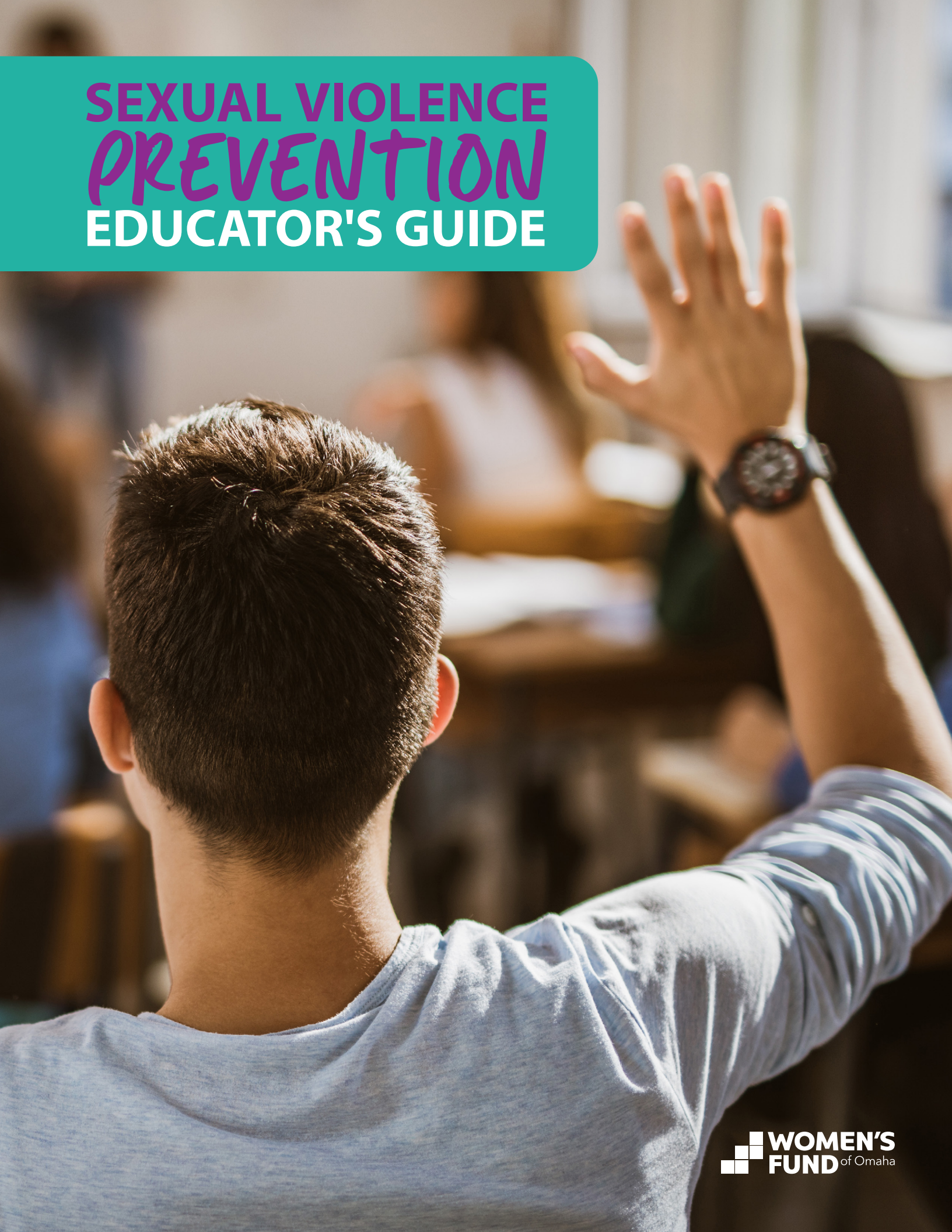


SEXUAL VIOLENCE PREVENTION EDUCATOR'S GUIDE



ACKNOWLEDGMENTS

This Sexual Violence Prevention Educator’s Guide has been a collaborative effort of individuals and organizations with a shared mission to create a world free of sexual violence. Our main partner in the creation of this guide is the Nebraska Coalition to End Sexual and Domestic Violence. Without their guidance and technical expertise, this guide would not have been possible.

This guide would also not be possible without the vision, structure and creativity that Women’s Fund of Omaha Weitz Fellows Alexa Curtis and Natalia Tu provided. Their brilliance helped guide an idea into a complete project. Special thanks to Women’s Fund Intern Cleo Zagurski, who was a senior in high school when this resource was created and who provided valuable insight into the contents of this guide.

As a living document, this guide is meant to live online; our world moves quickly with language, technology and educational approaches are constantly evolving. It is our hope that we can revisit this document to create updated and enhanced versions with our growing body of knowledge and resources.

Additionally, the Women’s Fund would like to thank the following individuals and agencies whose insight, expertise and writing helped make this project successful.

Collaborating Agencies:

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Cape Project, Doane University	Women’s Fund of Omaha
Nebraska Coalition to End Sexual and Domestic Violence	Women’s Center for Advancement
OutNebraska	

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We are indebted to the insight and expertise of the survivor leaders that reviewed this guide. Your dedication and energy to this work is immensely impactful. We see you. We appreciate you. Here’s to creating a world free from gender-based violence and with more spaces for collective healing.



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ABOUT THIS GUIDE

Education is a primary prevention tool in creating a world free from gender-based violence. Sexual violence is a widespread public health issue, and educators are an important part of the solution.



WHAT IS SEXUAL VIOLENCE PREVENTION?

According to the National Sexual Violence Resource Center, "**primary prevention' means stopping sexual violence before it even has a chance to happen.** Primary prevention challenges out-of-date victim-blaming methods that place the onus on potential victims to protect themselves and instead frames sexual violence as a public health issue. Primary prevention also requires that individuals make the connection between all forms of oppression (including racism, sexism, homophobia, ableism, adultism, ageism and others) and how these oppressions create a culture in which inequality thrives and violence is normalized. Effective sexual violence prevention efforts improve communities, shift social norms, end oppression and promote norms of equity, consent and safety for all."¹

WHY THIS GUIDE?

All students deserve a world free from sexual violence and an education that includes sexual violence prevention curriculum. This allows for open and honest conversations regarding a range of related topics including bodily autonomy, boundary setting, gender norms and healthy relationships—all of which help to create an environment that supports a student's emotional and physical well-being and aids in sexual violence prevention. This guide was created to provide educators with the necessary framework, concepts and resources for how to best engage with students about sexual violence prevention.

WHO IS THE AUDIENCE FOR THIS GUIDE?

Though sexual violence prevention is for everyone, this guide is intended to be used by educators of students ages 13 to 18 years old. Information and resources included are age- and developmentally-appropriate for this age range.

We understand that educators may be limited in the curriculum and resources that are available; we also acknowledge that educators may be provided different curricula and resources. This supplemental guide is designed to provide consistent messaging and helpful adaptations to existing sexual violence prevention materials that are thoughtful of the diverse identities and experiences of students.

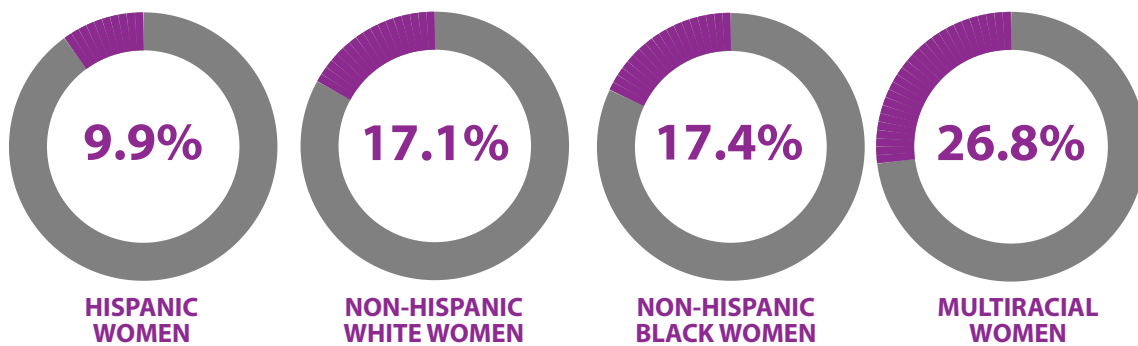
HOW SHOULD THIS GUIDE BE USED?

This guide is designed to be a supplemental tool for sexual violence prevention education, **regardless of the setting or the curriculum used.** Overarching ideas and key considerations are provided along with resources for deeper dives into each topic. We expect and encourage educators to choose specific sections of this guide that will be most helpful in supplementing existing curricula.

LANDSCAPE OF SEXUAL VIOLENCE

Sexual violence is a widespread problem. Black, Indigenous, LGBTQ+ and systems-impacted individuals and communities are disproportionately impacted by sexual violence because of the discrimination, prejudice and inequities they face on multiple fronts.³

According to the [National Intimate Partner and Sexual Violence Survey](#) conducted by the Centers for Disease Control and Prevention (CDC), **Black, Indigenous and people of color (BIPOC) experience sexual violence at disproportionately higher rates compared to their white peers.** Here is the breakdown of how sexual violence at the hands of an intimate partner (excluding rape) impacts specific populations:

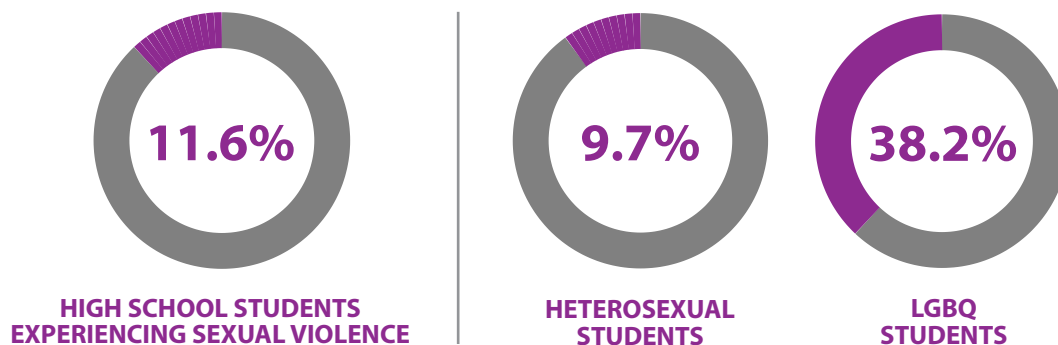


Note: The case count for Asian/Pacific Islander and Native American groups were too small to report statistically reliable numbers. Additionally, the case counts for men reporting rape by an intimate partner during their lifetimes were too small to produce statistically reliable prevalence estimates by race/ethnicity.

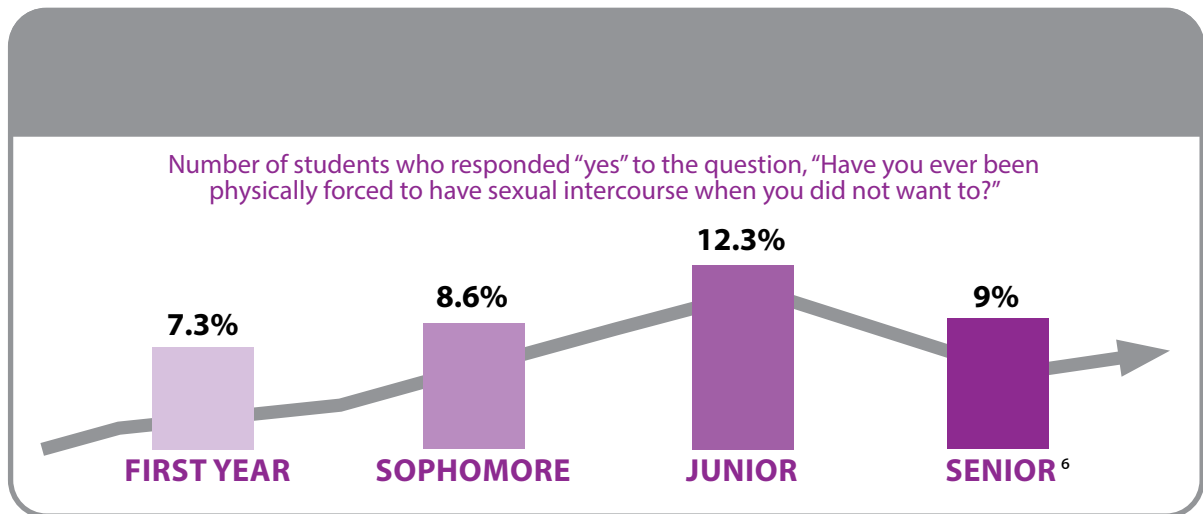
IMPACT ON YOUNG PEOPLE

Sexual violence occurs at every age and young people experience it at a significant rate, particularly those between the ages of 11 and 17. Approximately 1 in 5 young women and 1 in 7 young men have experienced rape, physical violence and/or stalking by an intimate partner within this age range, making early sexual violence prevention education critical.⁴

In Nebraska, high school students reported experiencing sexual violence with a stark difference for LGBTQ students.⁵



The [2021 Nebraska Youth Risk Behavior Survey](#) highlights growing rates of sexual violence for high schoolers in the state.



**Note: Most statistics regarding sexual violence are reported based on the gender binary and therefore do not give a full picture of the identities that experience sexual violence.*

IMPACT ON LGBTQ+ YOUNG PEOPLE

Educators play an important role in creating affirming learning environments free of harassment and bullying. Research shows that homophobia, transphobia and bullying toward LGBTQ+ students is prevalent in schools, with 90% of Nebraska LGBTQ+ teens reporting that they have experienced verbal or physical harassment.⁷



In Nebraska, the vast majority of LGBTQ+ students consistently heard anti-LGBTQ+ remarks from both their peers and school staff, with less than half (49%) reporting the incident to school staff.⁸ Of those LGBTQ+ students who reported an incident, only 20% said it resulted in effective staff intervention. Research shows that students who use homophobic language or express highly negative attitudes toward their LGBTQ+ peers display highly aggressive behavior, which plays a role in sexual violence.

Additionally, LGBTQ+ students experience higher rates of marginalization and stigma which can put them at a higher risk for sexual violence. It is critical to teach sexual violence prevention beginning at an early age to stop harmful rhetoric and actions toward LGBTQ+ students as both issues are intimately tied.



FOUNDATIONAL FRAMEWORKS AND CONCEPTS

This educator's guide is rooted in values that honor inclusivity, an anti-oppression framework and a youth-positive framework. It is essential that a trained facilitator is transparent about the values they uphold in order to create affirming, welcoming learning environments for all students, of all identities and lived experiences.

FOUNDATIONAL FRAMEWORKS AND CONCEPTS

Trauma-informed education is transparent about the values and frameworks for content and delivery in order to create affirming learning environments for all students. This guide is rooted in values that honor inclusivity, an anti-oppression framework and a youth-positive approach, which creates a foundation for effective sexual violence prevention education.

FRAMEWORKS THAT INFORM THIS GUIDE

Youth-Positive Framework:

Young people can make informed decisions about their health and relationships when they are able to access complete, medically-accurate and honest information as well as a network of caring adults.

Young people are the experts of their own lives. Be willing to learn about youth culture and meet young people where they are at. Adults are guides on the journey for young people to learn about themselves.

Anti-Racism and Anti-Oppression Framework:

All violence is interconnected. Racism and oppression are forms of violence and have shaped anti-violence movements. They show up in our educational content and delivery, our institutions and in ourselves.

Educators have a responsibility to create and maintain an environment that welcomes and engages students from diverse cultural backgrounds and experiences. Be mindful of the [power dynamics](#) present in interactions with students and among students themselves. [The language educators use](#) and the content we deliver must be actively anti-racist, culturally-inclusive and responsive to student needs.

Educators play an integral role in how young people view themselves and make decisions. [Why Teacher-Student Relationships Matter](#) outlines the importance of a healthy dynamic between educators and students.

The [Anti-Racism as Violence Prevention](#) video series from Futures Without Violence sheds light on why anti-racist work is critical to sexual violence prevention.

DELIVER LGBTQ+ INCLUSIVE EDUCATION

Lesbian, gay, bisexual, transgender and queer or questioning young people often receive an education that is not inclusive of their identities and lived experiences. Because of stigma, harassment and discrimination, LGBTQ+ students experience harmful and disempowering school environments. Young people, especially LGBTQ+ and Black, Indigenous and people of color (BIPOC), deserve an education that is shame-free, medically-accurate, inclusive and culturally-responsive.

[GLSEN's 2019 State Snapshot of School Climate for LGBTQ Students in Nebraska](#) provides information on the lived experiences of LGBTQ+ young people in the state.

CREATE TRAUMA-INFORMED SPACES

Educators have a responsibility to set the tone for a supportive, welcoming learning environment. Many students have experienced trauma, including trauma related to sexual violence and abuse. Set group norms and expectations, and maintain them. Educators cannot declare a space “safe” for students. Instead, educators and trusted adults must create welcoming environments that maintain those group expectations, elevate empathy in relationships and provide youth-friendly referrals.

Need strategies on creating safety in the learning environment? Examples of LGBTQ+ inclusive language? Check out Cardea’s [Guide to Trauma-Informed Sex Education!](#)

USE NON-JUDGMENTAL, NON-SHAMING LANGUAGE

Language matters, and how we say things is just as important as what we are saying. As educators, we must recognize the harm in using language that excludes, victim-blames or shames young people. Our words carry weight in how students perceive themselves and respond to the issue of sexual violence. Because of their age and limited experience, young people have less power in our society. If they are experiencing harm or violence, they need a network of caring, askable adults they can trust who will use their own power to connect them to support and resources, while using validating language throughout the process.

Adultism is a form of bias against the expertise, insight and contribution of young people because of their age. Young people rely on adults for guidance, support and mentorship, but when adults dismiss or disregard their insights and lived experience, young people suffer.

[Disrupting Adultism](#) by Heather Kennedy offers ways adults can end adultism and support young people.

CHALLENGE GENDER STEREOTYPES

Traditional gender roles and toxic masculinity create learning environments that perpetuate the development of unhealthy relationships and sexual violence. These stereotypes negatively impact all young people. Support students in challenging traditional gender norms by having discussions about gender stereotypes and providing a range of role models in curricula materials. More information about challenging gender stereotypes can be found in the section “[Engaging Men and Healthy Masculinity.](#)”



KEY CONSIDERATIONS

Please note that the [Foundational Frameworks and Concepts](#) included in this guide should be referenced and woven into any sexual violence prevention curriculum. The important considerations below expand on topics that may not be addressed in existing curricula and are areas of valid struggle for educators.

MANDATORY REPORTING FOR THE SEXUAL ASSAULT OF A MINOR

Action Step: Be informed of mandatory reporting policies at your organization and school. Be prepared to respond in a trauma-informed manner.

In Nebraska, [all adults are mandatory reporters](#) of child abuse and neglect. This means when you learn a young person has been sexually assaulted, as defined in Nebraska statute sections [28-319](#), [28-319.01](#) and or [28-320.01](#), you are required by law to report the sexual assault and the minor does not have a choice in whether law enforcement is involved. [Sex trafficking of a minor](#) falls under mandatory reporting laws and is included in how child abuse is defined in the state of Nebraska. Failure to report suspected child abuse or neglect may result in a misdemeanor crime which could result in a fine and/or jail time. Additionally, be informed of any mandatory reporting policies and procedures specific to your organization so you know how to respond.

When mandatory reporting is required, be transparent with adolescents about the fact that you are making a report, why and what it could mean. Mention mandatory reporting early in the conversation. During this conversation listen, validate their feelings, admit when you don't know something and ask how you can continue to support them. That may mean reaching out to [your local domestic violence/sexual assault \(DVSA\) program](#) and connecting them to an advocate.

For more information, visit [SexualAssaultHelp.org](#) or [contact your local DVSA program](#) to learn more about their resources and how they can support a comprehensive response to sexual violence and prevention work in the learning environment.

GENDER-SPECIFIC PROGRAMMING

If you choose to divide students into single-gender learning environments, be thoughtful about why you are choosing to do so and how the choice may impact students, especially nonbinary and gender expansive students.

Action Step: As a general rule, default to all-gender learning environments.

Reflect on the following:

- Why are you considering dividing the students by gender for this activity?
 - Would it be possible to achieve the same result by having all-gender groups but with fewer students in a group?
- What would the benefits be?
- What would the challenges be? How would you prepare to address these challenges?

When deciding to implement single-gender or mixed-gender sexual violence prevention education, consider the topics of the sexual violence prevention curricula you are using and its intended audience. Most education can be done in all-gender groups, and it may make the most sense to do so when a curricula offers universal information that is likely to be relevant to all students, regardless of their existing knowledge or experience with sexual violence. All-gender learning environments promote open communication among all students and provide them with the opportunity to share unique perspectives and learn from one another.

More targeted sexual violence prevention programming that focuses on building leadership opportunities for girls or discussing healthy masculinity may call for single-gender sessions. However, keep in mind that some students may feel uncomfortable being assigned to a group that does not align with their gender identity and may not find the discussion relevant. While single-gender settings may allow male or female students to feel more comfortable discussing sexual violence prevention topics, it's important to ensure that nonbinary and gender expansive students are given advance notice and feel included and heard in these settings as well.

Helpful Definitions from GLSEN on [Supporting Trans and Gender Non-Conforming Students](#) and [Gender Spectrum on Language of Gender](#)

Nonbinary: A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination of genders or no gender. Nonbinary may be considered a subset of transgender or a distinct identity. Other similar or more specific terms may include genderqueer, gender fluid, agender or Two-Spirit (for Native American students).

Gender Expansive: An umbrella term used for individuals who broaden their own culture's commonly held definitions of gender, including expectations for its expression, identities, roles and/or other perceived gender norms.

EFFECTS OF SEXUAL VIOLENCE ON MENTAL HEALTH

Young people that experience unhealthy, abusive or violent relationships can face short and long-term physical and mental health consequences, including higher risk for revictimization, poor school performance, substance use, eating disorders, self-injury, depression and anxiety.⁹ Girls who are physically or sexually abused are six times more likely to become pregnant and two times more likely to contract a sexually transmitted infection (STI).¹⁰ These negative outcomes may occur because a person in an abusive relationship may not have the ability to negotiate safer sex practices in addition to the fact that the effects of sexual violence often continue to traumatize and negatively affect a survivor's mental health after the assault. As a result, it is critical that all young people feel safe and cared for in the learning environment to prevent retraumatization and promote healing.

Action Step: [Create a trauma-informed learning environment](#) by co-establishing and maintaining group agreements, providing resources and referrals for emotional well-being and maintaining a consistent and predictable environment.

OPPRESSION AND SEXUAL VIOLENCE

Sexual violence is intimately tied to all inequalities including racism, sexism, classism, ableism and more. Black, Indigenous and people of color (BIPOC) as well as homeless youth and LGBTQ+ identifying youth are disproportionately affected by sexual violence.¹¹ The impact of sexual violence on individuals who face multiple oppressions can be devastating and create additional trauma.

Action Step: Be thoughtful about how [oppression, power dynamics and privilege](#) show up in students' lives and in the learning environment as the fact that all sexual violence is tied to inequalities. The authority of a teacher can be used positively to create affirming spaces to explore these complex conversations.

Survivors who are at a fundamental disadvantage may feel more marginalized with limited access to certain services because the services offered are not trauma-informed or culturally responsive, like not being able to access a translator or interpreter. As a result, survivors may feel greater distrust towards certain agencies (including law enforcement) and internalize blame and shame as a result of the assault. It is critical to recognize how individuals who experience oppression can be especially vulnerable to sexual violence and that their experience with direct service professionals and institutions after experiencing violence can be harmful.

SEX WORK VS. SEX TRAFFICKING

People have strong feelings about sex work and its validity; however, all lesson plans and messaging should not further marginalize, stigmatize or create barriers for sex workers to receive assistance and support.

Action Step: Review curricula to ensure that lesson plans do not conflate sex work and sex trafficking as this can further marginalize and harm sex workers.

Note on Terminology: It's important to use the language preferred by the population most impacted. Therefore, in this guide we use sex work or sex worker instead of prostitute or prostitution.

The Trafficking Victims Protection Act defines sex trafficking as when individuals over 18 are induced by force, fraud or coercion to perform a commercial sex act. For individuals under 18, any sex act exchanged for something of value is defined as sex trafficking regardless of if there is evidence of force, fraud or coercion.

While sex work and sex trafficking are terms that are frequently used and conflated with each other; not all people who work in the sex industry are trafficked. Sex workers often work independently or in peer networks without anyone forcing or coercing them to participate or taking their earnings.¹² Trafficking is an issue that affects some sex workers, but people can be trafficked in any kind of work. In fact, the most common types of trafficking are forced labor and debt bondage.¹³ Poverty, gender inequality, racism, transphobia and lack of viable job options contribute to why individuals might enter into sex work; however, some adults enter the sex industry with fully informed choice and strongly advocate for their work to be seen as valid.

CRISIS PREGNANCY CENTERS (CPC)

Crisis Pregnancy Centers (CPC) are organizations that seek to persuade pregnant people from getting abortions. They provide biased and unethical counseling to persuade people to choose adoption or parenting. Many of these centers present themselves as clinics that offer legitimate medical services and consultations (e.g. STI testing); however, CPCs are [exempt from the regulations](#) and licensing by which health care facilities must abide. Oftentimes, these centers prioritize religious ideology and, as a result, the ideology is prioritized above the health of the individuals who are seeking care. The misinformation spread at CPCs prevents people from receiving comprehensive, evidence-based information about all available options.¹⁴

Action Step: Use [this resource to identify where CPCs are located](#) and to ensure that students are not being referred to them. Instead, refer students to resources listed under “Sexual and Reproductive Health” in [Access Granted’s](#) resource sheet titled: [Nebraska Resources for Young People and Parents/Caregivers](#).

Check out the 2022 report from the **ACLU of Nebraska**—
Care in Crisis: An Investigation into Nebraska “Crisis Pregnancy Centers.”

HELPFUL TIPS FOR EDUCATORS TEACHING SEXUAL VIOLENCE PREVENTION

Recognize power and privilege dynamics in every setting. It is not IF it is present, it's when and how.

Know messages to promote and avoid. Emphasize that it is NOT the victim's fault. Avoid fear and shame-based messaging.

Provide consent education. This includes age-appropriate and developmentally appropriate education about consent, bodily autonomy and healthy relationship education.

Know your resources. Have access to local and national, online and offline resources for educators and students.

- www.LovelsRespect.org or text **LOVEIS** to **22522** for resources for young people
- www.NebraskaCoalition.org for local services and hotlines throughout Nebraska

Use a healthy sexuality framework. Address sexual violence prevention within a framework of healthy sexuality.

- For young children, [use correct names for all body parts](#), including genitals.
- For adolescents, medically-accurate information about sexual orientation, gender identity and gender expression.

Be trauma informed. Climate setting is important. This could mean setting ground rules, doing warm-up activities, and/or establishing pronouns and content warnings. Remember, there are survivors in every audience.

Understand how technology influences messaging. [Sexting](#) and sexually explicit media play a role in intimate partner violence and relationships. Lessons on digital citizenship and media literacy are helpful for students. Lean into complex conversations about the role of technology and media with relationships.

“

When those who have the power to name and to socially construct reality choose not to see you or hear you . . . when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing.

- Adrienne Rich

”



HEALTHY SEXUALITY AND RELATIONSHIPS

Healthy sexuality is free from coercion and violence.

WHAT IS COMPREHENSIVE SEX EDUCATION?

Comprehensive sex education is a preventative tool for sexual violence and addresses many of the risk factors responsible for sexual violence—adherence to traditional gender roles, hypermasculinity, hostility towards women, peer pressure for sexual activity, victim blaming and acceptance of violence.¹⁵ Comprehensive sex education helps young people navigate sexual development and become sexually healthy adults by building on a foundation of knowledge and skills relating to human development, relationships, decision-making, abstinence, contraception and disease prevention.¹⁶

Inclusive, medically-accurate and age-appropriate sex education provides instruction on topics that are essential to sexual violence prevention education, including but not limited to: consent, bodily autonomy, healthy relationships, gender roles/norms, gender equity, communication skills/refusal skills, and understanding the names and function of body parts, including genitalia. Effective sex education starts early with greater depth and complexity as students get older.

[Creating Safer Spaces for LGBTQ Youth](#) is a toolkit that includes actionable steps for educators to use when considering how to create a supportive learning environment for LGBTQ+ young people.

WHAT IS A FRAMEWORK FOR HEALTHY SEXUALITY WITHIN SEXUAL VIOLENCE PREVENTION?

According to the [National Sexual Violence Resource Center's Guide](#), healthy sexuality “can be understood as having the individual knowledge and sense of empowerment to express sexuality in ways that contribute positively to self-esteem and relationships with other people. It includes approaching sexual interactions and relationships from a perspective that is consensual, respectful and informed. Healthy sexuality is free from coercion and violence.”

KEY CONSIDERATIONS FOR HEALTHY SEXUALITY AND RELATIONSHIPS:

- Conversations about preventing sexual violence are most effective when approached within a framework of healthy sexuality.
- Intentional, non-judgmental, affirming delivery is as important as the content. Important elements include:
 - Age- and developmentally-appropriate content and delivery.
 - Note that consent education should occur well before conversations about sex!
 - Shame-free, non-judgmental conversations, devoid of scare tactics.
 - A positive and trauma-informed approach that moves beyond focusing on danger, risk and consequences and, instead, offers a balanced approach.
 - Acknowledgment of all sexual orientations and gender identities.
 - Use gender-neutral terms like partner and sweetheart as well as the singular “they” when a person’s gender is unknown.
 - Youth-friendly, affirming referrals to sexual and reproductive health care are essential. Learn more about local referrals: [Nebraska Family Planning](#) and [Access Granted](#) (Greater Omaha area/Pottawattamie County, Iowa).

“
I was opted out of every human growth and development class as early as first grade. And to put it bluntly I was clueless. My parents had the mindset that ‘what I didn’t know wouldn’t hurt me’ and that was mostly true throughout my early childhood, until it wasn’t. **I knew nothing about my body, or more importantly healthy relationships, warning signs, or even who to go to if the worst may happen. And unfortunately for me. The worst did happen.** I was lost and confused, and I could only blame myself. Sometimes when we try to protect the ones we love most, we forget that ignorance isn’t bliss. And that knowledge is power.

- **Bria Gilmore** (she/her), 19

“
Inclusive and affirming sex ed is important to me because **I deserve to be in control of my own body and future.** As a queer, trans nonbinary person of color, I am often told that my body isn’t mine to do with what I want. **Affirmative and inclusive sex ed is a form of liberation from that oppression.”**

- **Mars Nevada** (they/them), 22

RESOURCES:

- [The Case for Comprehensive Sex Education: Dating and Intimate Partner Violence Prevention—Future of Sex Education](#)
- [Comprehensive Sexuality Education as a Primary Prevention Strategy for Sexual Violence Perpetration](#)—Madeline Schneider, MPH and Jennifer Hirsch, PhD
- [Let’s Talk about Transforming Rape Culture](#)—Washington Coalition of Sexual Assault Programs
- [More Survivor Choices: A Buffet of Birth Control Choices \(webinar\)](#)—Washington State Coalition





ENGAGING MEN AND
HEALTHY
MASCULINITY

WHAT IS MASCULINITY?

Masculinity refers to traits, behaviors and roles traditionally associated with being a man or boy. Toxic masculinity is when traits or attributes commonly associated with men, such as strength, competitiveness and dominance, impact men and boys' ability to be open, vulnerable and respectful of others. When strength and dominance are valued over respect and consent for men and boys, sexual violence can be the result.

WHAT IS THE "MAN BOX"?

The Man Box represents how boys and male-identified people are taught to view manhood, women and girls. What's inside the Man Box?

- Women and girls are objects, the property of men, and have less value than men.
- Boys and men should not cry or openly express emotion.
- Boys and men should not show fear or weakness.
- Boys and men should not "act like a girl."
- Boys and men should be decisive and not ask for, offer or accept help.
- Aggression equals dominance.

Source: A Call to Men <https://www.acalltomen.org/healthy-manhood/>

Masculinity intersects with racism and homophobia in harmful ways:

- Black, Indigenous and boys of color (BIPOC) are far more likely to be diagnosed with conduct disorders and face harsher punishments at schools.¹⁷
- Men who identify as LGBTQ+ face higher levels of verbal harassment at school.¹⁸

When men and boys face these additional stressors and forms of oppression and believe they must "suck it up," opportunities for nurturing, emotional growth and compassion are lost, deepening the isolation that toxic masculinity creates.

In his TED Talk "[Why I'm Done Trying to be 'Man Enough'](#)," Justin Baldoni addresses the harms of toxic masculinity and how to practice healthy masculinity instead.



WHAT IS HEALTHY MASCULINITY?

Healthy masculinity challenges toxic masculinity and its damaging effects by allowing men and boys to feel and express a range of emotions, cultivate emotional friendships and understand that anger is not a justification for any form of violence. Practicing healthy masculinity also includes supporting and respecting women, girls, LGBTQ, transgender and nonbinary individuals.

HEALTHY MANHOOD IS THE PATH OUT OF THE MAN BOX 12 Keys to Practicing Healthy Manhood from [A Call to Men](#)

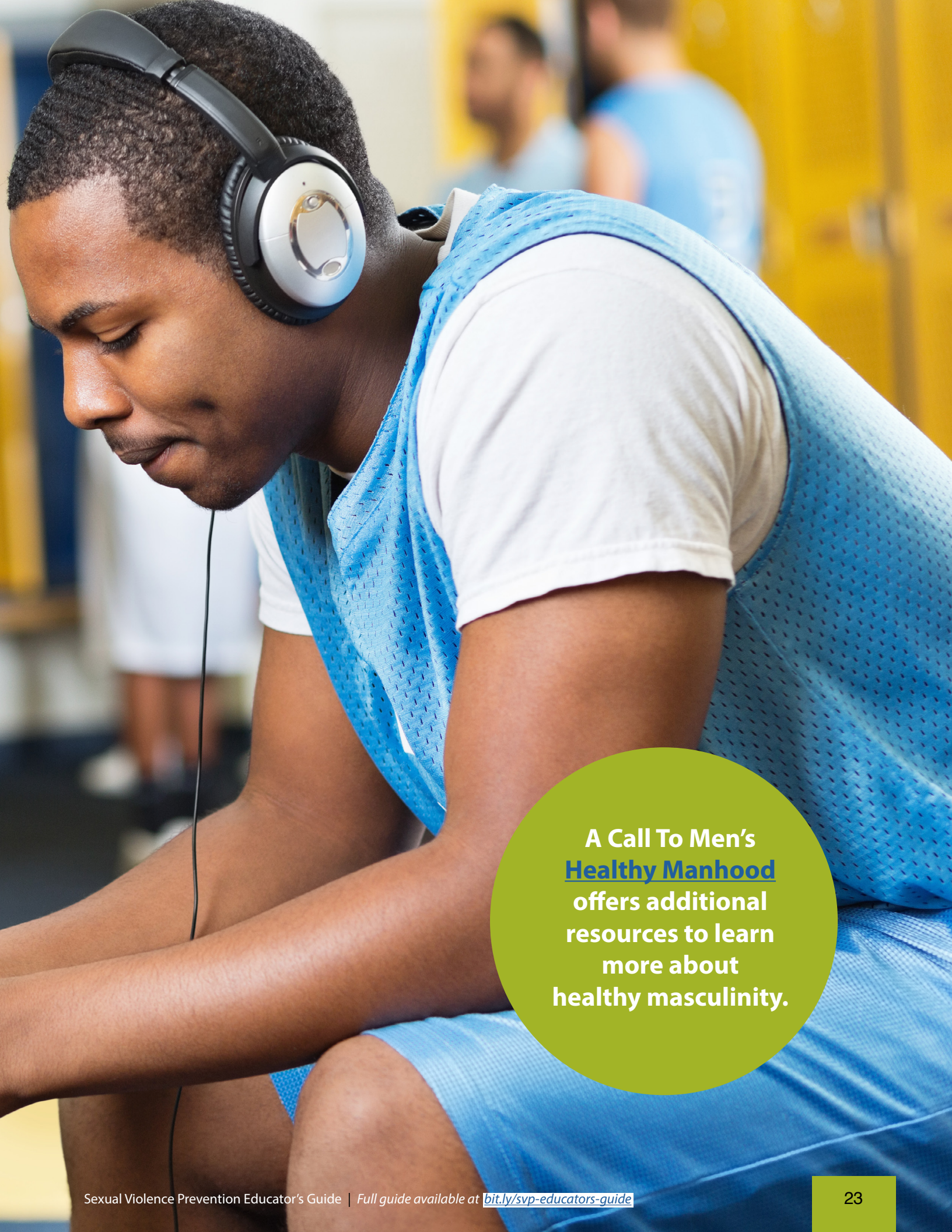
- Embracing and expressing a full range of emotion
- Validating the feelings of the other boys and men
- Being willing to cry
- Being vulnerable—allowing oneself and others to ask for, offer and accept help
- Valuing the lives of girls and women
- Treating all the people equally and promoting the betterment of humanity
- Never using control or violence
- Never using gender-based attributes to bully or discriminate
- Never using language that denigrates women and girls
- Having an interest in women and girls outside of sexual conquest
- Modeling healthy manhood for other men and boys
- Using your influence and platforms to promote its practice/healthy masculinity

KEY CONSIDERATIONS FOR ENGAGING MEN AND HEALTHY MASCULINITY:

- Encourage men and boys to talk about and experience emotion without judgment. Encourage all genders to be accepting of the expressions of emotions and vulnerability in men and boys.
- Teach men and boys when and how to ask for help and ensure that they understand the strength in vulnerability.
- Teach men and boys that emotional intelligence (the ability to use, manage and understand your own emotions in positive ways) impacts relationships in healthy, rewarding ways.
- Find opportunities for men and boys to participate in activities led by women and girls, read books by women and girls, and identify female role models and leaders.

RESOURCES:

- [Violence Against Women: It's a Men's Issue](#)—Jackson Katz
- [Sexual Violence Prevention](#)—Tahir Duckett



A Call To Men's [Healthy Manhood](#) offers additional resources to learn more about healthy masculinity.



CONSENT

Consent is often linked to sex,
but it simply means giving permission.

WHAT IS CONSENT?

Consent can be applied to a variety of nonsexual situations—giving hugs or borrowing and sharing things and stories.

Check out [this video](#) on **Consent by Amaze** for more information about what constitutes consent!

Discussions about consent should begin at an early age with parents/caregivers teaching young children how and why they should ask for things like high fives, hand holding, hugs and kisses, as well as teaching them that they have the ability and right to refuse such things when asked. These types of skills taught early can be built upon for a better understanding of how to navigate sexual consent and respect boundaries later on.

Consent is an essential element of any healthy relationship. Prevention efforts that include educating “potential victims” about what not to do, what not to wear and locations to avoid are harmful and misleading. These practices place the responsibility on those who are likely to be victimized rather than preventing perpetrators from assaulting others. Recent prevention efforts have shifted the focus to creating a culture of consent through communication, which is more effective. This approach includes teaching and understanding the difference between affirmative, proactive consent and the absence of the word “no.”

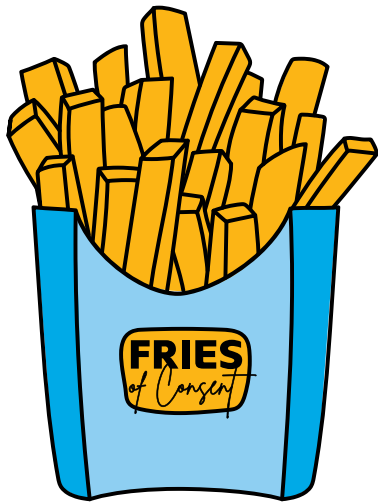
WAYS TO ASK FOR CONSENT:

- Is it okay if I borrow your pencil?
- Can I tell you something?
- Can I hold your hand?
- Can you give me a ride home?
- Can I post this picture of us to my social media?
- Can I examine your injured wrist?
- Where do you want to be touched?
- Do you want to make out?
- How does that feel?
- Is it okay if I touch you here?

WAYS TO EXPRESS BOUNDARIES AND CONSENT:

- Of course you can borrow that!
- Yes, I'd like a hug.
- No, I don't want a hug, but I'd like a high five.
- Yes, I'm happy to drive you home after class.
- You can definitely post that picture, tag me!
- I love the way that feels!
- I want you to touch me here instead.
- Yes, I am okay with that!
- Do more of that!

Use the 5 Points of **FRIES**¹⁹...



- F** **Freely given.** Consenting is a choice you make without pressure, manipulation or under the influence of drugs or alcohol.
- R** **Reversible.** Anyone can change their mind about what they feel like doing, anytime, even if they've done it before.
- I** **Informed.** You can only consent to something if you have the full story. For example, if someone says they'll use a condom and then they don't, there isn't full consent.
- E** **Enthusiastic.** When it comes to any activity, you should only do what you WANT to do, not things that you feel you're expected to do.
- S** **Specific.** Saying yes to one thing (like going to the bedroom to kiss) doesn't mean you've said yes to others (like having sex).



KEY CONSIDERATIONS FOR CONSENT:

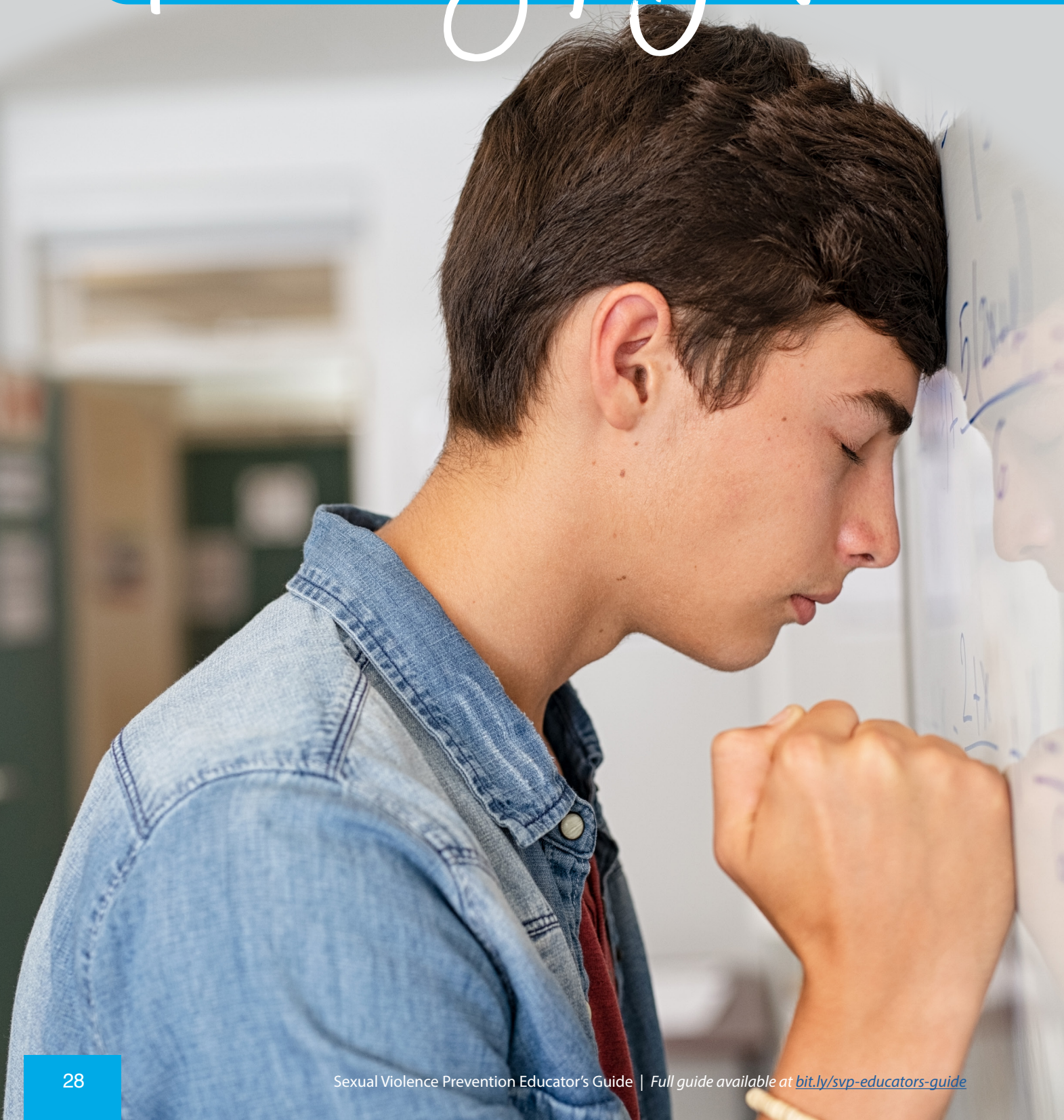
- Consent should be clear. The most effective way to know if consent has been given is to ask for it. Body language can be difficult to read, so sticking with consent through verbal or sign language is important. Just because a person does not forcefully say “no” does not mean they have consented. Listen and/or watch for a clear “yes.”
- Consent is not automatic. Just because a person consents to one activity or has done so in the past does not automatically indicate that they are consenting at the present moment or are consenting to other activities. Consent is an ongoing process of checking in with a partner that they are 100% enthusiastic about the current situation.
- Consent can change. An individual can change their mind about what they consent to at any time, even if a person is in the middle of a sexual act.
- Consent does not have to ruin the mood. Once clear expectations of how to check in with your partner have been developed, individuals are better equipped to navigate both pleasure and safety.

RESOURCES:

- [Consent at Every Age](#)—Harvard Graduation School of Education
- [What Consent Does and Doesn't Look Like](#)—LoveisRespect.org
- [What Does Consent Look Like?](#)—RAINN.org



Handling Rejection



Young people can start to question their self-worth during a rejection of any kind.

good.byes

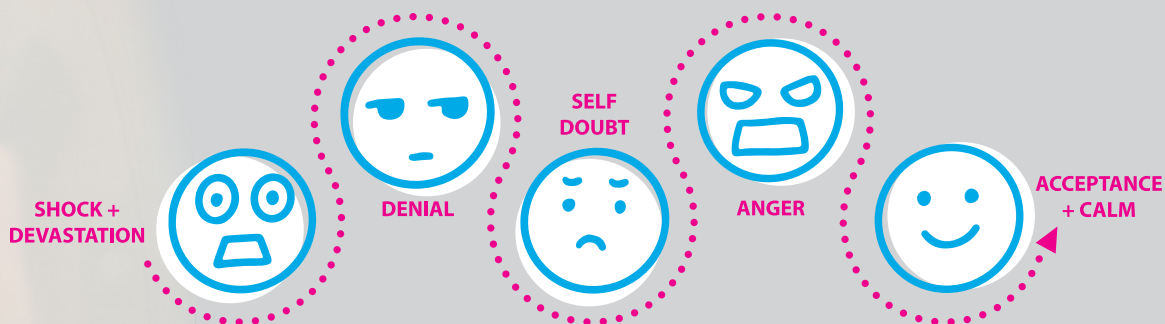
Sex educator Justine Ang Fonte offers a variety of examples on how to set healthy boundaries with family, friends and romantic partners with a specific focus on how to compassionately communicate rejection.

Healthy relationships involve being able to handle rejection responsibly. It is important to acknowledge a young person's emotions about rejection while also guiding them toward healthy communication and safe outlets for frustration. Just like conversations about consent, conversations about giving and receiving a "no" can help young people set important boundaries and build a solid foundation for any type of future relationship.

Note: As an educator, if you are concerned a student is in an abusive relationship, you may need to provide referrals and support to both individuals. Follow the protocol of your school or community agency. You may also need to contact your school's counselor office and your [local DVSA hotline](#) for guidance.

KEY CONSIDERATIONS FOR HANDLING REJECTION:

- Having all the feels is very typical. Check in with your students and be there for them. Sometimes that's all they need! Direct students to mental health support if appropriate.
- Allow a student to determine how big and strong their emotions are after giving or receiving rejection. Recognize that your role as an educator is supporting a student and acknowledging that their feelings are valid. Ensure that students know that retaliation and revenge are not appropriate and not going to help in the long run. Encourage students to openly communicate and ask for help.



RESOURCES:

- [Should We Break Up?](#)—Love is Respect
- [Rejection and How to Handle It](#)—Kids Health

TRANSFORMATIVE JUSTICE



WHAT IS TRANSFORMATIVE JUSTICE (TJ)?

Transformative justice (TJ) is a framework and approach that prioritizes reducing harm and aims to respond to violence and harm without creating more violence. TJ responses do not rely on state interventions like policing, prisons and or the criminal legal system, nor do they reinforce or perpetuate violence through oppressive norms or alienating community members. Instead, TJ promotes tools that are proven to prevent violence such as healing, community building, accountability, resilience and safety for everyone.

Project Nia's guide, [How to Share Space—Creating Community in Classrooms and Beyond](#), is a great resource to learn more about how to develop TJ in the learning environment.

WHAT DOES TJ LOOK LIKE IN A LEARNING ENVIRONMENT?

Transformative Justice can be a new concept for educators and there may be a learning curve on how this might show up in a learning environment. A TJ approach inspires educators and students to re-imagine the world they want to live in, a world free of violence and oppression, a world that centers healing, safety, community and dialogue rather than punishment or alienation.

TJ principles to center in educational content and delivery are (1) Safety and Healing (2) Empowerment and Liberation and (3) Accountability.

“

This is why it is critical that TJ is not simply the absence of the state and violence, but the presence of the values, practices, relationships and world that we want. It is not only identifying what we don't want, but proactively practicing and putting in place things we want, such as healthy relationships, good communication skills, skills to de-escalate active or 'live' harm and violence in the moment, learning how to express our anger in ways that are not destructive, incorporating healing into our everyday lives.

-Mia Mingus, Transformative Justice

”



SAFETY AND HEALING

Building Relationships

Trust is essential to discuss health, bodies, identities and relationships openly. Trusted adults can build authentic relationships and a supportive learning environment with students by:

- Acknowledging a student's chosen name and pronouns. Mirror how they talk about their identity.

Pro-tip: pronouns are pronouns!

If you need a qualifier, use "affirming" instead of "preferred pronouns."

- Recognizing that many people have been traumatized in some way by their experience of sexuality.
- Provide students with transparency around the content, [options for self-care](#) and self-soothing, and resources or referrals to minimize potential triggers or re-traumatization.
- Co-creating community agreements and group guidelines for a meaningful discussion and an affirming learning environment. Revisit these guidelines often and consistently uphold and honor the agreements.

Climate setting is essential for trauma-informed education.

Read [Co-Creating Community Agreements](#) for guidance on how to work with students on creating agreements together.

EMPOWERMENT AND LIBERATION

Sense of Self

Health/sex education supports young people in building an empowered sense of self and challenges negative ideas and stereotypes. Reminder: we do not "empower young people," they empower themselves with adults as guides on this journey.

When young people have healthy, secure relationships with themselves, they are more likely to have healthy relationships with others and their communities. Encourage students to investigate the messages they receive about themselves, their identities and their bodies, and how this impacts how they feel, think and act. Provide students with resources and skills to support themselves when they participate in [negative self-talk](#) and self-doubt.

Respect Bodily Autonomy

Young people need to determine what happens with and to their bodies as well as experience and practice this concept in their learning environment. Trusted adults can help facilitate this practice by allowing young people to:

- determine the level of contact they participate in upon greeting classmates and teachers (i.e. high fiving, shaking hands, giving or receiving hugs).
- critically examine dress codes that may be inherently sexist or racist.

ACCOUNTABILITY

Acknowledge and Seek to Repair Harm

It is important for students to understand that causing harm does not make someone inherently bad. We may unintentionally violate someone's boundaries, and our response to repair the harm done is critical. TJ helps students take responsibility for and repair harm they have caused.

Spend time in the learning environment practicing healthy communication that involves not only apologetic words, but also includes identifying what others need in order to heal from the harm that was done and committing to future actions that ensure the harm will not be repeated.

While apologizing is important, oftentimes it is important to do more than saying sorry. The video, "[Saying 'Sorry' Isn't Enough, You Have to DO Sorry](#)," explains how doing more than apologizing creates community accountability.

For more information, visit [SexualAssaultHelp.org](https://www.SexualAssaultHelp.org) or [contact your local DVSA program](#) to find an advocate.

KEY CONSIDERATIONS FOR TRANSFORMATIVE JUSTICE:

- Educators can practice transformative justice in the learning environment through relationship building, supporting a student in creating a strong sense of self, and supporting bodily autonomy and accountability.
- TJ prioritizes building healthy, safe and respectful communities to create accountability and trust.
- TJ does not rely on state interventions to resolve harmful problems. Instead, it lifts up the community's needs to best understand how to heal and resolve issues.

RESOURCES:

- [Don't Call People Out: Call Them In](#)—Loretta Ross
- [Accountability Road Map](#)—Philly Stands Up
- [Against Punishment](#)—Project Nia





LANGUAGE CONSIDERATIONS

What do you say to “that’s so gay” and other anti-LGBTQ+ comments? [This online resource](#) offers potential responses educators can use in the learning environment to correct homophobic and transphobic language.

..... **Language matters, and how you say things is just as important as what you are saying.** These considerations are examples that challenge victim-blaming language and gender stereotypes while promoting healthy ways to express consent and boundaries when speaking to young people about sexual violence prevention.

INSTEAD OF ...	SAY ...	BECAUSE ...
If you recognize your self-worth, sexual violence won't happen to you.	Sexual violence can happen to anyone, and it is never your fault.	Statements like these place the responsibility of preventing sexual violence on an individual and shame survivors rather than acknowledging the harm caused. It is critical that educators acknowledge that sexual violence is never the survivor's fault and can happen to anyone.
It is important to learn how to protect yourself from sexual violence.	It is important to learn how to identify sexual violence, seek support and to understand how we can prevent it as a community. Sexual violence can happen to anyone.	Prevention is important to teach but young people are not individually responsible for protecting themselves from sexual violence, and by framing the issue as an individual responsibility, young people may feel shame and blame themselves if they experience sexual violence. Instead, sexual violence is a public health issue that requires change from systems and institutions and can happen to anyone.
Exclusively describing victims and survivors of sexual violence as women and girls...	Boys and nonbinary folx are also affected by sexual violence. (Provide examples that recognize victims and survivors of sexual violence as men, boys and nonbinary folx in addition to women and girls.)	Women and girls are disproportionately affected by sexual violence with men disproportionately as perpetrators, and it is okay to acknowledge this. However, it is important to acknowledge that boys and nonbinary students also experience sexual violence by having nuanced conversations about gender and sexual violence.
When a student says, "that's so gay."	You may not have meant to be hurtful, but it is disrespectful to use "gay" to express that something is bad.	Stop the student and express how their language is homophobic and why it is harmful to others. Make sure that you establish and remind students of standards against harmful language in the learning environment.
Breakups and rejections are difficult, but everything happens for a reason.	Breakups and rejection are difficult, and what you're feeling is valid. Would you like to talk more with someone about what you're going through?	Saying "everything happens for a reason" minimizes a student's experience and takes away their ability to grieve a breakup or rejection. Instead, acknowledge the student's feelings about the breakup or rejection they have experienced and offer additional avenues for support.
Great to see you. Give me a hug!	Great to see you. Would you like a hug?	Model consent by giving students choice in the level of touch with which they are comfortable.

Resources

FOR YOUNG PEOPLE

HEALTHY RELATIONSHIPS

AMAZE ● <https://amaze.org/>

AMAZE takes the awkward out of sex ed. Real info in fun, animated videos that give you all the answers you actually want to know about sex, your body and relationships.

- [Sexual Abuse Can Happen to Anyone](#)
- [What is Sexual Harassment](#)
- [What is Sexual Assault](#)
- [What is Sex Trafficking](#)

CONSENT

Consent Labs (Instagram Account) ● <https://www.instagram.com/consentlabs>

Consent Labs is a collective of experts and young people that aims to provide information to other young folk on how to navigate consent respectfully.

Cool Not Cool (Virtual Game) ● <http://www.coolnotcoolquiz.org>

Cool Not Cool is an interactive game formatted like an online dating app that allows students to practice identifying if certain behaviors within a relationship are appropriate.

good.byes (Instagram Account) ● https://www.instagram.com/_good.byes_

Sex educator Justine Ang Fonte offers a variety of examples how to set healthy boundaries with family, friends, and romantic partners, with a specific focus on how not to ghost people.

How.2.say.it (Instagram Account) ● <https://www.instagram.com/how.2.say.it>

Natalie Amber and Margeaux Feldman are two best friends who share tips on how to healthily communicate personal needs and boundaries especially regarding issues of mental health, sex and all things relationships.

Men Engage ● <https://menengage.org/resources/>

Men Engage harnesses the collective energies of its members toward ending patriarchal power and supporting women's rights, LGBTQI+ rights and human rights—and achieving gender justice and social justice for all.

Planned Parenthood ● <https://www.plannedparenthood.org/learn/teens/bullying-safety-privacy/all-about-sexting>

Sexting—or using your phone to send sexual pictures, videos or texts—might seem like no big deal. But before you hit send, there are some pretty big consequences to consider.

NATIONAL RESOURCES

Love is Respect Hotline ● <https://www.loveisrespect.org>

1-866-331-9474 | Text LOVEIS to 22522

Love is Respect is the national resource to disrupt and prevent unhealthy relationships and intimate partner violence by empowering young people through inclusive and equitable education, support, and resources. Advocates are available 24/7 by phone, text and live chat to discuss your situation.

National Domestic Violence Hotline ● <https://www.thehotline.org>

1-800-799-SAFE (7233) | TTY 1-800-787-3224

24 hours a day, seven days a week, 365 days a year, the National Domestic Violence Hotline provides essential tools and support to help survivors of domestic violence so they can live their lives free of abuse.

Contacts to The Hotline can expect highly-trained, expert advocates to offer free, confidential, and compassionate support, crisis intervention information, education, and referral services in over 200 languages.

National Sexual Assault Online Hotline—RAINN ● <https://www.rainn.org/resources>

1-800-656-HOPE (4673)

Chat one-on-one with a RAINN support specialist to access a range of free services 24/7 including confidential support from a trained support specialist, resources that can assist with your next steps toward healing and recovery, and information about the laws and resources in your community.

LOCAL RESOURCES

Latino Center of the Midlands (Pathways to Success) ● <https://www.latinocenter.org/what-we-do/pathways-to-success>

Pathways to Success includes attendance school based support, weekly discussion sessions on a range of topics and a parental engagement program.

SexualAssaultHelp.org ● <https://sexualassaulthelp.org>

This Nebraska-specific website offers information about how to report sexual assault, where you can seek help and what follow up resources are available to those who have experienced sexual assault.

Youth Emergency Services (YES) ● <https://www.yesomaha.org/youth-resources>

YES provides various different options for youth and homeless youth. Services include street outreach, emergency shelter, transitional living assistance, maternity home, a food pantry and more.

Resources FOR EDUCATORS

For additional information related to this guide, please refer to the following content experts and available resources.

CURRICULA AND LESSON PLANS

Live Respect: Gender and Racial Equity Curriculum for Middle and High School Boys

A Call to Men: The Next Generation of Manhood • <https://www.acalltomen.org/liverespect/>

A Call to Men's Live Respect Coaching Healthy and Respectful Manhood curriculum offers coaches, educators, mentors and youth advocates the tools to build young people of character. Data show that the curriculum significantly increases young people's understanding of—and commitment to—gender equity and violence prevention.

3Rs –Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum

Advocates for Youth • <https://www.3rs.org>

Rights, Respect, Responsibility is a sex education curriculum that fully meets the National Sexuality Education Standards and seeks to address both the functional knowledge related to sexuality and the specific skills necessary to adopt healthy behaviors. Rights, Respect, Responsibility reflects the tenets of social learning theory, social cognitive theory and the social ecological model of prevention.

Healthy Relationships Section

Amaze.org • <https://amaze.org/us/>

This website features videos on sexual consent and the law, sex trafficking, healthy relationships, consent and communication.

FLASH Lesson Plans: Sexual Health Education Curriculum

King County, WA Public Health Department • <https://kingcounty.gov/en/dept/dph/health-safety/health-centers-programs-services/birth-control-sexual-health/sexual-health-education/flash>

Lessons include a variety of strategies designed to create positive attitudes, beliefs and norms and to build skills in order to reduce rates of pregnancy, STDs and sexual violence. Lessons on consent and coercion, healthy relationships, online safety. Proven effective in rigorous evaluation for grades 4-6, middle school, high school and special education.

Lessons from Literature: A Classroom Manual for English Literature Teachers

Prevent IPV: Tools for Social Change • <https://preventipv.org/materials/lessons-literature-classroom-manual-english-literature-teachers>

Lessons from Literature was designed in collaboration with the National Council of Teachers of English and provides a framework for teachers to use the books and stories they're already teaching to increase awareness about the damaging effects of physical, sexual and verbal abuse.

Me Too: Resources for PreK-12 Teachers and School Staff

Share My Lesson • <https://sharemylesson.com/collections/me-too-resources-prek-12>

The #MeToo and the #MeTooK12 movement is an opportunity for schools and communities to reflect on how to address issues of consent, sex education, relationships and undoing a pervasive culture of silence.

Sexual Violence Prevention Curricula Guide

Washington Coalition of Sexual Assault Programs • <https://www.wcsap.org/resources/prevention/curricula-guide>

Prevention curricula can be useful tools to enhance programming. This guide provides information about the focus areas, audience, availability, and any available evaluation findings.

GUIDES

Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence

Centers for Disease Control and Prevention (CDC)

https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

LGBTQ Resources in Nebraska

Compiled by Women's Fund of Omaha

<https://docs.google.com/spreadsheets/d/1Ehbl4L0muJDSJ3IINuze9MfDBSRm0vCHSsJxnjppa0Q/edit#gid=0>

Moving Toward Prevention: A Guide for Reframing Sexual Violence

National Sexual Violence Resource Center (NSVRC)

<https://www.nsvrc.org/moving-toward-prevention-guide-reframing-sexual-violence>

On-Demand Webinars in Sexual and Reproductive Health, Sexual Violence Prevention and Equity

Compiled by Women's Fund of Omaha

https://docs.google.com/spreadsheets/d/1AopP7EwVQ5ScVdRjkTT_yeGkdfwFcaTfCQfkj4FrCj8/edit#gid=1355167651

RESOURCES FOR THE GREATER OMAHA COMMUNITY

Black and Pink National ● 531-466-3346 ● www.BlackandPink.org
Shelter and services for LGBTQ+ people who are impacted by incarceration.

Heartland Family Service—Safe Haven ● 800-523-3666 ● www.HeartlandFamilyService.org
Domestic violence, sexual assault and sex trafficking services, and shelter and housing for survivors.

Immigrant Legal Center ● 402-898-1349 ● www.ImmigrantLC.org
Immigrant and refugee legal services for survivors of violence.

Magdalene Omaha ● 402-934-8599 ● www.MagdaleneOmaha.org
Residential housing and entrepreneurship opportunities for survivors of sex trafficking and commercial sexual exploitation.

The Bridge Fremont, NE (Burt, Cuming, Dodge, Saunders and Washington Counties)
402-721-4340 ● www.BridgefromViolence.com
Crisis intervention counseling, safety planning and emergency shelter, criminal justice advocacy. Available in English and Spanish.

Together ● 402-763-7531 ● www.TogetherOmaha.org
Provides support for housing-related barriers including rent, utility and food assistance.

Women’s Center for Advancement (WCA) ● 402-345-7273 ● www.WCAOmaha.org
Advocacy and legal services for survivors of domestic violence, sexual assault and sex trafficking.

Youth Emergency Services (YES) ● 402-345-5187 ● www.YESOmaha.org
Services for homeless youth, including those experiencing trafficking.

STATEWIDE RESOURCES

Nebraska Alliance of Child Advocacy Centers ● 402-933-7422 ● www.NebraskaCACs.com
Child sexual abuse, child sex trafficking and public policy.

Nebraska Coalition to End Sexual and Domestic Violence ● 402-476-6256 ● www.NebraskaCoalition.org
Statewide public policy and connection to direct service providers. A full list of Nebraska’s network of domestic violence and sexual assault programs is also available online.

Nebraska Resources for Young People and Parents/Caregivers by Access Granted
https://getaccessgranted.com/wp-content/uploads/2024/08/2024_NE-Resources-List.pdf
24 hour crisis help lines plus resources on sexual health, mental health, sex trafficking, legal support and more.

BOOKS

[13 YA Books that Should Be Required Reading for Teens Everywhere](#) ● Kerri Jarema

After the Shot Drops ● Randy Ribay

Disrupting the Bystander: When #MeToo Happens Among Friends ● A.V. Flox

For the Love of Men: From Toxic to a More Mindful Masculinity ● Liz Plank

Queering Sexual Violence ● Edited By Jennifer Patterson, Forward by Reina Gossett

Until We Reckon: Violence, Mass Incarceration, and a Road to Repair ● Danielle Sered

FILM SCREENINGS AND DISCUSSION GUIDES

13 Reasons Why ● Netflix Discussion Guides

<https://www.wannatalkaboutit.com/#:~:text=DISCUSSION%20GUIDE.%2013%20Reasons%20Whyis%20a%20fictional>

“13 Reasons Why” tackles tough real-life issues experienced by teens and young people, including sexual assault, substance abuse, bullying, suicide, gun violence and more. This Netflix resource discusses understanding consent.

Audrie and Daisy ● Futures Without Violence

https://www.audrieanddaisy.com/wp-content/uploads/2016/09/AudrieDaisy_Screening-Guide.pdf

“Audrie and Daisy” takes an honest look at the culture of sexual assault in high school—and the increasing role that social media plays in magnifying the crime. The film’s main subjects are Audrie Pott and Daisy Coleman who, in 2012, are both sexually assaulted by high school acquaintances in different parts of the country, and then featured in social media videos that are distributed by their peers.

Brave Miss World ● Brave Miss World Screening and Discussion Guide

https://www.bravemissworld.com/media/BraveMissWorld_Guide.pdf

Israeli beauty queen Linor Abargil was abducted and raped in Milan, Italy two months before being crowned Miss World in 1998. A decade later, she’s become a fierce lawyer, advocate and she’s ready to talk about it, and to encourage others to speak out against sexual violence.

Get Involved Toolkit and Movie Night Conversation ● National Network to End Domestic Violence (NNEDV)

<https://nnedv.org/resources-library/get-involved-toolkit/> ● https://nnedv.org/wp-content/uploads/2019/07/Library_Get_involvedmovie-night-conversation-guide_nnedv-2016-1.pdf

Toolkits and guides to discuss and incorporate pop culture and multimedia platforms.

The Hunting Ground ● Dr. Simona Sharoni

<https://www.simonasharoni.com/curriculum>

“The Hunting Ground” exposes sexual violence as a prevalent problem on campuses of higher education across the United States.

FILM SCREENINGS AND DISCUSSION GUIDES *(CONTINUED)*

"I AM EVIDENCE" ● Joyful Heart Foundation

<https://www.iamevidencethemovie.com/about>

"I AM EVIDENCE" exposes the alarming number of untested rape kits in the United States through a character-driven narrative, bringing much needed attention to the disturbing pattern of how the criminal justice system has historically treated sexual assault survivors.

"The Mask You Live In" ● The Representation Project

<https://thereproject.org/films/the-mask-you-live-in/>

"The Mask You Live In" follows boys and young men as they struggle to stay true to themselves while negotiating America's narrow definition of masculinity.

"Miss Representation" ● The Representation Project

<https://thereproject.org/films/miss-representation/>

"Miss Representation" exposes how mainstream media and culture contribute to the under-representation of women in positions of power and influence in America.

"You" Season 1 ● Stalking Prevention Awareness and Response Center

<https://www.stalkingawareness.org/wp-content/uploads/2019/09/YouSeriesDiscussionQuestions.pdf>

Netflix's first season of "You" includes plenty of twists, turns and instances of stalking. This discussion guide is intended to start conversations about relationships, trust, stalking and media portrayals of stalking.

"You" Season 2 ● Stalking Prevention Awareness and Response Center

<https://www.stalkingawareness.org/wp-content/uploads/2020/01/YouSeriesDiscussionQuestionsSeason2Formatted.pdf>

Netflix's second season of "You" includes plenty of twists, turns and instances of stalking. This discussion guide is intended to start conversations about relationships, trust, stalking and media portrayals of stalking.

"You" Season 3 ● Stalking Prevention Awareness and Response Center

<https://www.stalkingawareness.org/wp-content/uploads/2021/11/You-Season-3-Discussion-Guide-on-Stalking.pdf>

Netflix's third season of "You" includes Joe and Love moving to the suburbs to... well, continue stalking and murdering. This discussion guide focuses on the variety of stalking behaviors demonstrated in You season three and encourages participants to consider how these stalking behaviors are presented by the show. Spoilers ahead!

"You" Season 4 ● Stalking Prevention Awareness and Response Center

<https://www.stalkingawareness.org/wp-content/uploads/2023/04/You-Season-4-Discussion-Guide.pdf>

Netflix's fourth season of "You" includes Joe believing he is being targeted by an anonymous stalker. He reacts how many stalking victims do – by taking self-protective actions. He ceases contact for a while, changes his locks, installs a camera, and then tries to determine the best tact to take when texting with the stalker in order to appease them. Spoilers ahead!



ADDITIONAL RESOURCES

"Beauty and the Beast" and "Twilight": How We Socially Normalize Domestic Abuse ● Utah Domestic Violence Coalition <https://www.youtube.com/watch?v=mgXqF9wAd3s>

This webinar covers how domestic and sexual violence is normalized in our medial entertainment and daily lives with discussion on everything from Disney movies to “50 Shades of Gray” to romance narratives.

Bringing in the Bystander ● University of New Hampshire

<https://www.unh.edu/research/prevention-innovations-research-center/evidence-based-initiatives/bringing-bystander>

Bringing in the Bystander® Prevention Program uses a community of responsibility approach in high schools, colleges and workplaces. It teaches bystanders how to safely intervene in situations where an incident may be occurring or where there may be risk. The program is customizable to reflect the locations, colloquialisms, and culture of your school or organization.

It's On Us ● <https://www.itsonus.org>

This on-campus organizing work is grounded in a peer-to-peer sexual assault prevention education model that empowers students to teach one another sexual assault awareness and consent education, bystander intervention, and survivor support. It On Us currently supports 250+ registered campus chapters and affiliate programs nationwide.

Love is Respect ● <https://www.loveisrespect.org>

Love Is Respect is a national resource to disrupt and prevent unhealthy relationships and intimate partner violence by empowering young people through inclusive and equitable education, support and resources. The website includes 24-hour confidential support and yearly action guides for participating in Teen Dating Violence Awareness Month.

#MeTooK12: A Toolkit to Stop School Pushout for Girls Who Have Experienced Sexual Harassment

● National Women's Law Center (NWLC) <https://nwlc.org/resource/metook12/>

Part of NWLC's Let Her Learn series, this toolkit will help you find out if your school treats girls fairly when they have been sexually harassed. Use this step-by-step checklist to learn what your rights are, how to change your school's policies, and where to find help for sexual harassment.

Men Can Stop Rape ● <https://mcsr.org/trainingsconsultingservices>

To mobilize men to use their strength for creating cultures free from violence, especially men's violence against women.

Native Love Resources ● National Indigenous Women's Resource Center (NIWRC)

<https://www.niwrc.org/nativelove/youth>

Although there aren't many current studies that identify the rate of dating violence in Native communities, we do know that Native women in the United States experience some of the highest rates of sexual assault in the country. Because youth are at the heart of our cultural survival as Native peoples, NIWRC believes that our Native youth have power to help create positive change in their communities to end this epidemic for their future.

One Love Foundation ● <https://www.joinonelove.org>

This website educates young people about healthy and unhealthy relationships, empowering them to identify and avoid abuse and learn how to love better through blogs on pop culture discussions, on-going and recorded webinars for students and educators and facilitator guides for self-led workshops that address emotional abuse and unhealthy relationships.

ADDITIONAL RESOURCES *(CONTINUED)*

Preventing Sexual Violence ● Centers for Disease Control and Prevention (CDC)

https://www.cdc.gov/violence-prevention/?CDC_AAref_Val=https://www.cdc.gov/violenceprevention/pdf/sv-factsheet.pdf

Sexual violence is sexual activity when consent is not obtained or not freely given. It is a serious public health problem in the United States. Sexual violence impacts every community and affects people of all genders, sexual orientations, and ages—anyone can experience or perpetrate sexual violence.

Prevention Theories ● National Sexual Violence Resource Center (NSVRC)

<https://www.nsvrc.org/prevention/theories>

The 9 Principles of Effective Prevention Programs was created using a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence). The authors identified nine characteristics that were consistently associated with effective prevention programs, and this framework is widely utilized in the field of sexual violence prevention to create and evaluate prevention programming.

Sexual Violence Prevention Strategies ● Centers for Disease Control and Prevention (CDC)

https://www.cdc.gov/sexual-violence/prevention/?CDC_AAref_Val=https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html

CDC developed a resource, STOP SV: A Technical Package to Prevent Sexual Violence, to help communities take advantage of the best available evidence to prevent sexual violence. This resource is available in English and Spanish and can impact individual behaviors and the relationship, family, school, community and societal factors that influence the risk and protective factors for violence.

Talking Stalking: Tips for Prevention/Awareness Educators ● Stalking Prevention, Awareness and Resource Center (SPARC)

<https://www.stalkingawareness.org/wp-content/uploads/2019/11/SPARC-tips-strategies-FINAL-links3.pdf>

Awareness and public discussion of intimate partner violence and sexual assault have increased in recent years, stalking remains frequently misunderstood and rarely discussed—both within the fields of domestic and sexual violence and among the broader general public.

Transform Harm ● <https://transformharm.org>

TransformHarm.org is a resource hub about ending violence. This site offers an introduction to transformative justice. Created by Mariame Kaba and designed by Lu Design Studio, the site includes selected articles, audio-visual resources, curricula and more.

Youth OUTright ● <https://www.youthoutright.org/articles/co-creating-community-agreements>

Youth OUTright provides facilitator resources on how to co-create community agreements to support meaningful discussion and an affirming learning environment.



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