blamed. They may also blame themselves, especially if they know the perpetrator personally. Remind the survivor, maybe even more than once, that they are not to blame.</p> <p>Leave any "why" questions or investigations to the experts—your job is to support this person. Be careful not to interpret calmness as a sign that the event did not occur—everyone responds to traumatic events differently. The best thing you can do is to believe them and acknowledge that the experience has affected their life.</p> |

| HEADING                         | DESCRIPTION   |
|---------------------------------|---|
| <p><i>Facilitator notes</i></p> | <p>Know your resources. If someone trusted you enough to disclose the event to you, you are a strong supporter, but that doesn't mean you're equipped to manage someone else's health.</p> <p><b>Confidential Support:</b> will not report what you tell them unless they believe someone is in danger</p> <ul style="list-style-type: none"> <li>• <b>Counseling services office</b> gives free, psychological and educational counseling</li> <li>• <b>Medical professionals (school health clinic, sexual assault nurse examiners (SANE), local ER, doctor)</b> provide medical attention and, when appropriate, a rape kit</li> <li>• <b>Confidential advocate</b> can talk about on-campus and off-campus resources and, if needed, can go with you to investigative meetings, discipline processes, and hearings, both on-campus and off-campus</li> <li>• <b>Members of Clergy or Ordained Religious leader</b> can provide counseling and advocacy support.</li> </ul> <p><b>Non-Confidential / Mandatory Reporters:</b> required to report what you tell them to campus authorities.</p> <ul style="list-style-type: none"> <li>• <b>Title IX (nine) coordinator</b> the school expert on sexual-misconduct resources and support services</li> <li>• <b>A trusted faculty/staff member</b> can listen and guide you to available resources and support services</li> <li>• <b>Dean of Students office:</b> can discuss resource options, start disciplinary actions (if you want), and help with academic accommodations or other interim measures.</li> <li>• <b>Campus security</b> can give immediate, 24/7 protection, alert campus resources, and help contact the police</li> <li>• <b>Local law enforcement</b> can provide protection and help you take legal action</li> </ul> <p>To find your school's options, visit the Resources section in the menu. Refer to campus based information.</p> |

# Safety Strategies

Physical or sexual violence is never okay. In this section we will cover some safety strategies and signs of healthy vs unhealthy relationships. It is important to again remind the group that it is never a victim's fault. There is nothing that a person can say, do, or wear that causes sexual misconduct.

**10 minutes**



| HEADING                         | DESCRIPTION   |
|---------------------------------|---|
| <p><i>Facilitator notes</i></p> | <p>Physical or sexual violence is never okay. That is a clear sign of a toxic relationship. But there are other signs that are a little harder to catch.</p> <p>You should never feel worried to speak up and disagree with your partner. If you think you can't share your opinions, that might actually be a sign of an unhealthy relationship</p> <p>Ask participants: <b>What are some signs of an UNHEALTHY partner in a relationship?</b></p> <p>Typical answers may include:</p> <ul style="list-style-type: none"> <li>• Makes you feel bad about yourself.</li> <li>• Dismisses your emotions.</li> <li>• Questions all your actions.</li> <li>• Shares intimate details of your relationship without your consent.</li> <li>• Frequently tracks where you are.</li> <li>• Pressures you to change who you are.</li> <li>• Makes threats if you try to leave the relationship.</li> <li>• Keeps you from your friends and activities.</li> </ul> |

| HEADING  | DESCRIPTION  |
|--|--|
| <p>Facilitator talking points<br/>PPT slide ##</p> <p><i>Facilitator notes</i></p> | <p>We went over a lot of information during our time together today.</p> <p><i>Outline topic areas you covered here.</i></p> <p>Make sure you go to the Resources section for specific information about your school’s policies and support services. We hope you take the lessons you learned today and use them to help you and the people around you.</p> <p><b>RESOURCES</b> – include school specific resources and policies.</p> |