

Welcome and Introductions

Lesson 1: Welcome and Introductions

Time: 8:30 – 9:00

Length: 30 minutes

Lesson(s): What I Know About Sexual Assault, Introductions, Agenda and Housekeeping

Learning Objective(s): To introduce the participants to each other and orientate them to the agenda and training topics.

Participant Handout(s): none

Activity: What I Know About Sexual Assault
8:30 – 8:35 (5 minutes)

- 1. Prepare a flipchart entitled, “What I Know About Sexual Assault.”**
- 2. Instruct participants to take a post-it note and write out one thing they already know about sexual assault and post it on the flipchart.**

Note to trainer: This is an activity you can do as people are filtering in and waiting for others to arrive.

This activity helps them to understand that they bring knowledge and wisdom to the table, and that as facilitators we honor that knowledge.

Throughout the training, as appropriate, draw on what the participants initially pointed out to strengthen your point and to continue to honor their input.

S: Advocate Core Training

Introduce yourself (relevant background, experience, etc.), co-trainer(s), and local/hosting community sexual assault program/participants.

Activity: Introductions 8:35 – 8:45 (10 minutes)

- 1. Have participants introduce themselves.**
- 2. If time allows, ask a “get to know you” question/activity.**

Lecture: Agenda and Housekeeping 8:45 – 9:00 (15 minutes)

- Review housekeeping details (bathrooms, breaks, etc.).
- Review interpreter etiquette if interpreters are present.
- Review the agenda and participant packet/folder.
- Explain the mission of WCSAP and local/hosting community sexual assault program (see Trainer’s Guide Introduction).
- Paraphrase an overview of the statewide sexual assault service system, including Community Sexual Assault Programs, Office of Crime Victims Advocacy and Community Voices (see Trainer’s Guide Introduction).
- Today we are going to discuss the underlying conditions of sexual assault and the philosophies that your support for survivors is grounded in.
- In order to do the best work possible, it is important to understand the definition of the problem, the scope of the

problem, and the larger societal contexts that allow sexual assault to occur.

- Much research has been done on sexual assault and there are many perspectives through which to understand it. The Washington Coalition of Sexual Assault Programs uses a feminist analysis to explore sexual assault and rape. This means that sexual assault and rape are viewed in the context of power and control.
- There are other analyses, and we welcome different perspectives. Please do not hesitate to offer your perspective; this makes the dialogue richer. Please speak from your own experiences (using “I” statements is a good way to do this).
- We want to honor any survivors in the room. For all participants, this is going to be an intense training with a lot of information in a short amount of time.
- Please do what you need to do to take care of yourself. If you find that you are having difficulty learning because you are flooded with emotions or find yourself “tuning out,” please connect with any one of the trainers.
- Again, today we are focused on the bigger picture and context of sexual assault. The other three days of WCSAP training will be focused on helping you become a competent, resourceful advocate in order to provide quality services to survivors.
- Welcome to the Anti-Violence Against Women Movement.

Definitions of Sexual Assault

Lesson 2: Sexual Assault Definitions

Time: 9:00 – 9:30

Length: 30 minutes

Lesson(s): Sexual Assault Brainstorm, Legal Definitions

Learning Objective(s): To develop common definitions of sexual violence, including legal definitions.

Participant Handout(s): none

- Before we go through some of the definitions of sexual assault, I would like to know how you define it.

Activity: Sexual Assault Brainstorm **9:00 – 9:10 (10 minutes)**

- 1. Ask participants: “What do you think sexual assault is?”**
- 2. Capture responses on the flipchart. Give the participants about 3 minutes to respond.**
- 3. If you have time, ask them if they recall when and/or from whom they first encountered opinions about sexual assault.**

Note to trainer: The purpose of this brainstorm is to get an idea as to where the group’s knowledge about sexual assault is. Take answers for about 3 minutes, and then follow up using the content below for the remaining 4-5 minutes.

Wrap up the section.

Discuss the following points:

- Any discussion about sexual assault must start off by defining the problem. We need to understand how we are defining it in this room, how the anti-violence against women movement defines it, as well as understanding how rape and other forms of sexual assault are defined legally.
- The dynamics of sexual assault are complicated. Typically, sexual assault is not about sex, but because of society's conflation of sex and violence it is hard to separate motivation in terms of power and sexual desire.
- In general, sexual violence is about manipulation, exploitation, and exerting power and control over another person.
- Perpetrators of sexual assault use rape as a weapon to humiliate and dominate others.
- To be clear, sexual assault occurs when a person is forced, coerced, and/or manipulated into any unwanted sexual activity.
- We also know that sexual assault affects people from a wide variety of backgrounds. The stories and statistics show us that sexual assault crosses boundaries of race, class, culture, gender, sexual orientation, gender identity, and sexuality. There is no one kind of person sexual assault happens to.
- As advocates, your preconceived notions about who survivors are will be challenged.
- In terms of language, we will mostly be using female pronouns in recognition that sexual assault is mostly perpetrated against girls and women.
- However, it is imperative that we acknowledge that a survivor could be a gay white man; they could be a transgender or gender-queer person; she could be a Latina

with severe cerebral palsy; or he could be a bisexual black man.

- In speaking generally about the effects of sexual violence, we are in no way implying that ALL survivors of sexual violence are the same. This is an introductory training; we hope you continue to expand your understanding of the effects of sexual violence.
- Lastly, we tend to use the terms “survivor” and “victim” to talk about those who have experienced sexual assault.
 - The term victim is generally used in the context of the legal system.
 - The term survivor is generally used by those community based service providers who understand the complexities of living through such an experience.
 - The terms have different connotations for different survivors.

Lecture: Legal Definitions 9:10 – 9:30 (20 minutes)
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S: Sexual Assault

- Sexual assault is considered an umbrella term that includes a wide range of victimizations, distinct from rape or attempted rape.
- The term sexual violence is also used in a similar fashion.
- These types of assaults include completed or attempted attacks generally involving unwanted sexual contact between the survivor and perpetrator.
- May or may not involve force and may or may not be illegal.

S: How Often Is It Happening?

- It is estimated that:
 - Nearly 1 in 5 women in the United States have been raped in their lifetime (2010 Summary Report, p.18).¹
 - Nearly 1 in 2 women have experienced sexual violence other than rape in their lifetime (p.19).¹
 - Approximately 1 in 71 men in the United States have been raped in their lifetime (p.18).¹
 - 1 in 5 men have experienced sexual violence other than rape in their lifetime (p.19).¹
 - For more information about how rape and sexual violence were defined in the study referenced, see foot note for link to study.
 - While these numbers are high; remember that sexual assault is one of the most under-reported crimes.

S: To Whom Is It Happening?

- Less than 11 years old 29.3%
- 11-17 years old 32.3%
- 18-24 years old 22.2%²
- 1 in 4 girls and 1 in 6 boys will be sexually assaulted by the age of 18.³

¹ Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/ViolencePrevention/pdf/NISVS_Report2010-a.pdf

² Rape Trauma Services. *Rape Statistics* (Reporting). Available from <http://www.rapetraumaservices.org/rape-sexual-assault>.

³ Darkness to Light: Confronting Child Sexual Abuse with Courage. About Child Sexual Abuse (Statistics). Available from <http://www.darkness2light.org/knowabout/statistics>.

- Overall, 1 in 2 women and 1 in 5 men will experience sexual violence in their lifetime.¹
- As you can see, most sexual assault is perpetrated against children and adolescents.
- This age breakdown has implications for service provision and outreach strategies.

Ask the participants if they can think of a couple of implications for advocacy.

Discuss the following possible points:

- Many survivors are adult survivors of child sexual abuse.
- An adult survivor of child sexual abuse may not have told anyone before. Their needs may be different from someone whose experiences are more recent.
- Your client may be (a) child(ren) and their nonoffending caregiver(s).
- Be familiar with your county's protocol for handling child sexual abuse cases.

Note to Trainer: This section is a transition into legal definitions of rape and other forms of sexual assault. Updated April 2014 by WCSAP.

- Now that we have a better understanding of what sexual assault is we are going to discuss some of the legal definitions of rape and other forms of sexual assault as they are defined in Washington State statute.

S: Rape

- Degrees are used to rate the seriousness of the crime Rape; i.e. 1st, 2nd, or 3rd degree.

- Generally, the amount of force used determines the degree by which the offender will be charged.
- The State of Washington uses degrees to rate the seriousness of the crime Rape. Generally, the amount of force used determines the degree by which the offender will be charged (first, second or third degree rape).
- The legal elements required to determine what degree of Rape has occurred is based on the facts of each case; the element of penetration and the element of force used.
- The degree is also based upon what the prosecutor believes they can prove, beyond a reasonable doubt, to a jury. Thus even if the prosecutor believes all the legal elements required by the statute to establish Rape 1 occurred, they may only be able to prove that a Rape 2 or Rape 3 occurred; or may lack sufficient evidence entirely to prove any rape occurred.
- Rape 1: Requires forcible compulsion and penetration and is separated by Rape 2 by the use of a deadly weapon, kidnapping, burglary, or serious injury.
- Rape 2: Requires the above but less force and is based on the relationship of the perpetrator and the victim, or on a particular vulnerability of the victim. For example, the perpetrator has supervisory authority over the victim, such as a teacher/student, a health care worker, or someone caring for a frail elderly or vulnerable adult.

Rape 3: Requires forcible compulsion and penetration, but force element is lessened. If the victim and perpetrator are married and the offense is Rape 3 – it cannot be charged. This is often referred to as a 'marital exemption.'

- Under this statute, in the State of Washington, rape is not specific to gender, which is a progressive definition compared to other states.
- There are three legal terms that we need to discuss here: Consent, Forcible Compulsion and Penetration.

S: Consent

- At the time of the act there are actual words or conduct that indicate freely given agreement to sexual activities.
- Someone who is drunk, drugged, or incapacitated cannot legally give consent.
- RCW 9A.44.010
- Consent: The element of consent involves legal issues relating to the victim and what 'physically helpless' and 'mental incapacity' mean in the context of a specific fact pattern.

Ask the participants what the most typical defense in a rape charge is; i.e. "she didn't say NO." In Washington State, that argument is legally unacceptable since consent is a matter of indicating some type of yes, as opposed to not saying no.

- The perpetrator/defendant must show consent was obtained, (defense has burden of proof) if the defense to a rape charge is consent.
- Lack of resistance does not constitute consent.

S: Forcible Compulsion

- Forcible Compulsion: Forcible compulsion is physical force that overcomes resistance, the threat of using a deadly weapon, or the presence of a deadly weapon that places a victim in fear for her/his life or that of others, or in fear of infliction of serious physical injury or in fear of being kidnapped.
- The amount of force used determines the degree by which the offender will be charged (first, second or third degree Rape).

Ask the participants if verbal expressions are needed in order to convey threat, i.e. "he didn't say he would kill her." In the State of Washington the offender doesn't have to, forcible compulsion can be implied. For example, a gesture implying that her children would be killed if she resisted.

S: Penetration

- Penetration: The crime of Rape includes penetration of the vagina or anus, however slight. This can be penetration by object, digit, or penis. It also includes any sexual contact involving sex organs and the mouth.

S: Rape of a Child

- What is commonly known as statutory rape is called Rape of a Child in Washington State.
- The crime of Rape of a Child includes penetration of the vagina or anus, however slight. This can be penetration by object, digit, or penis.
- It also includes any sexual contact involving sex organs and the mouth
- Sexual intercourse with a child who is under the age of consent (16).
- Can be perpetrated by an older child as well as an adult.

S: Degrees of Rape of a Child

Degree	Age of Victim/Child	Age of Perpetrator
1 st Degree	11 or younger	2 years older than victim
2 nd Degree	13 or younger	3 years older than victim
3 rd Degree	15 or younger	4 years older than victim

- There is no issue of consent or force used. Rather it is the facts of each case, the age of the victim, and age of the perpetrator that determines which degree of rape has occurred.
- Some 3rd degree cases can be difficult to charge. For example, if the victim is 15 and is having sex with whom she believes is her 20 year old boyfriend, it can be difficult to prove Rape 3. Thus even though the elements of the crime are met (boyfriend is more than four years older than the victim) the witness/victim may be uncooperative and/or hostile towards prosecution because she believes she is engaging in consensual sex, thus making prosecution more challenging.

S: Child Molestation

- Child Molestation is sexual contact with a child under the age of 18. (We are not talking about appropriate medical exams, etc).
- Sexual contact is the touching of intimate parts of a child for the purpose of gratification of sexual desire or

gratification of a third party (pornography, filming, forcing 2 children to have sex).

- Child molestation is different than rape of a child in that it is about *sexual contact*, not sexual penetration.
- Like rape of a child, the age of the child and the age of the perpetrator determine the degree of the crime.
- RCW 26.04 states that the legal age to marry without parental consent is eighteen. If under the age of eighteen, parental or legal guardian consent is necessary. If under the age of seventeen the permission of the court is required.

S: Degrees of Child Molestation

Degree	Age of Victim/Child	Age of Perpetrator
1 st Degree	11 or younger	Is 3 years older than victim or knowingly causes another person under the age of eighteen to have sexual contact w/ victim
2 nd Degree	12 or 13 And not married to perpetrator	Is 3 years older than victim or knowingly causes another person under the age of eighteen to have sexual contact w/ victim
3 rd Degree	14 or 15 And not married to perpetrator	Is 3 years older than victim or knowingly causes another person under the age of eighteen to have sexual contact w/ victim

Provide an example of a Child Molestation scenario and ask the participants what degree they think it would be. Make the point that it is helpful to know this information, although it is not an advocate's role to categorize a survivor's experience as a particular crime. Example: A seventeen year old girl is babysitting her nine year old neighbor. She kisses the nine year old girl and has her kiss another neighbor child (two counts of 1st degree child molestation). The next time the seventeen year old babysits she has the nine year old girl perform oral sex on her (1st degree rape of a child). Make the point that these crimes are not mutually exclusive; a person can be charged with more than one count and/or type of sex crime.

S: Incest

- 1st degree Incest: engaging in sexual intercourse (see definition of penetration above) with a person who is related, either legitimately or illegitimately, such as an ancestor, descendant, brother, or sister of either the whole or the half blood.
- 2nd degree Incest: sexual contact with a person who is related, either legitimately or illegitimately, such as an ancestor, descendant, brother, or sister of either the whole or the half blood.

S: Sexual Misconduct

- Sexual Misconduct with a minor involves school employees or volunteers, foster parents, and others who are in significant relationships to children up to age 21. A significant relationship to children includes:
 - A person who undertakes the responsibility, professionally or voluntarily, to provide education, health, welfare, or organized recreational activities principally for minors, and
 - A person who in the course of his or her employment supervises minors. RCW 9A.44.010(8)
- Custodial Sexual Misconduct involves correctional facility employees or police officers with children up to age 18.

Provide an example of Sexual Misconduct of your own or use the one below:

For example, a 45 year old teacher is committing a sex offense if he or she has a sexual relationship with a 16 year old student. This is rape in the second degree and sexual misconduct.

- Sexual Misconduct crimes carry a less severe punishment than other crimes against children. For instance, these

sexual misconduct crimes are Class C felonies, whereas rape of a child in the first degree and sexual molestation of a child in the first degree are Class A felonies.

- If you are working with a survivor who identifies as Native American or is a member of a Tribal Nation, Tribal jurisdiction can be very complicated. Prosecution depends on the crime committed, where the crime occurred, Tribal land status, and the Tribal identification/non-identification of the perpetrator.

S: Sexual Harassment

- Sexual harassment ranges from degrading remarks, gestures, and jokes to indecent exposure, being touched, grabbed, pinched, or brushed against in a sexual way (Hill, 2006).
- In employment settings, it has been defined as:
 - "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct that enters into employment decisions or conduct that unreasonably interferes with an individual's work performance..."(Rubin, 1995).
 - "or creates an intimidating, hostile, or offensive working environment" (Rubin, 1995).
- These two categories are referred to as quid pro quo ('this for that' in Latin), and hostile work environment.
- Sexual Harassment is considered a civil legal matter.

Wrap up the section.

Discuss the following points.

- As advocates (or therapists) you will not be the one to determine which statute the offense falls into nor the degree of the crime. Neither will the survivor. These decisions are up to the prosecutor based on what they

believe they can prove beyond a reasonable doubt to a jury.

- However, it is vitally important that you understand the difference in definitions. You can accomplish the following things:
 - Answer questions asked of you by survivors and significant others,
 - Gain credibility with people you encounter in the legal system,
 - Understand the legal system's role in order to clarify your own role and advocate appropriately.
- For more information on the specific crimes, participants are encouraged to meet with and talk to their local prosecutors. This is a way to help them develop key relationships with local players and better understand how sex offenses get (or don't get) charged.

Sources:

Hill, C. and Silva, E. (2006). Drawing the Line: Sexual Harassment on Campus. Washington, DC: American Association of University Women.

Rubin, P., (1995). Civil Rights and Criminal Justice: Primer on Sexual Harassment. Washington, DC: U.S. Department of Justice, National Institute of Justice, NCJ 156663.

Lesson 3: Continuum/Spiral

Time: 9:30 – 9:40

Length: 10 minutes

Lesson(s): Spiral

Learning Objective(s): To demonstrate the importance of recognizing different forms of sexual violence, including oppression, and how individuals are impacted differently.

Participant Handout(s): none

- Sexual violence includes many more categories than we just discussed and can fall along a “continuum.”

Activity: Spiral

9:30 – 9:40 (10 minutes)

Develop and examine a sexual violence continuum.

- 1. On a piece of flipchart paper, draw a spiral.**
- 2. Ask the participants to identify what types of attitudes, beliefs and behaviors contribute and constitute sexual violence.**
- 3. If appropriate, ask them why they considered their example relevant.**
- 4. Ask them why you’ve chosen to draw a spiral instead of a straight line.**

Discuss the following possible points:

- A straight line often implies the notion of rank of severity of impact.

- Each survivor will be impacted in different ways to different types of assaults.
- Point out that as advocates, they need to listen to how the survivor describes the impact and not ascribe their own beliefs of impact based on the type of assault. Provide an example to illustrate this point:
- Some forms of sexual violence are defined as illegal (murder, rape, domestic violence), some are defined as unlawful under civil statutes (sexual harassment), and some not considered crimes at all (cat calls or verbal abuse).
- Visualizing the elements of sexual violence as a spiral helps us see that sexual violence is made up of a variety of unwanted touch, invasions of space, attitudes and beliefs, and behaviors.

Note to trainer: You will come back to the Continuum/Spiral in the anti-oppression section in order to point out that various forms of oppression also belong on the spiral. The spiral concept was developed by Lydia Guy for the Washington Coalition of Sexual Assault Programs in 2003.

Lesson 4: Prevalence and Statistics

Time: 9:40 – 10:15

Length: 35 minutes

Lesson(s): Agree, Disagree, Unsure

Learning Objective(s): To provide statistics on sexual assault as it relates to different populations and communities.

Participant Handout(s): none

- We have just defined and described rape and other forms of sexual assault, but as advocates it is also important to understand the scope of the problem. So at this time, we are going to do an exercise which will help you to understand the enormity of the issue.

Activity: Agree, Disagree, Unsure
9:40 – 10:00 (20 minutes)

- 1. Show the group that you have placed three cards around the room with the words Agree, Disagree and Unsure on them.**
- 2. Read the statements below and have them go to the answer card they believe is correct.**
- 3. Ask them to explain why they have chosen that answer.**
- 4. Reveal the correct answer.**

Read the following statements: (Please change these to suit your needs).

- True or False. Women who are raped by their husbands are likely to be raped many times.

True. Approximately 10-14% of married women are raped by their husbands in the United States. Women who are raped by their husbands are likely to be raped many times-often 20 or more times.⁴

- Gay, lesbian, bisexual, and transgender individuals are not at risk for sexual assault.

False. The National Coalition of Anti-Violence Programs reports that 113 incidents of sexual assault were disclosed to anti-violence service providers.⁵ Sexual assault can happen in the context of an intimate relationship or be hate crime based.

- The average rate of rape and sexual assault among Native American and Alaska Native women is 2.5 times higher than for all other races.

True. A US Department of Justice study on violence against women concluded that 34.1% of American Indian and Alaska Native women – or more than one in three – will be raped during their lifetime.⁶

- Women with disabilities are sexually assaulted and abused at a rate of 5% higher than of the general population of women.

False. Women with disabilities are raped and abused at a rate at least twice (50%) that of the general population of women.⁷ For example, one study showed that among developmentally disabled adults, as many as 83% of the females and 32% of the males are the victims of sexual assault.⁸

⁴ Barnhill, Elizabeth & Kennedy Bergen, Raquel. (2006, February). Marital Rape: New Research and Directions. Available from Violence Against Woman: The National Resource Center on Violence Against Women Web Site:

http://www.vawnet.org/category/Documents.php?docid=248&category_id=491

⁵ National Coalition of Anti-Violence Programs. (2008) Anti-Lesbian, Gay, Bisexual and Transgender Violence in 2007: A Report of the National Coalition of Anti-Violence Programs. New York: New York City Gay and Lesbian Anti-Violence Project.

⁶ AMNESTY INTERNATIONAL, MAZE OF INJUSTICE: THE FAILURE TO PROTECT INDIGENOUS WOMEN FROM SEXUAL VIOLENCE IN THE USA (2007).

⁷ Sobsey, D., 1994. Violence and Abuse in the Lives of People with Disabilities: The End of Silent Acceptance, Baltimore, Maryland: Paul H. Brooks Publishing Co., Inc.

⁸ Johnson, I., Sigler, R. 2000. "Forced Sexual Intercourse Among Intimates," Journal of Interpersonal Violence. 15 (1).

- Most rapes are committed by strangers.

The majority of male and female rape victims knew their perpetrator (p. 21). More than half of female victims of rape (51.1%) reported that at least one perpetrator was a current or former intimate partner (p. 22). More than half of male victims of rape (52.4%) reported being raped by an acquaintance (p. 22).⁹

- Half of rape survivors report their assault.

False. It is less than half; at most 40% report it to law enforcement.¹⁰ If we consider the total number of perpetrators, reported and unreported, about 6% will ever spend a day in jail (16% of the perpetrators reported will spend time in jail).¹¹

- Rape does not affect men.

False. Men and boys are victims of sexual assault. Many men are affected as partners of survivors.

- One fifth of the nation's 2.3 million inmates are raped or coerced into sexual activity.

True.¹² In May 2013 the Bureau of Justice Statistics released a study that estimates that roughly 200,000 people were sexually abused behind bars in a single year.¹³ Since fear of future attacks causes many prisoner rape survivors to remain silent about their abuse, this number is likely much higher.

⁹ Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. Retrieved from http://www.cdc.gov/ViolencePrevention/pdf/NISVS_Report2010-a.pdf

¹⁰ Bureau of Justice Statistics. (2005). National Crime Victimization Survey: Criminal Victimization 2005. Washington, D.C.: U.S. Department of Justice.

¹¹ National Center for Policy Analysis.

¹² Cindy Struckman-Johnson et al., *Sexual Coercion Reported by Men and Women in Prison*, 33 J. Sex Res. 67 (1996); see also Cindy Struckman-Johnson & David Struckman-Johnson, *Sexual Coercion Rates in Seven Midwestern Prison Facilities for Men*, 80 Prison J. 379, 383 (2000).

¹³ Just Detention International, *The Basics About Sexual Abuse in U.S. Detention* (2013). http://www.justdetention.org/en/factsheets/Basics_Fact_Sheet_FINAL.pdf

The Washington State Department of Corrections had 2327 reported cases of sexual abuse in prison and work release locations from Jan 2005 – Oct 2012. This includes 1208 offender-offender allegations and 1119 staff-offender allegations.¹⁴

Most rape evidence is processed within 6 months.

False. It depends on the priority of the case (a suspect in custody will take priority over an unknown suspect), but processing could take anywhere from two weeks to two years.

Most Washington State residents are not aware of community services available to survivors.

False. 69% of survivors and 60% of non-survivors know their community has a center.¹⁵

Wrap up the lesson.

Ask the participants what stands out for them. Anticipated responses and further content:

- Give a rough estimate of the extent of the problem;
- Sexual assault is an epidemic;
- That it can happen to anyone – there is no one kind of person it happens to.
- Members of some groups are more likely to report than members of other groups. For example, females are more likely to report than males, and straight cisgender¹⁶ people are more likely to report than gay, lesbian, bisexual or trans individuals.

¹⁴ Statistics provided by the Washington State Department of Corrections.

¹⁵ Office of Crime Victims Advocacy. (2001). Sexual Assault Experiences and Perceptions of Community Response to Sexual Assault: A Survey of Washington State Women. Olympia, WA: Washington State Office of Community Development.

¹⁶ Cisgender is a term that refers to people whose gender identity matches the gender assigned to them at birth. This language reflects that genitalia are not necessarily linked to gender, and do not always fit neatly into male and female boxes. Despite this, most of us are labeled “boys” and “girls” at birth.

- We as advocates must expand our expectations regarding who victims are. You will find yourself working with people who have different backgrounds, adults of all ages, children, people with disabilities, people of color, males, females, transgender individuals, varied sexual orientations, etc.

Break 10:00 - 10:15

Underlying Conditions of Sexual Assault

Lesson 5: Myths and Facts

Time: 10:15 – 11:00

Length: 45 minutes

Lesson(s): Myths and Facts, Popular Press Review

Learning Objective(s): To explore the myths and facts related to sexual violence and how to identify and analyze them.

Participant Handout(s): Myths and Facts, Popular Press Article

**Lecture: Myths and Facts
10:15 – 10:30 (15 minutes)**

- At this time we are going to discuss some of the deeply held myths that allow rape and sexual assault to flourish in our society.
- The more we learn about rape, the more we realize how many of our attitudes about rape are based on myths rather than facts.

- Myths about rape are widespread and believed by men and women from all segments of society.
- You probably hold some misconceptions about sexual assault yourself. The point is to become aware of them, “unlearn” the misinformation, and educate others.
- We live in a culture that supports, excuses, and encourages sexual violence. Part of what preserves sexual violence is myths about victims and perpetrators.
- Myths, lies, and stereotypes enable perpetrators to deny, minimize, and excuse their behavior. Not only that, it also shift focus onto the victim.
- One of the main myths used to shift focus onto the victim and away from the perpetrator is to blame the victim for the rape.

Ask participants: Can you think of some ways that victims are blamed for their own rapes?

- Another common myth is that cisgender¹⁷ men rape because they are sexually aroused. This suggests that male sexual arousal is an uncontrollable urge, even a biological urge, which must be satisfied.
- This allows many perpetrators to escape responsibility, and this lack of accountability is another key aspect of preserving sexual violence.
- Sometimes attention is paid to certain men who are labeled rapists, targeted often because of their race or social class.

Ask participants: can you think of some examples of this? What purpose do you think it serves?

¹⁷ Cisgender is a term that refers to people whose gender identity matches the gender assigned to them at birth. This language reflects that genitalia are not necessarily linked to gender, and do not always fit neatly into male and female boxes. Despite this, most of us are labeled “boys” and “girls” at birth.

- When, for example, black men are stereotyped as rapists, oppressions such as racism and classism are reinforced. This keeps us fearful and divided from each other.
- When women who are raped are believed to be promiscuous or engaging in “risky behavior” it sends the message that rape is the fault of the person getting raped. If society believes that only men who appear aggressive or predatory rape and only women who behave in certain ways get raped, it sends the message that most people can assume that rape does not concern them.
- This has implications for bystanders and witnesses. When we put distance between ourselves and the survivor it allows us to think, ‘That could never be me. I would never let that happen.’ Or, ‘I’m not that kind of person. I could never do that.’ Bystanders and witnesses are excused from feeling empathy or taking action, and without feeling guilty about it, the victim is blamed.
- Myths can also reinforce the false belief that rape “just happens;” it is normal, acceptable, inevitable. It keeps us from questioning what is going on and demanding accountability.
- These myths, lies, and stereotypes are deeply rooted in our lives and institutions. Start listening to how rape myths are embedded in our language. Provide an example:

Activity: Popular Press Review
10:30 – 11:00 (30 minutes)

- 1. Divide the group into 4-6 teams.**
- 2. Pass out a different news article to each group. Find current event articles prior to the training. Make sure each group member gets a copy.**
- 3. Pass out the Myths and Facts handout.**
- 4. Have them review the news article and identify the myth and outline the language in the article that supports the myth.**
- 5. Allow each group 5 minutes to explain their news article and the rape myths it contains.**

Explore these possible questions:

- How do these myths perpetuate sexual assault?
- Do you, your community, family, friends hold any of these myths?

Wrap-Up

- We have all grown up learning myths about rape.
- It is important to know that we have all internalized these myths. Women have been primed to blame themselves if/when they experience sexual assault.
- Part of your advocacy work will be to help unravel and dispel myths for survivors.
- It is important to recognize the extent to which a survivor holds these myths to be true.
- For example, if a survivor believes that only “certain types of women” are raped, rather than understanding that it could happen to anyone, her trauma will be intensified by the constant need to understand why it happened to her.

- It is important to recognize that perpetrators have also internalized these myths and also count on us to believe them in order to get away with sexual assault.
- Understanding the difference between the myths facts about rape is critical for anyone who aims to help support survivors.

Source:

California Coalition Against Sexual Assault. (1999).
*Support for survivors: Training for sexual assault
counselors.* Sacramento, CA.

Lesson 6: Rape Culture**Time: 11:00 – 12:00****Length: 60 minutes****Lesson(s):** Rape Culture, Misrepresentation, Living in a Rape Culture**Learning Objective(s):** To define and explore how living in rape culture affects our lives.**Participant Handout(s):** none**Film Clip: Misrepresentation 8 min. Trailer**
<http://vimeo.com/28066212> (8.52 Minutes)
11:00 – 11:10 (10 minutes total)**Lecture: Rape Culture**
11:10 – 11:30 (20 minutes)

- Given the statistics and myths, it would seem that something larger is going on.
- Because of the way that sexual violence is woven throughout the fabric of our lives and institutions, we can describe our society as a Rape Culture. We are not talking about racial or ethnic culture.
- Rape Culture is a complex phenomenon and the nuances are difficult to pinpoint.
- This is because the commodification of sex makes it ubiquitous in our society and furthermore sex is conflated with violence.
- Sexual violence and the threat of it, myths, media, an adversarial legal system, etc. all serve to maintain a Rape Culture whereby masculinized sexual violence is supported.

- It is institutionalized, meaning it is the “norm” in our social, political, and economic systems.
- Ostensibly, it serves to maintain inequities, whereby those with power keep their power and those with less power continue to have limited access to power.
- Sexual violence against women and the threat of it has limited women’s lives and disallowed them to participate fully in social, political and economic institutions. Sexism is how women’s power has historically been and continues to be limited.
- This intersects with other forms of violence against women such as racism, ableism, classism, homophobia, etc. These “isms” are oppressive and intersect with each other. Many survivors experience multiple oppressions.
- In effect, whole communities of people are prevented from sharing resources and power equally. We will explore this in more depth after lunch.
- The psychological and behavioral effects of living in a Rape Culture are tremendous. Women have adjusted and restricted their lives according to the very real possibility of being sexually assaulted. Provide an example:

Film: War Zone (Optional)

Chapter 4: Gina’s Story (5 Minutes)

Stop at Chapter 6, Natasha and Sheila’s Story

Note to trainer: If you have time and would like to provide additional framing for the Living in a Rape Culture activity below, you can opt to show this clip in addition to the Miss Representation clip above.

- War Zone is a film about “sex, power and what happens when men threaten a woman’s right to walk undisturbed on the streets.” ~ Maggie Hadleigh-West

- “For as long as I can remember, strange men and boys have said things to me on the streets. I can remember being very, very young and having a car load of boys drive past me and bark at me or yell some derogatory remark, and I believed it because I already felt those things... And there it was being confirmed by these strange boys or men on the streets.” ~Maggie Hadleigh-West
- “One summer a few years ago I bought this Super-8 camera at a yard sale with no idea what I was going to do with it. But I woke up one morning and I realized I actually had a weapon, a weapon I could use as a way of taking back the power that was being taken from me every time I walked out of the house, a weapon I could turn on men the same way they turn their aggression on me.” ~ Maggie Hadleigh-West

Discuss these questions:

- Why do you think men reacted the way they did?
- How do you think a rape culture affects men?

Source:

Media Education Foundation. (Producer.) Maggie Hadleigh-West (Filmmaker). (1998). Gina’s Story. (Chapter 4). *War Zone*.

Encourage people to incorporate more of their thoughts about the video into the Living in a Rape Culture exercise.

- We are now going to do an exercise which demonstrates how rape culture plays out in all aspects of our lives.

Activity: Living In a Rape Culture

11:30 – 12:00 (30 minutes)

- 1. Place five flipchart papers on the walls. On a separate piece of paper (one for each question) post next to flipchart the following questions:**

What are the underlying conditions that support a rape culture?

What myths do perpetrators count on us to believe in order to continue to perpetrate?

How does the media, schools, law enforcement, hospital personnel, and ourselves perpetuate a rape culture?

How have we adjusted our lives to living in a rape culture?

What are some of the strategies that you and your organization can employ to combat a rape culture?

- 2. Break the participants into 5 groups.**
- 3. Pass out markers (make sure they will not bleed through onto the wall!). Give each group about 5 minutes to answer their question and write it on the flipchart.**
- 4. Conduct the Living in a Rape Culture “museum walk.”**
- 5. Ask each group to quickly report a newspaper “headline” from the discussions.**

Note to trainer: Directions for the museum walk are listed below.

What Is It?

Just think of musical chairs! Except instead of chairs you are using flipcharts. Teams will be moving from flipchart to flipchart to review and add their feedback to the particular question posed at each station.

What You Need:

Slide whistle

Flipcharts

Markers (be sure the markers don't bleed through the paper onto the wall!)

How It Works:

Each team is assigned a specific task/question. They record their responses on the flipchart paper and post it on the wall. After all groups have completed their assignment, one person in each group is designated to stay at their flipchart (as they will become the "teacher" for the next group that rotates to their station) in order to review the material and to add the new group's feedback. In the meantime, have the rest of the group move clockwise to the next flipchart. Each time a group moves, have a new person stay at the flipchart to be the "teacher." This is done until each team makes it back to their original station. Teams then have the opportunity to process any new information on the chart before you debrief the activity with everyone.

Lunch 12:00-1:00

Diversity, Cultural Competency, Anti-Oppression

Lesson 7: Power

Time: 1:00-2:15

Length: 1 hour, 15 minutes

Lesson(s): Art Project / Power Challenge

Learning Objective(s): To understand how power is institutionalized in cultural, economic, and political systems.

Participant Handout(s): Packets for groups – See FIERCE Curriculum – in Handouts and Instructional Materials Folder – for instructions on how to make packets.

Activity: Intro to Oppression Activity
1:00 – 1:30 (30 minutes)

Use FIERCE Workshop Curriculum pages 6-7

Note to Trainer: Tell participants that you will be participating in the activity as well by playing a role.

Use the “Large Group Discussion” questions on page 7 to debrief the activity.

Video: A Gardener’s Tale
1:30 – 2:15 (45 minutes)

- 1. Introduce and view video**
- 2. After video debrief what they saw**
- 3. This discussion will lead participants into the next section for further power analysis.**

Note to trainer: This section can be replaced with other cluster topics. See Day 1 Storyboard and Checklist for suggestions.

Lesson 8: Diversity, Cultural Competency, and Anti-Oppression

Time: 2:15-3:15

Length: 1 hour

Lesson(s): Power Analysis; Diversity, Cultural Competency, and Anti-Oppression; Understanding Oppression

Learning Objective(s): To understand how abuses of power disparities create oppression.

Participant Handout(s): Understanding Oppression

- Let's talk more about power.
- Power relations are typically played out in dominant culture in terms of:
 - Power to control access to resources, i.e. in our society resources are typically wealth, military, and political power. People who have these resources control who else has access to them.
 - Ability to construct knowledge and meaning, i.e. what gets taught in classrooms; what it means to be a man or a woman.
 - Authority to determine societal structures, i.e. branches of government, public policy, laws, etc. (Girshick, Lori B., 2002).

Activity: Power Analysis
2:15 - 2:30 (15 minutes)

1. Show Access to Power Chart

2. Have participants read the chart and give them a few minutes to reflect

3. Ask the group for examples of how these power dynamics play out in everyday situations. How could they play out as advocates with survivors?

4. Be prepared to give examples of each category of access to power vs. limited access to power.

4. Put yourself on the chart. Demonstrate how access to power can vary and/or be layered.

Access To Power	Limited Access to Power	Oppression
Men	Women, transgender, intersex	Sexism
Adults	Children, youth, elders	Ageism
White people	People of color	Racism
Middle-class and wealthy	Low income, poor people	Classism
Able-persons	People with physical or mental disabilities	Ableism
Higher education	People without a high school diploma or college degree	Classism
Heterosexuals	Lesbians, gay men, bisexuals	Homophobia, Heterosexism
Cultural Christians	Jews, Muslims, non-Christians	
U.S. born	Immigrants and Refugees	Xenophobia

Discuss the following possible points:

- Even when we understand power and privilege, it does not mean that survivors will experience any more ease of access to systems.
- Though one might not feel that they hold a lot of power or use their power to hurt others, they may be benefitting from the power structures that are institutionalized in the systems that they access. For example: I may not identify as Christian and therefore I do not think that I have more

power than someone who identifies as Jewish or Muslim. However, I was raised a cultural Christian, which means that I may have the holidays I celebrate off from work. The culture around me normalizes my experiences. Therefore I am a beneficiary of Christian culture being the dominant culture.

- Individuals within systems participate in the power, status, and rank model on a personal level as well as the model being reinforced at the systematic level.
- As part of an organization that has good working relationships with medical, legal, and social systems in your community, your role is to engage with systems as an advocate to survivors when necessary.
- Feminist author Marilyn Frye describes these limitations of oppression as wires of a birdcage, “where looking between the wires gives one the impression of choice and movement, but viewing the entire structure show the obvious barriers to freedom.”(Frye, 1983).

Lecture: Diversity, Cultural Competency, Anti-Oppression, and Social Justice
2:30-3:00 (30 minutes)

Note to Trainer: Diversity, cultural competency and anti-oppression are not synonyms - they are not words that replace one another, nor are they words that connote the same meaning or the same type of interaction.

As advocates, how do we take into account power relations and oppression?! We talk about “meeting people where they are at,” meaning regardless of when the sexual assault took place, the dynamics involved, where they’re at in their healing process, or how they identify in terms of group membership, we connect with them as advocates and aspiring allies.

Advocating on behalf of survivors and being an ally includes thinking about services, survivors, and yourself in terms of diversity, cultural competency, anti-oppression, and social justice.

Note to trainer: There is an advocacy example provided for some of the “ascending steps” below. It works well to talk through them as a story or case study.

Draw five ascending steps on the flipchart.

Step one (bottom): Diversity

- First way to view the world and begin to relate to others
- Means accepting difference and similarities as a basis for tolerance, acceptance, even harmony
 - Example, “Celebrate Diversity” bumper sticker

Ask the participants to list the many ways in which people are diverse.

- The people in this room are diverse in terms of some of these attributes.

Ask the participants about whether they think their beliefs about sexual violence are diverse.

- Presumably, people in the room want to end sexual violence. This is a belief that makes the group similar. It is important to recognize diversity is based on both attributes and beliefs.
- Working from a place of shared beliefs enables us to work with diversity more effectively.

Ask the participants: This is a good way to interact in the world, so why don’t we stop here?

- Diversity helps me understand that as an individual you are similar to and different from me, but it does not necessarily require me to do anything with that information.
- It is a basic level of understanding that does not necessitate connection.

Note to trainer: Feel free to substitute other examples.

- For example, if I am an able bodied person and I am advocating for a survivor of sexual assault with disabilities, I would certainly recognize the differences in abilities. I would also recognize our similar belief that survivors deserve healing and justice. But beyond recognizing this diversity I may not necessarily do anything different in the way that I advocate for him.
- “Diversity is not casual liberal tolerance of anything not yourself. It is not polite accommodation. Diversity is, in action, the painful awareness that other people, other races, other voices, other habits of mind, have as much integrity of being as you do. Reach out and create the bond that will protect us all... we are all meant to be here together.” ~William M. Chase

Step two: Non-Discrimination

- Defined as the ability to provide services that are available and delivered without discrimination by reason of race, color, religion, disability, pregnancy, national origin, sexual orientation, gender, age, ethnicity, income, veteran status, marital status, or any other basis prohibited by federal, state or local law (Office of Crime Victims Advocacy Accreditation Core Service Standard AC2).
- There are local, state, and federal non-discrimination laws. At the very least, survivors accessing advocacy services should not be unlawfully discriminated against.
- For example, if an organization does not have an elevator/ramp to their office/shelter and declines services to a survivor in a wheelchair because they cannot accommodate her, then they are violating the Americans with Disabilities Act. All organizations receiving federal funding, which includes most sexual and domestic violence organizations, must comply with the ADA.

Step three: Cultural Competency

- Becoming culturally competent takes our connections a step further.
- Defined as the ability to recognize and respect diverse cultural factors and the effects of these factors on various communities' need for and access to services.
- Cultural factors include race, education, ethnicity, language, nationality, religion, gender sexual orientation, gender identity, socioeconomic class, ability, age, geographic influence, political affiliation, and immigration status (Office of Crime Victims Advocacy Accreditation Core Service Standard AC1).

Ask the participants how many cultures they think are in this room?

- Answer: As many people as are in the room.
- Not possible to be 100% culturally competent; therefore this step necessitates a commitment to lifelong learning. And because there are so many cultures, in addition to learning about others, it is perhaps more important to learn about your own beliefs, attitudes, and biases in order to work effectively with diverse cultural factors.
- Learning about other people and cultures needs to primarily be self-educated.
- Do not expect people whom you want to learn about to do the educating for you; nobody "represents" their entire culture/community. This does not mean you cannot ask survivors how their culture has affected their experience of sexual assault or how their culture has been affected *by* sexual assault.
- It moves beyond an individual recognition of diversity to a cultural perspective and requires us to *do* something with this knowledge.
- Most of what needs to be done is collaborative with other organizations that have expertise about and provide

services for various communities. As sexual assault advocates we cannot be everything to everybody.

- We must reach out and build partnerships with other service providers in order to support survivors as holistically as possible.
- For example, as an advocate for a disabled survivor of sexual assault, I've already done the first step of recognizing and respecting differences.
- One facet of becoming culturally competent requires that I *do* something to make sure services are *meaningfully* accessible and relevant:
 - Do advocates know how to work the TTY?
 - Do the advocates know to sit or kneel next to someone in a wheelchair (not stand over them)?
 - Are the organization's services helpful in ways as defined by marginalized communities?

Ask the participants what ways they commit as individuals and as organizations to becoming culturally competent?

Step three: Anti-Oppression

- We are going beyond the good points of diversity, non-discrimination, and cultural competency to an *analysis* of power relations – the causes and connections in power disparities.
- We are looking at how the abuse of power disparities result in internalized superiority and internalized inferiority. Analyzing oppression causes us to look at personal experiences in the social, political, and economic contexts in which they occur.
- There are many paths to go down with this one. We'll explore a few of these avenues.

- Look at the ways that **access** (both to power and the way systems are structured) has set up barriers (or not) to services and safety:
 - We know that sexual assault affects women with disabilities at disproportionately high rates, so why aren't more women with disabilities accessing services?
 - Transportation limitations,
 - Dependency on (possibly abusive) caregivers,
 - Perceived and actual service provider insensitivity.
- Look at the ways that that oppression in dominant culture is used by perpetrators to **bolster** sexual assault:
 - Beliefs and behaviors in our society send messages that people with disabilities are not or cannot be sexual people. This is an oppressive stereotype that may be used against the survivor by someone he/she is dating to convince him/her that he/she won't be believed.

Have the participants take turns reading stanzas from the poem, "You Raped Me, First With Your Mind," by Amy Walker, a self-advocate and survivor with disabilities.

- Another anti-oppression avenue: look at the ways we are personally impacted by oppression
 - As **targets**
 - As **agents**
- As *targets*, we may experience oppression based on perceived memberships in certain groups like disability, gender, ethnicity, class, sexual orientation, etc.
- Some of our group memberships may be neutral or even positive.
- Provide an example:

- As *agents*, our perceived group memberships are ascribed power, privilege, and access over other groups.

Note to trainer: Feel free to substitute other examples.

- For example, as an able-bodied person, systems and places are designed with me in mind.
 - I can expect to move about freely and easily. My ease of movement and access comes at the expense of people with physical disabilities. Everything from living independently to being able to open a door.
 - These privileges can be expected, whether wanted or unwanted, simply because I am able-bodied.
- As an agent - benefiting from whatever type of ascribed power, privilege, and/or access - I can work to end the unearned privileges I do not deserve, which come at the expense of others, and work to spread the privileges that should belong to everybody.
- When these categories of “target” and “agent” are broken down and the social construction is exposed, these group memberships seem absurd.
- However, the impacts of oppression are very real in the lives of survivors and manifest in the forms of violence, barriers to help, and taken together can be experienced as:

“...living one’s life confined and shaped by forces and barriers which are not accidental or occasional and hence avoidable, but are systematically related to each other in such a way as to catch one between and among them and restrict or penalize motion in any direction.” (Frye, 1983).
- Tie back into point #3 from StarPower discussion: Few people are likely to participate in an endeavor if they feel powerless.

Step Four (top): Social Justice

- In order to challenge oppressive dynamics, practices, and structures it is crucial to actively challenge internal and external relationships that perpetuate them. Individual and community accountability is necessary to achieve healing and liberation. This includes accountability for acts of violence and oppression as well as *preventing* violence and oppression and *dismantling* privilege and entitlement (GenerationFIVE 2009).
- If people deliberately and consistently hold themselves and others accountable then abuse cannot flourish. This can be a loving process that demonstrates a belief in potential transformation and an investment in non-violent, interdependent relationships, families and communities (The Northwest Network of Bisexual, Trans, Lesbian and Gay Survivors of Abuse, 2009).
- When we work towards social justice we seek to support the safety, self-determination, cooperation, equity, and liberation of individuals and communities. This liberation includes freedom from multiple, intersecting forms of violence. Liberation as a guiding value means that organizations, communities, and intimate networks have the capacity to respond to the healing and accountability needs of individuals and relationships within the context of a larger social justice movement. Thus, at the same time, people are supported in collective action to challenge conditions of oppression and violence. This capacity to transform histories of violence and oppression into conditions for social justice can only strengthen our effectiveness, visions, and growth (GenerationFIVE 2009).
- Let's look at oppression a little deeper.
- The article we are about to read takes into account these larger dynamics of systemic power and oppression and explains how they play out on an interpersonal level

Sources:

Frye, Marilyn. (1983). *The Politics of Reality: essays in feminist theory*. (pp. 2-7). Freedom, California: Crossing Press.

GenerationFIVE. (2009). <http://www.generationfive.org/>

Girshick, Lori B. (2002). *Woman-to-Woman Sexual Violence: Does She Call it Rape?* Boston, MA: Northeastern University Press.

The Northwest Network of Bisexual, Trans, Lesbian and Gay Survivors of Abuse. (2009). <http://www.nwnetwork.org>

Break 3:00-3:15**Sexual Assault and Oppression****Lesson 9: Tying It All Together****Time: 3:15-4:30****Length: 1 hour, 15 minutes****Lesson(s):** Tying It All Together; Rape Is; Tree of Life**Learning Objective(s):** To integrate an understanding of power and oppression into an analysis of sexual violence.**Participant Handout(s):** You Raped Me, First With Your Mind; Tree of Life**Lecture: Tying It All Together
3:15-3:25 (10 minutes)**

- How does sexual assault fit into an anti-oppression analysis and a social justice vision?

- Referring back to the power analysis chart, what do you notice about the oppressed groups?
 - Typically experience the highest proportion of sexual assault,
 - Agency and autonomy are taken away as a group and then taken away as individuals when sexually assaulted.
- The existence of sexual assault is a symptom of sexism and tool of sexist oppression.
- It is a method used to maintain power, privilege, and access inequities.
- Like Eve Ensler says, most women are busy spending their lives trying to prevent violence, survive violence, or heal from violence – they may not fully be participating in society.
- It can become internalized oppression in the form of low self-esteem, self-degradation, self-blame, etc.
- Like the bars of the birdcage, these oppressions are connected.
- Sexual assault isn't just a manifestation of sexism, resulting in oppression of women; it is a symptom and tool of racism, homophobia, classism, etc.
- Make the connection to the spiral exercise. Give examples that make it clear that racism, homophobia, etc. should be included on the spiral.
- A group of young men gang raped a woman of color and in the process called her the n-word and disparaged her ancestors. Sexual assault and racism are connected.
- A lesbian woman tells her partner that no one will believe her if she tells about the sexual abuse. Sexual assault and homophobia are connected.

- All oppressions are linked by common origin – power and control, and common methods – violence, threat of violence.
- The survivors we work with experience multiple oppressions.

Have the participants take turns reading stanzas from the poem *You Raped Me, First With Your Mind*. This poem was written by a self-advocate.

- To eliminate one oppression, one must work to eliminate them all or efforts will be limited and incomplete. (Pharr, 1997).
- Our work must also occur on a personal, individual level – examining our roles and responsibilities in ending oppression.
- We are going to show a video that demonstrates how Rape Culture and oppression are enacted on a global scale. The video is called “Rape Is.” The video is not graphic but may be difficult to watch, so please do what you need to take care of yourself.

Film: Rape Is
3:25-4:00 (35 minutes), debrief: 4:00-4:10 (10 minutes)

Note to trainer: It is best if you can watch the video before you present it so that you don’t have to deal with both your reaction and the reaction of the group. This film can provoke very strong reactions.

Leave the lights off for 30 seconds after the film has finished to allow people to compose themselves and begin to process what they have just seen.

Debrief the video for an appropriate amount of time.

Discuss the following possible points:

- A human rights violation. Rape has been a part of war since time immemorial. Human rights reports have painted particularly horrific pictures of rape in current world conflicts. Only recently has rape been prosecuted as a war crime.
 - What do you think that says about rape? About war in general?
 - Does prosecution of rape as a war crime reflect a growing awareness of the severity of rape?
- The adults in this film are resilient. Resiliency is the process of adapting positively – mentally, developmentally, behaviorally – in the face of significant adversity.
 - What characteristics can you identify that helped these survivors endure and overcome the traumas they've experienced?

Note to trainer: Depending on your chosen activities and level of participant discussion, you may have time to do the following activity.

- So often in the anti-violence against women movement, we talk about our work to end inequities and abuses of power, but we rarely put forth a vision of what we would like to create in its place. This activity is meant to help people identify what shared values bring us all together in order to imagine communities based on equality and justice and opposed to violence and oppression. (Paul Kivel, 1996.)

S: Instructions

Activity: Tree of Life
4:10 - 4:30 (20 minutes)

1. This activity can be done in groups of 4-6 or individually to provide reflection time. Give each group a copy of the Tree of Life.

2. Tell the groups/individuals to identify their personal roots of advocacy. The roots of advocacy may be a quality that they will value as an advocate or why they have chosen to become advocates. For example: A root of advocacy may be compassion. Have each advocate identify the ways that they are going to effect change in their roles as advocates as a result of their roots. If compassion is one of my roots, perhaps the branch that comes out of nourishing that root is that a survivor will feel seen and heard. If one of my roots is feminism, perhaps a branch will be that in my lifetime there will be less sexual violence.

3. This activity should help advocates focus on the things that they are going to do as advocates that will result in positive changes. We know that it is easy to become overwhelmed and defeated in the face of sexual violence and oppression. Have advocates take time to write and reflect on why their work is meaningful.

4. Have each group share 1-2 key points from their discussion or ask individuals if there is anything they would like to share from this activity.

5. Ask the participants if this activity was hard and why.

6. Encourage participants to keep their Tree of Life and to use it to re-center them in their work as they go forward.

Wrap up the section.

Discuss the following possible points:

- Shared values like accountability, justice, equality, etc. can create an atmosphere less tolerant of sexual assault,
- Being creative about our vision can keep us inspired,
- We are working within a large framework of liberation, not just for survivors of sexual assault, but for all people.
- Celebrate moments of liberation, however big or small. Give an example of a liberatory moment you shared with a client/program participant:

Sources:

Kivel, Paul. (1996). Available from <http://www.paulkivel.com>.

Pharr, Suzanne. (1997). Homophobia: A Weapon of Sexism. Berkley, California: Chardon Press.

Anti-Violence Against Women Movement

Lesson 10: History

Time: 4:30-4:50

Length: 20 minutes

Lesson(s): Historical Timeline

Learning Objective(s): To place our work of healing and social justice in a larger historical context of collective action.

Participant Handout(s): A Feminist History of Rape

**Lecture: Historical Timeline
4:30-4:50 (20 minutes)**

- Let's gain an understanding of how we got here by taking a look at a little bit of history.
- In discussing sexual violence, it is incumbent upon us to include information about women's resistance to it. Just as sexual violence has existed for centuries, women's resistance to it has existed for centuries.
- The origins of the word rape are found in ancient Greece: to steal. Since recorded law until very recent history, the rape of women has been constructed as a property crime against a husband or father and up until the European Middle Ages often involved the death of the victim and perpetrator.
- During the reign of Henry II in England (beginning 1154), women were allowed to bring suit (and actually held responsible for prosecutions and punishment) against their rapist as long as they were not married to him and were virgins. Required proof included blood, torn garments, and vocal objection.

- It was also during the reign of Henry II that defenses against rape were developed including: the woman was a concubine, consent (she said "yes"), accusations arising out of bitterness or jealousy, and if the defendant had an alibi.
- During the reign of Edward II in England (beginning 1307), rape laws acknowledged that a non-virgin woman could be forcibly raped, but only by a non-spouse. The concept of statutory rape was developed along with the differentiation of rape by degrees and most importantly, rape shifted from a crime against a person to a crime against the state. (Brown, 2003).
- Several components of these western laws were brought to the United States by white settlers. Colonization of the United States by white Europeans included widespread human rights abuses including sexual violence against American Indian and Alaska Native women. This legacy of historical trauma still impacts many individuals and communities today.
- The history of the anti-rape movement can be said to begin here, but collective action against rape is more notably documented during and after slavery. African women who had been enslaved were often raped by white men, which was legal and intensified after abolition as a tactic of violence and control. Rape laws were blatantly racist and used as justification to lynch black men accused of raping white women.
- Perhaps the first women in the United States to break the silence about rape were African American women who testified before Congress following the Memphis Riot of May 1866, during which a number of Black women were gang raped by a white mob.
- At around the same time women were also organizing for the right to vote.
- In 1848 the first Women's Rights Convention was organized to discuss the social, civil, and religious conditions and rights of women. This can be said to be the birth of feminism and is often referred to the first wave of

feminism. Women fought long and hard to win the vote and finally did over seventy years later in 1920.

- Sojourner Truth was the first woman to connect issues of Black oppression with women's oppression in her legendary declaration "Ain't I a Woman?" from her speech at the 1851 Ohio Women's Rights Convention in Akron, Ohio.
- The earliest efforts to systematically confront and organize against rape began in the 1870s when African American women, most notably Ida B. Wells, took leadership roles in organizing anti-lynching campaigns.
- Although women continued individual acts of resistance throughout the first half of the twentieth century, the next wave of anti-rape activities began in the late 1960s and early 1970s. (Greensite, 1999).
- The late 1960's and early 1970's is also known as the Women's Liberation Movement or Second Wave of Feminism. As speak-outs and "consciousness raising" groups were formed and women began talking about their experiences, they came to the realization that significant numbers of women had been affected by sexual and domestic violence.
- Highlights from the past 30 years include (Greensite, 1999):

1970's

- Influenced by other progressive social movements of the time (Civil Rights, Gay Rights and Anti-War Movements), women began a formalized response to rape and domestic violence in the early 1970's.
- Early grassroots activism sought to re-frame sexual and domestic violence as a societal problem rather than a personal, private matter.
- In the early 1970's the first rape crisis centers and domestic violence hotlines opened in urban areas such as Washington D.C. and the San Francisco Bay Area.

- Advocates, who were mostly survivors themselves, began recognizing that safety was a primary need.
- Early rape crisis centers were typically collectives without funding and making decisions by consensus without hierarchy. Many saw it as political work, organizing for social change, and connecting issues of sexism, racism, classism, and homophobia.
- Self-defense classes began to be offered and “take back the night” marches were organized.

1980's

- Rape became a topic for academic research from which facts grew to critique rape myths. A clearer picture of the extent and seriousness began to emerge.
- Limited federal and state funding became available to programs.
- Pervasiveness of child sexual abuse and acquaintance rape began to be exposed.
- There was also a great deal of legislative change, including: criminalization of marital rape in most states, first civil suit was won by a battered woman, sexual harassment was declared illegal, and rape laws were reformed.

1990's

- Backlash that began in the 1980's (from media, funding, and research) continued to fracture the shared political analysis of rape and strategy for social change.
- National and statewide organizations helped to keep a political edge on the issue and provided critical resources and connections for local programs struggling to provide services.
- Expansion of the issues of rape and domestic violence continued to be recognized in mainstream institutions, including:

- Violence against women declared as a human rights violation by the UN;
- Congress passed the Violence Against Women Act in 1994 (the first federal legislation to address violence against women);
- Court supported programs to treat sex offenders and batterers increased.

2000's

- Efforts continue to increase connections with local, state and national organizations and advocates to create a larger movement.
- We have had significant successes:
 - A rape survivor's sexual history cannot be used to discredit her in court.
 - Acquaintance rape has gained greater visibility.
 - Rape crisis centers are still standing.
 - Laws continue to change in favor of survivors.
 - Men's assumption of power over women has been challenged.
 - Survivors have greater resources.
 - Sexual assault rates have declined in recent years.
- The history of the movement is not without controversy. Mainstream feminism did not work for all women, particularly for women of color.
- Many women of color have and continue to talk about being torn between their race and their gender.
- The establishment of rape crisis centers by rape survivors brought large numbers of middle-class white women into political activism. Although women of color were still involved, their efforts and struggles were largely invisible because of racism within and outside the movement.
- The movement still faces many challenges: women are still blamed for the violence they suffer. It is still more common for people to ask: "Why did she... wear that, say

this, go there, drink that, etc.” rather than “Why did he rape her?”

Ask the participants what implications this has for them as advocates (or therapists).

Discuss the following possible points:

- Establishment of rape crisis centers and advocacy is a testament to the hard work of countless women. Resources is without question one of the most significant results of the anti-violence against women movement.
- Your work takes place within a broader historical context.
- When you reassure a survivor that it was not her fault, you are expressing a political analysis in advocacy based counseling terms.
- When you dream of new approaches to ending rape, you are raising questions of political strategy.
- When you appreciate the courage and hard work of survivors and feminists from the early 1970’s who laid the groundwork for what we take for granted, you will be more determined to keep moving forward.
- You are part of a movement and your voice is an important one.

Sources:

Brown, Suzanne. (2003). A Feminist History of Rape. Connections. Washington Coalition of Sexual Assault Programs. Olympia, WA.

Greensite, Gillian. (1999). “History of the Rape Crisis Movement, in Support for Survivors: *Training for Sexual Assault Counselors.*” California Coalition Against Sexual Assault.

Wrap Up

Lesson 11: Wrap Up

Time: 4:50 – 5:00

Length: 10 minutes

Lesson(s): Main Points, Wall of Wisdom

Learning Objective(s): To summarize the content that was covered and to prepare participants for the next three days of skill building.

Participant Handout(s): none

**Lecture: Main Points
4:50 – 4:55 (5 minutes)**

Today we discussed:

- Definitions, prevalence, and myths and facts regarding sexual assault.
- Sexual assault continuum/spiral, concept of a rape culture.
- Oppression, power and privilege as the underlying roots of sexual violence and other forms of violence.
- Roots of feminism and its tie to the current system of services.
- We hope that you have gained some insight into the dynamics of sexual assault and its underlying conditions.
- At this time we would like to do a final exercise that will help you identify some of the key points that you have taken away from this part of the training.

Activity: Wall of Wisdom
4:55 – 5:00 (5 minutes)

- 1. Place a flipchart on the wall entitled “Wall of Wisdom.”**
- 2. Pass out colored post-it notes.**
- 3. Tell participants to think of 1-2 new things they learned and became more “wise” about and/or what can be brought back home with them.**
- 4. Have them write these on a post-it note and place it on the flipchart. This is now the “Wall of Wisdom.”**
- 5. Take a few minutes to have some participants review their responses. Tell them that they can also take some time to record some of the ones they feel most relevant to take with them for review later.**