



Dismantling Rape Culture (Created by Erin Hancock, Summer 2016)

1. Training Session Information		
Group size: 6-30	Facilitators: 1-2 main, up to 4 floaters to support small group discussions depending on group size	
Topics: Defining rape culture, consent, socialization, harassment	Length of Session: 3 hours	
2. Learning Objectives		
<p>What do we want the participants to know and/or be able to do?</p> <ul style="list-style-type: none"> -Explain rape culture and elements of patriarchy -Develop language that helps us all handle situations where these issues arise -Make our community more inclusive and safe through providing tools and language for community members -Build capacity and confidence to have healthy relationships and communication 		
3. Set Up		
<p>A. Learning Environment</p> <ul style="list-style-type: none"> -Circle set up, able to see all people in the group, chairs for everyone, table optional -Extra space for breakout groups nearby -Wall space to hang flipchart paper -Setup and screen for projector 		
<p>B. Resources / Materials</p> <ul style="list-style-type: none"> -Flipchart (large sheets) and markers -Projector and computer -Printed items (see right column below) -Water and snacks on the tables 		
<p>C. Items to Prepare Before the Session</p> <ul style="list-style-type: none"> -Review facilitation notes, debrief questions, consider current or recent relevant examples to help messages land -Test technology (audio, video) -Clean up learning space and bring chairs as needed -Print what is needed and prepare materials -Review facilitator checklist (in education folder on google docs) -If more than one facilitator, determine who will facilitate which sections and you plan if things become challenging or if someone is triggered 		
4. Schedule		
TIME	TOPIC/ACTIVITY	MATERIALS/NOTES
5 mins	<p>Welcome</p> <ul style="list-style-type: none"> -Welcome participants -Review objectives for the workshop -Post a “parking lot” page for things that we want to capture (maybe for a future workshop or if there is extra time at the end) so we can list them somewhere throughout and not get off topic -Review community agreements (more details in the “community agreements” document) for the meeting -Request a volunteer to be a vibes checker 	<ul style="list-style-type: none"> -Workshop plan on wall if desired (loose outline, not timed, high level to leave room for facilitator to adjust as needed, but to give participants an idea as to what to expect)

	-Introduce “ouch” as something you can say when something sensitive or offensive is said. Remind people if they hear this too, it is a learning environment. Simply consider what you said and how that may be taken by others. Explain that some of these discussions are sensitive and some people may be triggered by this or upset. We are all here to support each other and create a safe space. Invite them to ask for what you need if you feel comfortable doing so.	-Community agreement on wall
10 mins	Introductions -Go-around to share names, pronouns, and answer a simple question like “when you hear the title of this workshop, what comes to mind?”, ask if anyone has any special needs for the workshops and/or anything to add to the community agreement, request a volunteer to be a vibes checker	
15 mins	Helpful language -Start by defining what is meant by “rape culture”: http://rationalwiki.org/wiki/Rape_culture "Rape culture is the ways in which a society trivializes, rationalizes, or even condones rape and other acts of sexual violence. Rape culture includes a variety of issues from the way raped individuals are treated by police to the way rape is portrayed in fiction and by the media. Modern rape culture is steeped in institutionalized misogyny, having at its core cultural features of a society that is defining, politicizing, and ultimately controlling women's bodies. Rape culture, like all other aspects of culture, informs individual behaviors on many levels - often in ways the individual isn't even aware of." -Hand out definitions to volunteer participants for different people to share with the group (they can either read or put it into their own words and explain to the group): Patriarchy Sexual harassment Victim blaming Rape Misogyny Trigger After each definition is shared, ask if anyone wants to add to it or get clarification. You can invite the group to fill in and educate each other as you go or respond yourself if you have things to add.	-Print out (1 copy for you the facilitator and 1 copy cut up (print 1 sided) for group members to share with the larger group)
20 mins	The trap of rape culture and where male-identified people also lose out -Show few slides on ppt “Healthy versus Toxic Masculinity” which invites audience contribution and within it prompts watching the video https://www.youtube.com/watch?v=hc45-ptHMxo – 3 mins - (got permission from author to use this ppt July 2016). Discuss the trap that male-identified folks “need” to act a certain way, so rape culture limits everyone’s full self expression. -Invite sharing about people’s experiences	-Ppt loaded, projector, computer, speakers
20 mins	Discussion of scenarios -Hand out scenarios to small groups (3-5 people per group depending on the group size and spaces for breakouts) and invite them to review the scenario presented, discuss how the situation could improve or be altered (10 mins). Here’s a bullet-point list of examples of rape culture that summarize what is discussed in the scenarios you will hand out. <ul style="list-style-type: none"> • Blaming the victim (“She asked for it!”) 	-Print out of scenarios cut up for groups to take into their small group discussion

	<ul style="list-style-type: none"> • Trivializing sexual assault (“Boys will be boys!”) • Sexually explicit jokes • Tolerance of sexual harassment • Inflating false rape report statistics • Defining “manhood” as dominant and sexually aggressive • Defining “womanhood” as submissive and sexually passive • Pressure on men to “score” <p>-Report back to larger group and discuss ideas that each group presents. Try to summarize the conversation along the way, provide clarity. (10 mins)</p> <p>Mention these things are also part of rap culture:</p> <ul style="list-style-type: none"> • Publicly scrutinizing a victim’s dress, mental state, motives, and history • Gratuitous gendered violence in movies and television • Pressure on women to not appear “cold” • Assuming only promiscuous women get raped • Pick up artist culture • Assuming that men don’t get raped or that only “weak” men get raped • Refusing to take rape accusations seriously • Teaching women to avoid getting raped instead of teaching men not to rape <p>(adapted from “Man’s Guide to Rape Culture” article)</p>	
20 mins	<p>Consent culture, yes means yes, no means no</p> <p>-Start by defining consent (5 mins): Consent Quite simply, consent is giving permission for something to happen. Consent is an agreement between participants to engage in sexual activity. Consent doesn’t have to be verbal, but verbally agreeing to different sexual activities can help both you and your partner respect each other’s boundaries. When you’re engaging in sexual activity, consent is about communication. And it should happen every time. Giving consent for one activity, one time, does not mean giving consent for increased or recurring sexual contact. For example, agreeing to kiss someone doesn’t give that person permission to remove your clothes. Having sex with someone in the past doesn’t give that person permission to have sex with you again in the future. You can withdraw consent at any point if you feel uncomfortable. It’s important to clearly communicate to your partner that you are no longer comfortable with this activity and wish to stop. The best way to ensure both parties are comfortable with any sexual activity is to talk about it.</p> <p>Positive consent can look like this:</p> <ul style="list-style-type: none"> • Communicating when you change the type or degree of sexual activity with phrases like “Is this OK?” • Explicitly agreeing to certain activities, either by saying “yes” or another affirmative statement, like “I’m open to trying.” • Using physical cues to let the other person know you’re comfortable taking things to the next level <p>It does NOT look like this:</p> <ul style="list-style-type: none"> • Refusing to acknowledge “no” 	<p>-Powerpoint loaded</p> <p>-Print article on consent as reference for facilitators</p> <p>-Projector, screen, video loaded</p>

	<ul style="list-style-type: none"> • Assuming that wearing certain clothes, flirting, or kissing is an invitation for anything more • Someone being under the legal age of consent, as defined by the state • Someone being incapacitated because of drugs or alcohol • Pressuring someone into sexual activity by using fear or intimidation • Assuming you have permission to engage in a sexual act because you've done it in the past <p>(https://www.rainn.org/articles/what-is-consent)</p> <p>-Presentation (15 mins) – Consent castles cartoon (cartoon split up into 23 slides with 1 cartoon box per slide – great visual and great metaphor). Provide the presentation by simply reading and pointing to each slide and what is happening in the cartoon (not much additional commentary needed at that stage). Then once you've gone through it all,</p>	
20 mins	<p>Calling people in</p> <p>-Begin a discussion about language that helps address patriarchy, sexist behavior and sexual harassment.</p> <p>-The thing with calling people out - It often, not always, comes from a place of ego or reaction. The intent, conscious or not, is to make the other person wrong. There's also a public aspect to calling someone out, of making them lose face. The tone is adversarial. And ultimately, you're putting the burden of change entirely on the other person ("Stop it!"). Calling people forth (or "in"), in contrast, comes from a place of service and an open heart. The intent is to call the person to higher ground. It builds on their strengths. The tone is collaborative. And ultimately, you're sharing the burden of getting better ("How can I help?"). It feels more like coaching than scolding. [adapted from Harvard Business Review]</p> <p>From an article by Ngọc Loan Trần on Black Girl Dangerous: "I picture 'calling in' as a practice of pulling folks back in who have strayed from us. It means extending to ourselves the reality that we will and do fuck up, we stray, and there will always be a chance for us to return. Calling in as a practice of loving each other enough to allow each other to make mistakes, a practice of loving ourselves enough to know that what we're trying to do here is a radical unlearning of everything we have been configured to believe is normal."</p> <p>Much like calling out, calling in aims to get the person to change their problematic behavior. The primary difference between calling in and calling out is that calling in is done with a little more compassion and patience.</p> <p>-Hand out the "calling people in" sheet to everyone. Invite them to practice dialogues in partners (the person sitting beside you), do it until you find language that works for you to call in behavior that just doesn't work.</p> <p>-Take a moment to report back any key nuggets to the larger group, but not a full report back.</p>	-Print "calling people in" sheet for everyone
30 mins	<p>NCHC and Rape Culture</p> <p>Popcorn discussion</p> <p>-Where do we see any of the issues/concepts discussed showing up in NCHC?</p>	-Have copies of the policy to share with everyone

	<p>-How are these issues handled (elicit productive and non-productive reactions)? How can we handle them?</p> <p>-How do we build an environment where we keep our spaces safe? How do we keep each other safe?</p> <p>-When something happens, how do we heal as a community?</p> <p>-Read “don’t be an asshole” policy (in google drive and check to see if there is a newer version on the NCHC wiki/drive)</p>	
20 mins	<p>Boundaries</p> <p>-Home alive exercise: setting boundaries with body language with voice and expressing when a boundary has been crossed (last part in pairs) http://www.teachhomealive.org/curriculum/iv-boundary-setting/across-the-room/ (line up in two rows, see instructions in google drive “activity instructions.boundaries.across the room” and link above)</p>	-Print instructions for boundary exercise for the facilitator(s)
10 mins	<p>Closing</p> <p>-Ask the participants for a “check out” go-around where they can indicate anything they learned from the workshop</p> <p>-Thank everyone for their participation, sharing, etc. and summarize any key points or achievements of the day and state next steps if relevant.</p> <p>-Hand out workshop feedback forms and collect them on their way out.</p> <p>-Hand them the resource page (in the google drive) and let them know they will be getting a copy by email too.</p>	<p>-Printed resource pages (1 copy per person)</p> <p>-Workshop feedback forms for each person (reminder: there are 2 per page when printing – cut ahead of time)</p>

5. Assessment (collect feedback) / Evaluation (interpret feedback)

Add a summary of feedback below here as well as the date delivered so we can keep a record over time as we deliver and improve it.

August...
Summary:

6. Facilitators Reflections on the Session

What changes could be made to make the session more effective? Include the date and summary below from a short debrief session between the facilitators or individually if facilitated by only 1.

Additional resources:

- <https://hbr.org/2014/10/stop-calling-people-out>
- <http://www.wavaw.ca/mythbusting/rape-myths/>
- <https://yesmeansyesblog.wordpress.com/2009/07/23/this-is-what-rape-culture-looks-like/>
- <https://yesmeansyesblog.wordpress.com/2009/11/12/meet-the-predators/>
- <http://delirioushem.blogspot.pe/2014/11/alt-lit-and-rape-culture-rape-culture.html>

Additional exercises/discussion:

Healing after rape and how we support

-Resurrection after rape (<http://www.resurrectionafterrape.org/uploads/1/4/4/2/14422560/rarfree.pdf>)

-Avoiding triggers

-Allowing people to set boundaries

-Exercise in pairs: discuss your physical boundaries with different people in your life (strangers, versus family versus friends, versus new partners, versus long term partners, versus people you don't feel safe with). Then discuss your emotional boundaries. How do you keep yourself safe?

Additional videos:

<https://www.youtube.com/watch?v=u9OBmiuHPEc>

<https://www.youtube.com/watch?v=iwO37mDQsTU> (how capitalism and economic oppression tie in)
spoken word https://www.youtube.com/watch?v=D-Hk_72wXZ0

<https://www.youtube.com/watch?v=1KQQ1bzQn0k>

<https://www.youtube.com/watch?v=k9s5H-RNjxY> (research and stats, definitions)