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Sexual Violence Prevention Campaign

Language Is Key

Temple Youth Group Program

April 1st - 8th Created by: Tayla Rosenthal

Touchstone Text:

“One who wounds his neighbor is liable to pay for five damages: permanent impairment, pain and suffering, healing expenses, loss of time from work, and shame.” - Mishnah (Bava Kama 8:1)

Goals:

- PPs feeling empowered and ready to advocate for this sexual violence prevention
- PPs will become aware that the language we use drives the way to address the problem
- PPs will have the vocabulary to have a conversation on the issue of sexual violence

Objectives:

- Introduce the topic of Sexual Violence to PPs
- PP's will understand the terminology of sexual violence

Materials:

- 8 programs
- White poster 8x
- Print out of each term and definition separated (ex. consent on one page, definition on another page)
- Marker pack 8x - make sure the marker pack includes teal

People:

- 1+ chaperone
- 8 GLs
- 16+ PPs

Space Needed:

- One room big enough for all PPs

Time Table:

-00:20-00:00 Set-Up

00:00-00:05 Introduction to SVP campaign

00:05-00:10 Definition Matching

00:10-00:15 Separate groups/Transition Time

00:15-00:35 Breakout Group

00:15-00:25 Discussion Questions

00:25-35: Definition Posters

00:35-00:40 Pictures with papers

00:40-00:42 Transition

00:42-00:50 Present

00:50-00:52 Conclusion

00:52-00:55 Group Picture



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Detailed Procedure:

-00:20-00:00 Set-Up

Cut out terms and definitions (Appendix A) and place them randomly throughout the room. Make sure you have enough printed so that every PP can find one term and a matching definition. It does not matter if they are repeated. (ex. there are 3 of every term and 3 of every definition across the room). In addition, give each GL a poster and markers for their breakout groups.

00:00-00:05 Introduction to SVP campaign

Gather all PPs together and HGL please read: "As high schoolers we should be a part of the conversation about preventing sexual violence in our own communities. As a part of the Sexual Violence Prevention campaign, each week of the month of April has a different theme. The theme of week one is Language. During the program we are going to further and deepen our understanding on the terms related to Sexual Violence so that we will have the tools to start the conversation. To begin, there are terms and definitions scattered across the room. Everyone needs to find a matching term and definition before returning back to the center of the room." Let PPs find their definition and return to center of room.

00:05-00:10 Definition Matching

PPs look for a term and matching definition (Appendix A) scattered throughout the room.

00:10-00:15 Separate groups/Transition Time

HGL - once PPs joined back into the center, tell PPs to find everyone who has the same term/definition as them. Then, have a GL join each group (should be eight) and breakout throughout the room into eight separate groups.

00:15-00:35 Breakout Group

00:15-00:25 Discussion Questions

Try and discuss each question in depth; about 2 minutes per question

1. Why do you believe it is important to learn the language used around sexual violence?
 - a. Ex. To be able to have a conversation about the subject and educate others.
2. How can the language we use help address and improve the issue?
 - a. Ex. The language we use drives the way to address the problem by properly educating others.
3. What is our group term?
4. How does the word _____ (your group term) make you feel? Does it come with a negative or positive connotation?
5. How can we educate ourselves and other people about the term _____ (your group term)

00:25-35: Definition Poster:

Make a poster with your main focus your group term. Make sure it includes the term and definition. It can also include commentary and ways to educate others etc. Make sure all posters are appropriate. The Sexual Violence Prevention color is teal so think about incorporating that color in your poster.



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00:35-00:40 Pictures with papers

Take a picture of your breakout group with their term and send to _____

00:40-00:42 Transition

Everyone return back to center of room

00:42-00:50 Present

Each group present their poster to educate others about the language of Sexual Violence

00:50-00:52 Conclusion

HGL: "Today we learned about the language around Sexual Violence and educated each other about the different terms related to the subject. I hope that from this program you gained knowledge and can now empower and educate others about this issue, thank you for participating."

00:52-00:55 Group Picture

Take group picture of everyone with posters and send it to _____



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Appendix:

Appendix A

Sexual Violence

Physical sexual acts perpetrated against a person's will or when a person is incapable of giving consent (for example, due to the person's age or use of drugs or alcohol, or because an intellectual or other disability prevents the person from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, fellow students, students from other schools, or third parties. Sexual violence is a form of sexual harassment (Ithaca College).

Sexual Harassment

Any unwelcome sexual advances, requests for sexual favors, and unwelcome verbal or physical conduct of a sexual nature that occurs in the workplace. Sexual harassment is a form of gender discrimination and violates both Title VII of the 1964 Civil Rights Act as well as State discrimination laws (The University of New Mexico).

Sexual Assault

Any type of sexual contact or behavior that occurs without the explicit consent of the recipient (Department of Justice).

Consent

When someone agrees, gives permission, or says "yes" to sexual activity with other persons. Consent is always freely given and all people in a sexual situation must feel that they are able to say "yes" or "no" or stop the sexual activity at any point (Sexual Assault Prevention and Awareness Center).

Dating Violence

Violence or the threat of violence committed by any person who is or has been in a relationship of a romantic or intimate nature. The existence of such a relationship will be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interactions between the persons involved in the relationship (Indiana University).

Hostile Environment

Sexual harassment, including sexual violence, creates a hostile environment for a student when the conduct is sufficiently serious to limit or deny a student's ability to participate in or benefit from the school's educational program (Department of Justice).



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Title IX

Essentially, Title IX prohibits sex discrimination in educational institutions that receive federal funding (the vast majority of schools). While Title IX is a very short statute, Supreme Court decisions and guidance from the U.S. Department of Education have given it a broad scope covering sexual harassment and sexual violence. Under Title IX, schools are legally required to respond and remedy hostile educational environments and failure to do so is a violation that means a school could risk losing its federal funding (Know Your Title IX).

Domestic Violence

Crime of violence committed by former spouse, cohabiting partner, or someone with whom you share a child (Know Your Title IX).