

# FACILITATION GUIDE

## MY MASCULINITY HELPS

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Special thanks to Sara Crow for her help with the final edits of this guide.

## MESSAGE FOR FACILITATORS

This Facilitation guide is designed to help to facilitate a meaningful learning experience based on the information presented in this film. The structure of the guide matches the content of the film, addressing each chapter with a series of focal points, questions, and assignments specific to that chapter. Facilitators are encouraged to create a safe space for an open discussion for all participants. It is important to keep in mind that everyone watching the film will experience and interpret its content based on their individual life experiences. A person trained in sexual violence prevention and with experience working with survivors may receive information in the film very differently than another person who has had limited exposure to the topic or who has only been exposed to inaccurate information. For these reasons, facilitators will need to pay attention to the developmental space of all discussion participants and target their interactions and responses to each person accordingly. Most importantly, facilitators are encouraged to be welcoming of all questions and perspectives, as watching this film and discussing it provides an intentional learning opportunity for people to be accurately informed about rape culture, the prevention of sexual violence, and how to help survivors.

**Executive Producer note: MY MASCULINITY HELPS** was intentionally designed to feature African American men and boys to expand visual media tools for the prevention of sexual violence. It was created as an entry-level sexual violence education and prevention tool that can be used with all age-appropriate audiences in diverse contexts and settings. While some of the settings in the film may be culturally specific, the content of the film is largely universal and readily applies to helping survivors and informing prevention work across contexts.

### Preparation for Screening MY MASCULINITY HELPS

A mental health professional and resources for help should be available at screenings of **MY MASCULINITY HELPS**. The audience should be informed before the screening that some of the content of the film could be upsetting for them. Please identify the professionals and other resources available at the screening to help them if needed. Also, inform audience members to pay attention to how they are experiencing the film and take care of themselves in any way needed (e.g., leaving the screening, talking to someone during or after the screening, etc.).

**Warm-Up Discussion Questions** encourage preliminary discussion about the issues the film addresses before viewing.

**Focal Points** offer a brief summary of each chapter in the film. They highlight specific information and significant themes that the facilitator and audience may focus on during film discussions. Assignments for each chapter also relate to the focal points.

**Discussion Questions and Writing** help viewers intentionally and thoughtfully examine the specific content of the film for deeper understanding and meaning making. These questions can be used for large and small group discussions, presentations, or writing assignments.

There is usually not enough time for all viewers to share their ideas and views on the topics of discussion following a screening. Also, once viewers have time to process information from the film and discuss their experiences outside of the screening with friends and family, other things emerge.

**Writing**, using the discussion questions for guided reflection, serves the purpose of helping viewers to personally relate to and connect with the people, messages, and information presented in the film openly, honestly, and authentically to enhance self- and other- understanding. For writing assignments, please encourage viewers to reflect on and drawn from their personal experience of watching the film.

**Assignments** for each chapter provide further learning opportunities that complement the film to enhance awareness, knowledge, and skills related to the prevention of sexual violence.

## OVERVIEW

**MY MASCULINITY HELPS** explores the role of African American men and boys in the prevention of sexual violence. It shows African American male allies (psychologist, professor, peer educator, attorney, pastor, athlete, middle and high school students, activist) demonstrating understanding and support for survivors of sexual violence. Strategies for assistance and prevention are provided. Survivors also share their stories and what has helped them.

Once these brief, yet powerful and moving stories are established, we are introduced to a series of African American men and boys who are currently engaged in the prevention of sexual violence and helping survivors. As we learn about these men and their work, relevant data, definitions, and strategies are presented in animated graphics that support the commentary provided by the main characters. The settings for each character naturally match the narrative and content of the presenter. Overall, the film serves as a counter-narrative to often inaccurate and misleading portrayals of African American masculinity. It can be used in schools, colleges, and athletic, professional, community, and faith-based organizations

The documentary was conceived as a tool to validate survivors of sexual violence and educate men and boys about rape culture and their roles and responsibilities in the prevention of rape and sexual assault. One goal of the film is to engage men and boys in the deconstruction of gender roles, masculinity, and power to prevent sexual violence. Another primary goal of the documentary was to provide specific information on how anyone can work to end rape and help survivors. Ultimately, we hope that this film can be used for educational and training purposes related to the prevention of sexual violence.

All content in the film is balanced by the multidimensional nature of the images, music, graphics, and honest depictions of lives of the people involved. Most importantly, hope is apparent in practical strategies offered by both the survivors and the males featured in the film. Viewers are left feeling a certain level of responsibility and with basic tools to make a difference.

## **WARM UP DISCUSSION QUESTIONS**

- 1.** What is sexual violence and how prevalent is it?
- 2.** How is masculinity related to sexual violence?
- 3.** What is the role of men and boys in preventing sexual violence and helping survivors of sexual violence?
- 4.** How can sexual violence be prevented?

## CHAPTER 1: INTRODUCTION

### FOCAL POINTS

- Black barbershops have long been an important social and cultural space for men and boys. It was a natural setting for **MY MASCULINITY HELPS** as barbershops are historically a safe space for African American males to have open-ended and honest conversations on any topic relevant to their lives.
- The first scene simply shows the barbershop on an early Saturday afternoon with men and boys getting their hair cut and other folks waiting. You hear the clippers buzzing, the T.V. in the background, and bits and pieces of several conversations, all while seeing the extraordinarily, rich, cultural beauty of the barbershop itself.
- Gender expectations and roles are socially constructed and put into place early in life. It is helpful for adults and children to discuss and examine the meaning of these expectations and roles in their own lives.
- 1 person is sexually assaulted every 2 minutes in the United States. If an average haircut takes about 20 minutes, then 10 sexual assaults will have occurred (The National Intimate Partner and Sexual Violence Survey, NIPSVS, 2011).

### DISCUSSION QUESTIONS

1. What about a barbershop makes it a good place to discuss gender expectations and roles?
2. What are your thoughts about discussing sexual assault in a barbershop?
3. What is your reaction to knowing that a sexual assault occurs every 2 minutes in the United States?

### ASSIGNMENTS

1. Read the National Intimate Partner and Sexual Violence Survey by the National Center for Injury Prevention and Control, Center for Disease Control and Prevention.  
([http://www.cdc.gov/violenceprevention/nisvs/2010\\_report.html](http://www.cdc.gov/violenceprevention/nisvs/2010_report.html))

## CHAPTER 2: DEFINING SEXUAL ASSAULT

### FOCAL POINTS

- Marc A. Grimmatt, Ph.D., states that in high school a close friend disclosed to him that she had been sexually assaulted. Given the prevalence of sexual violence, it is very likely that it has happened to someone you know.
- **Sexual assault** is an umbrella term that refers to any form of unwanted sexual contact including fondling, touching, or groping of the breasts, butt, or genitals and/or clothing covering them. It also includes rape.
- Michelle Johnson, LCSW, a woman shown leading a yoga class, shares that she was sexually assaulted while on a date. Just over 40% of female survivors are raped by an acquaintance. More than half (51.1%) of female survivors reported being raped by an intimate partner (NIPSVS, 2011).
- A sexual assault is a traumatic experience that has adverse physical, cognitive, emotional, and social effects on survivors. Sexual assault, like other traumatic events, will affect the survivor in some way over the course of their lives. How each survivor copes with trauma is unique to the individual.
- Listening to survivors of sexual violence share their story is supportive.

### DISCUSSION QUESTIONS

1. How many of you know someone who has experienced sexual violence? What was your reaction when you found out about someone's experience?
2. Are some forms of sexual assault considered socially or culturally acceptable in the United States? Why or Why not? What are the implications for personal safety and individual autonomy?
3. How can a sexual assault continue to affect a survivor over the course of their life?

4. What are ways that survivors cope with sexual assault? Are these coping strategies helpful, adaptive, healthy, unhelpful, maladaptive, and/or unhealthy?
5. What can be done to help and support survivors of sexual assault interpersonally and systemically?

## **ASSIGNMENTS**

1. Visit your local Domestic Violence and/or Rape Crisis Center. Learn about the services that they provide and how to access those services.

## CHAPTER 3: DEFINING RAPE

### FOCAL POINTS

- Rupert Nacoste, Ph.D., recalls an experience of one of his White American female students disclosing to him that she had been raped.
- **Rape** is the non-consensual penetration of a bodily orifice (mouth, vagina, or anus) by a penis, object, or finger. Rape is a sexual assault. Definitions and laws for rape vary greatly per state and within varying campuses and communities.
- Dr. Nacoste did several things that are helpful to people who have experienced sexual violence. He:
  - noticed that something was different about the student's behavior in his class.
  - made the student aware of what he noticed and asked about it.
  - created a safe space for the student to share what happened to her and how she was feeling about it.
  - listened actively.
  - validated her experience by communicating that he believed her.
  - offered a way to help.
  - connected her with resources for additional help.
- The first response to a survivor after they have disclosed being raped has a powerful influence on their healing and getting help. Validating and supportive responses help to comfort survivors, while disbelieving and questioning responses are more likely to further traumatize the survivors and restrict them from getting help.
- The second survivor, Becca, is a young White American woman who shares her experience of being raped while in college.
- Many survivors of sexual violence find sharing their stories of what happened to them, in their own way, to be an empowering experience that supports their healing. It is one way that helps survivors to exercise their personal power, autonomy, and voice as they move forward in their lives.
- Other survivors of sexual violence may feel validated by hearing these experiences, and feel connected and supported.

- It is important for helping professionals and the general public to have awareness of the reality of sexual violence to advocate for prevention policies and comprehensive support services.
- Nearly 1 in 5 women in the United States have been raped at some time in their lives (NIPSVS, 2011).
- Becca’s story illustrates that rape is an intentional act. Rape is not an accident or misunderstanding. Rape involves the choice of the perpetrator to commit a crime.
- Men who perpetrate heterosexual sexual assault have characteristics that distinguish them from normal and healthy men that include (Kilmartin & Berkowitz, 2005; Lisak & Roth, 1998):
  - the view of men and women as enemies;
  - perceptions of having been hurt or betrayed by women;
  - hostile feelings toward women;
  - hypermasculinity;
  - motivation of dominance, anger, and interpersonal power;
  - lack of empathy.
- Sex offenders are overwhelmingly male, typically have access to consensual sex, and were not sexually or physically abused as children (Scully, 1990).
- A perpetrator is responsible and accountable for sexual violence regardless of personal characteristics, personal history, or attitudes.
- 9 of out 10 rape survivors are women. Almost all rapes (98%) are committed by men (Greenfield, 1997).

## **DISCUSSION QUESTIONS**

1. What would be your reaction to someone who disclosed to you that they were raped? How would you respond to them?
2. What are some of the challenges for survivors when reporting that they have been raped?
3. What are some things that can be done to create safer spaces for survivors to report rape?

4. Why do you think Dr. Nacoste asked the student to make eye contact with him before she left his class? Do you think it was helpful for this person in this circumstance? Why or Why not? Do you think it would be helpful for other survivors in different circumstances? Why or Why not?
5. How do you think the student would have felt if Dr. Nacoste responded to her with disbelief or blame? Had he responded this way, how would the experience with the student's father have been different?
6. What is hypermasculinity? How do you think it contributes to sexual violence?

## **ASSIGNMENTS**

1. Watch the 6-minute film, *The Undetected Rapist* by Dr. David Lisak. The short film addresses premeditation of non-stranger rape and the use of alcohol as a tool to facilitate rape.
  - a. Follow-up with discussion and/or a journal assignment in which viewers reflect on how the film impacted them.
  - b. Have viewers specifically address myths or inaccurate generalizations they may hold about campus sexual assault and rape.
  - c. The film can be purchased for \$20.00 from Legal Momentum at <https://www.legalmomentum.org/store/undetected-rapist-dvd>

## CHAPTER 4: DEFINING CONSENT

### FOCAL POINTS

- Alcohol and other drugs are tools used by perpetrators to commit sexual violence. Although the media has labeled drugs such as Rohypnol and GHB as the date-rape drugs of the present, these are only two of the many drugs used to incapacitate a victim. Of the many substances used in drug-facilitated rapes, alcohol is the most common. Alcohol is intentionally used by perpetrators to decrease inhibitions and incapacitate the person they plan to rape. (LeBeau et al., 1999.)
- Men who have committed sexual assault also frequently report getting their female companion drunk as a way of making it easier to talk or force her into a sexual act (Abbey, Zawachki, Buck, Clinton, & McAuslan, 2001).
- Perpetrators are solely accountable for the crime of sexual violence.
- Survivors of sexual violence are not responsible or accountable for what has happened to them even when they may have been drinking alcohol or using other drugs.
- **Consent\*** is explicit approval to engage in sexual activity demonstrated by clear actions or words. All participants must make this decision **freely** and **willingly**. Non-verbal communication, such as pushing someone away, crying, moving your body away from someone, silence, passivity, or lack of active resistance is not consent.
- In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has *not* been obtained in the above situations nor where the individual:
  - is forced, pressured, manipulated, threatened, or has reasonable fear that they will be injured or there will be some consequence if they do not submit to the act;
  - is incapable of giving consent or is prevented from resisting due to physical or mental incapacity, which includes, but is not limited to, the influence of drugs or alcohol;
  - has a mental or physical disability that inhibits his/her ability to give consent, or is under the age of consent for your state.

- The ages of consent for each state can be found here:  
<http://aspe.hhs.gov/hsp/08/sr/statelaws/summary.shtml>
- **\*Please note that every state has different laws and definitions for consent, sexual assault, and rape.**

## DISCUSSION QUESTIONS

1. In what ways are rape survivors blamed for what has happened to them? What are the reasons for blaming them? Are these reasons fair and justifiable? Please explain your answers.
2. How are alcohol and other drugs used intentionally to perpetrate sexual violence?
3. Can sexual acts be consensual when a person is incapacitated due to alcohol or other drug use?
4. Describe the process for obtaining consent for sexual activity. What are the steps? How do you know that you have consent for sexual activity with another person?

## ASSIGNMENTS

1. List all the ways people communicate in intimate and sexual situations to indicate consent.
2. List all the ways people communicate in intimate and sexual situations to indicate that they **do not** consent.

## CHAPTER 5: THE ROLE OF MEN IN INSTITUTIONS

### FOCAL POINTS

- **Power** is the capacity and opportunity to fulfill or obstruct personal, relational, or collective needs; has psychological and political sources, manifestations, and consequences; and can be overt or covert, subtle or blatant, hidden, or exposed (Prilleltensky, 2003).
- **Empowerment** is when power is used to resist oppression and strive for liberation (Prilleltensky, 2003).
- Men primarily hold leadership positions in churches, while most members of the church are women (Horne, 2013).
- In some communities, including African American communities, churches are often the first places people go to seek help. The pastor and church are trusted and viewed as safe to share difficult personal experiences, including sexual violence.
- PJ, an African American male college student shares his experience of being raped while in high school. He did not tell anyone that he was raped until his first year in college.
- Nearly 1 in 71 men in the United States have been raped at some time in their lives (NIPSVS, 2011).
- Nearly 1 in every 10 rape survivors is male (NIPSVS, 2011).
- Rape survivors were 13 times more likely than non-crime victims to have attempted suicide (Kilpatrick, Edmunds, & Seymour, 1992).
- Sexual violence is a risk factor associated with suicidal thoughts, attempts, and completions.
- Feelings of hopelessness are found to be more predictive of suicide risk than a diagnosis of depression (American Association of Suicidology, n.d.).

- The vast majority of individuals who are suicidal often display cues and warning signs including:
  - expressing desire and/or preparing to kill oneself
  - increased substance use
  - purposelessness-no reason for living
  - anxiety-agitation, unable to sleep too much
  - feeling trapped, like there is no way out
  - hopelessness-not believing things will get better
  - withdrawn from family, friends, and society
  - anger, rage, seeking revenge
  - recklessness-engaging in high risk activities without thinking
  - mood changes
  
- Protective factors that make suicide less likely are (Sanchez, 2001):
  - family and nonfamily support systems
  - significant relationships
  - satisfying social life
  - employment
  - religion, culture, and ethnicity
  - counseling/therapy
  - if problem is perceived as temporary or permanent
  
- To help a person who is suicidal (Thomas & Leitner, 2005):
  - Take a non-judgmental stance toward suicide.
  - Accept everything that is said as the truth.
  - Allow person to proceed at their own pace.
  - Acknowledge that talking about suicide can be painful and overwhelming.
  - Collaborate around actions to be taken. Actions should not be taken against the person's will unless you have no other choice.
  - Affirm person's feelings and help them to separate valid feelings from the link to self-destructive behaviors.
  
- Intervene and get help when a person is being disrespected, mistreated, or hurt by words or behavior.
  
- Inform others when you know a person is violent.

## DISCUSSION QUESTIONS

1. In what ways do men have power in the U.S. and in the world? Please describe the structure, context, and/or culture that institutionalizes this power.
2. How can the privilege of power inherent to males in a patriarchal society be used for good? Please explain if this is possible or not.
3. When, where, and how do boys and men learn to devalue and disrespect girls and women? When, where, and how can men and boys learn to value and respect girls and women?
4. What is the role of churches and other faith-based organizations in promoting gender equality and fairness?
5. How can churches help to provide assistance to survivors of sexual violence?
6. What can men in churches do to make the church and the communities it serves safer spaces for all community members?
7. In what ways are churches a more natural and accessible space for some people to receive services compared to other helping agencies and organizations?
8. What are some of the reasons men may be reluctant to be involved in work related to preventing sexual violence?
9. What are some reasons that it may have taken PJ so long to tell anyone that he had been raped?
10. How can you determine if someone is suicidal? How can you help?

## ASSIGNMENTS

1. Create a plan on how to intervene when you witness someone being disrespected, mistreated, or hurt by words or behavior.
2. Develop various case scenarios that involve people who witness someone being disrespected, mistreated, or hurt by words or behavior.

- a. Ask participants to complete the Value-Based Decision Worksheet (Goldman, n.d.) for each scenario. Worksheet available for free download at:  
<http://stepupprogram.org/facilitators/resource-library/> - general
- b. Discuss the answers and conclusions drawn from their ratings.

## CHAPTER 6: THE ROLE OF LANGUAGE

### FOCAL POINTS

- A negative attitude toward women, as expressed in sexist comments and jokes, is a strong predictor of sexual assault (Kilmartin & Berkowitz, 2005).
- Men and boys are reluctant to express disapproval of disrespectful behavior toward women. They believe that *other* males are okay with it, when in reality *most* are not (Kilmartin, Smith, Green, Heinzen, Kuchler, & Kolar, 2008).
- Some men may be reluctant to become involved in work related to the prevention of sexual violence. They may incorrectly assume that most men are not interested, when most men support preventing sexual violence. In social psychology, assuming one is in the minority, when in fact they are in the majority is referred to as pluralistic ignorance (Berkowitz, 2003). This type of ignorance may encourage people to partake in behaviors that they believe the majority of people engage in, therefore suppressing their own attitudes.
- Predictors of successful bystander interventions (Banyard, Plante, & Moynihan, 2005):
  - Recognizing the problem
  - Being asked to intervene
  - Witnessing role models intervening
  - Possessing the skills to intervene
  - Perceiving safety/protection
  - Size of the group: the smaller the group, the more likely one will intervene; the larger the group, the less likely as one assumes others will intervene (i.e., Diffusion of Responsibility).

### DISCUSSION QUESTIONS

1. What is the “stuff” that could help William speak up when he witnesses other boys speaking negatively about girls?
2. What can help him get the “stuff” he needs to speak up?

## **ASSIGNMENTS**

1. Identify personal experiences with Banyard's predictors to bystander interventions.
2. Identify problematic behaviors that may contribute to sexual violence (e.g. sexist language, street harassment).
3. Develop a course of action for how to safely intervene.

## CHAPTER 7: DEFINING BYSTANDER INTERVENTION

### FOCAL POINTS

- A **bystander** is a person who witnesses behavior that could directly or indirectly lead to or contribute to an act of sexual or relationship violence.
- An **empowered bystander** is one who intervenes when they witness such behaviors. An empowered bystander:
  - notices the behavior.
  - interprets it as problematic.
  - takes responsibility for intervening.
  - decides on a course of action.
  - implements the strategy.
- **Patriarchy** is a form of oppression that operates within institutional and cultural systems to restrict, limit, or obstruct human rights and life pursuits of non-male identified members of society (Johnson, 1997). Patriarchy encompasses institutions, policies, and cultural practices that have historically and systematically advantaged male identified persons in the United States and in the world.
- Male violence against women is rooted in patriarchy and male domination. Patriarchy is an institutionalized culture that is characterized by male control, domination, and power over others. It is a system with the ability to control others, events, resources, or oneself in spite of resistance—rather than alternatives such as the ability to cooperate with others, to give freely of oneself, or to feel harmony with nature (Johnson, 1997).
- Patriarchy is an institutionalized, cultural system that facilitates, supports, and maintains masculinity.
- The essential element of **masculinity** is to exert control or to resist being controlled. It is the capacity to make things happen and to resist being dominated by others. It has the effect of reproducing an unequal gender order (Schrock & Schwalbe, 2009).
- **Gender** is the process, structure, and cultural context by which expectations for thinking, feeling, behavior, and role, in personal and professional spaces, are differentially and inequitably ascribed, reinforced, and maintained by social systems that designate individuals

as male, female, or other near the time of their birth. These social systems also assign girls as women as sexual objects in the service of boys and men (Grimmett, 2010).

- When men are taught to be dominant and aggressive, this often leads to hypermasculinity, male peer support for sexual aggression, development of rape myths, and adversarial sexual beliefs (Kilmartin & Berkowitz, 2005).
- About 15% of all men perpetrate sexual violence (Lisak & Roth, 1998).
- **Rape Culture** is a concept that links rape and sexual violence to the culture of a society in which prevalent attitudes and practices normalize, excuse, tolerate, and even condone rape. Examples of behaviors associated with rape culture are: victim blaming, sexual objectification, and trivializing rape (Buchwald, Fletcher, & Roth, 1995).
- Rape culture is also characterized by (Buchwald, Fletcher, & Roth, 1995):
  - A complex set of beliefs that encourage male sexual aggression and supports violence against women.
  - A society where violence is seen as sexy and sexuality as violent.
  - A society where women who perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself.
  - Condoning physical and emotional terrorism against women as the norm.

## DISCUSSION QUESTIONS

1. What does a person need to be an empowered bystander? How does one become an empowered bystander?
2. How is masculinity related to sexual violence?
3. How is gender related to sexual violence?
4. How are girls and women assigned by social systems as sexual objects in the service of boys and men?
5. What are examples of rape culture?

## **ASSIGNMENTS**

1. Ask participants to view advertisements in magazines, television, and online and to write about the ways girls and women are depicted.
  - a. How are media portrayals of girls and women connected to patriarchy?

## CHAPTER 8: HOW TO SUPPORT A SURVIVOR

### FOCAL POINTS

- Communicating that you believe survivors when they first disclose is an important factor in their healing and help-seeking process. Without initial validation from friends, family, and/or professionals, a survivor may be further traumatized and inhibited from seeking the help they need.
- Healing for survivors is not linear. This means that every survivor has their own individual needs and their healing processes are unique. Helpers need to take their direction from the survivor or match their response to what is needed for the survivor at that time.
- How to provide support to a survivor of sexual assault:
  - Listen to their experience.
  - Believe what they tell you.
  - Validate what they have experienced and how they are feeling.
  - Express and show that you care about them.
  - Provide resources for further assistance.

### DISCUSSION QUESTIONS

1. What are helpful responses and behaviors when a person discloses they were sexually assaulted?
2. What type of responses and behaviors are unhelpful?
3. What makes the healing process for each survivor unique? What are aspects of the healing process that survivors may have in common?
4. What does Michelle mean by “take direction from the survivors?”

### ASSIGNMENTS

1. Read the Center for Disease Control and Prevention’s page on Sexual Violence Consequences  
<http://www.cdc.gov/violenceprevention/sexualviolence/consequences.html>

## CHAPTER 9: HOW TO PREVENT SEXUAL ASSAULT

### FOCAL POINTS

- Strategies to prevent sexual violence:
  - Challenge sexist comments and rape jokes.
  - Intervene when you witness verbal, physical, or sexual abuse.
  - Express support for others who intervene and promote gender equality **both** in person and through social media.
  - Remember other men want to intervene. Have the courage to speak up and act. Others will follow your lead.

### DISCUSSION QUESTIONS

1. What are constructive ways to challenge sexist comments and rape jokes? How can this be done in a respectful, safe, and effective manner? What would be a positive outcome? What would be a negative outcome? How would you handle positive or negative outcomes?
2. What are ways to intervene when verbal, physical, or sexual abuse is occurring? How can this be done in a respectful, safe, and effective manner? What would be a positive outcome? What would be a negative outcome? How would you handle positive or negative outcomes?
3. Why is it important to personalize the prevention of sexual violence for men and boys?
4. How might it be problematic to associate the value of women with their relationship to the men in their lives (e.g., father-daughter, brother-sister, girlfriend, partner, or wife, etc...) when engaging men in the prevention of sexual violence?
5. How might girls and women be devalued by emphasizing their relationship to the men and boys in their lives?

## ASSIGNMENTS

1. Identify, discuss, and deconstruct the problems and associated dangers of using the word *rape* to identify actions that are not rape. For example:
  - a. A person wins a video game against an opponent and says, “I just raped you!”
  - b. A person watching a basketball game sees a defensive player win the ball from an offensive player and states, “he just got raped!”
  - c. A person referring to environmental problems as the “rape of the world.”

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## ADDITIONAL RESOURCES

The **MY MASCULINITY HELPS** DVD is available through the North Carolina Coalition Against Sexual Assault (<http://www.nccasa.org>). Please email NCCASA ([info@nccasa.org](mailto:info@nccasa.org)) to request a copy.

The following is a list of nation-wide resources. They can connect you to local services for support, resources, policy and prevention information, and research on sexual, dating, domestic violence, and stalking.

1. **Break the Cycle**

<http://www.breakthecycle.org>

Empowering youth to end domestic violence. Break the Cycle is the only agency to provide comprehensive dating abuse prevention programs exclusively to young people.

2. **Know Your IX**

<http://www.knowyourix.org>

Aims to educate all college students in the U.S. about their rights under Title IX. Armed with information, sexual violence survivors will be able to advocate for themselves during their schools' grievance proceedings and, if Title IX guarantees are not respected, file a complaint against their colleges with the Department of Education's Office for Civil Rights.

3. **Love is Respect**

<http://www.loveisrespect.org>

A collaboration between Break the Cycle and the National Dating Abuse HelpLine, they are the ultimate resource to engage, educate and empower youth and young adults to prevent and end abusive relationships.

4. **National Alliance to End Sexual Violence**

<http://www.endsexualviolence.org>

The voice in Washington for state coalitions and local programs working to end sexual violence and support survivors.

5. **National Center on Domestic and Sexual Violence**

<http://www.ncdsv.org>

Designs, provides and customizes training and consultation; influences policy, promotes collaboration; and enhances diversity with the goal of ending domestic and sexual violence.

6. **National Dating Abuse HelpLine**  
<http://www.ndah.org>  
Peer advocates who answer calls, chats and texts about healthy dating and abuse.
7. **National Domestic Violence Hotline (800) 799-7233**  
<http://www.thehotline.org>
8. **National Resource Center on Domestic Violence**  
<http://www.nrcdv.org>  
Comprehensive source of information for those wanting to educate themselves and help others on the many issues related to domestic violence.
9. **Not Alone**  
<http://www.notalone.gov>  
Information for students, schools, and anyone interested in finding resources on how to respond to and prevent sexual assault on college and university campuses and in our schools.
10. **Rape Abuse & Incest National Network (RAINN): National Sexual Assault Hotline 800-656-HOPE**  
<http://www.rainn.org>  
Operates the National Sexual Assault Hotline (800.656.HOPE and [online.rainn.org](http://online.rainn.org)) in partnership with more than 1,100 local rape crisis centers across the country. RAINN also carries out programs to prevent sexual violence, help victims and ensure that rapists are brought to justice.
11. **Safer Campus**  
<http://www.safercampus.org>  
Fights sexual violence and rape culture by empowering student-led campaigns to reform college sexual assault policies.
12. **Stalking Resource Center**  
<http://www.victimsofcrime.org/our-programs/stalking-resource-center>  
Provides multiple services including: Training, Technical Assistance, a Website, and an Information Clearinghouse.