



YWCA
LETHBRIDGE
& DISTRICT

A TURNING POINT
FOR WOMEN

B.E.S.T.

Bystander Engagement

to reduce

Sexual assault Training

BEST Table of Contents

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Through this process, the objective is to engage individuals in taking a stand against Sexual Violence.

How to Take a Stand

Speak out against sexualized and violent comments and action.

Acknowledge and reframe language.

Encourage everyone to become active participants in the prevention of violence against women.

It is the intent of this educational tool to bring further awareness to sexual violence by examining the current statistics, attitudes, culture and approaches for intervention and engagement.

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Sexual Violence Terms

SEXUAL ASSAULT: physical attack to victim's sexual body parts, often involving force or violence. This term can cover a wide range of activities and often describes the rape of boys and men.

EXHIBITIONISM or EXPOSURE: displaying the naked body or parts of the naked body in an effort to shock, intimidate, or sexually arouse a victim.

VOYEURISM: invasion of a victim's privacy either secretly or openly with the intent of gaining sexual gratification.

OBSCENE PHONE CALLS or EMAIL MESSAGES: invasion of a victim's privacy with sexually suggestive messages over the telephone or Internet in an effort to shock, intimidate, or sexually arouse a victim.

SADISTIC SEXUAL ABUSE: sexual abuse in which the offender incites or tries to incite reactions of dread, horror, or pain in the victim as a means of increasing the offender's arousal during the abuse. May involve use of physical restraint, quasi-religious rituals, multiple simultaneous perpetrators, use of animals, and insertion of foreign objects, mutilation, or torture.

CHILD SEXUAL ABUSE: sexual abuse of children by adults or by older children or peers who dominate and control through sexual activity. Older boys who make girls undress and then fondle them, for example. It can be committed by strangers but most often is perpetrated by adults or older children in trusted caretaking roles.

INCEST: the most common form of child sexual abuse. Sexual abuse of children by other family members, including mother or father, step-parents, siblings, aunts, uncles, cousins, and grandparents.

MOLESTATION: sexual abuse involving sexual stimulation to body and genital areas, including penetration. It can happen at any age, by a perpetrator of any age.

STRANGER RAPE: violence, anger, and power expressed sexually in an attack on a victim. It may involve penetration of body openings (oral, anal, and vaginal) but does not have to.

DATE OR ACQUAINTANCE RAPE: sexual abuse, not necessarily violent, perpetrated by someone known to the victim, often a peer in a trusted social relationship.

MARITAL RAPE: sexual abuse perpetrated by one spouse on the other, or by a sexual partner in any long-term committed relationship.

SEXUAL EXPLOITATION: objectification and use of victims, by means of sexual activity or photographic imagery, to gain money or sexual gratification.

SEXUAL HARASSMENT: use of gender, status, and power differences to intimidate or control a victim, or to require sexual involvement. May be expressed as flirting and sexual suggestiveness.

GENDER ATTACK: exposure to actions that demean the sexual gender of a victim, often with sexual undertones, such as cross-dressing a child or verbally denigrating a victim's gender.

GAY BASHING: verbal or physical attacks directed against a victim's perceived homosexual orientation.

SEXUAL VIOLENCE: acts of violence involving or harming sexual parts of the victim's body.

Module 1

Sexual Assault in Canada: Our Reality

Sexual assault is an issue that impacts everyone. It happens in our homes, in our communities, in our cities and towns. It happens in all countries around the globe. According to Tutty (2011) in *Healthy Relationships*, 61% of all Canadians say they personally know at least one woman who has been sexually or physically assaulted. This is an issue for everyone, it is not just something that happens to someone else, somewhere else. Sexual Violence happens here, to people we know. In this section we will look at the statistics of sexual violence in Canada and discover our reality.

Module 1 – OBJECTIVES

- I. Define sexual violence through the Criminal Code of Canada
- II. Examine Canadian statistics on sexual violence to gain an understanding of the prevalence of sexual violence on national, provincial and local levels.
- III. Determine the impact of sexual violence on victims, family, friends, workplace and costs.

I. Defining Sexual Assault

Sexual assault, as stated in section 271 in the Criminal Code of Canada is:

any forced or unwanted touching, kissing, fondling, vaginal or anal penetration and/or oral sex. Any form of sexual contact without consent is sexual assault.

There was an amendment to the Criminal Code of Canada in 1983 that removed the crime of rape and replaced it with three levels of sexual assault offences (Brennan & Taylor-Butts, 2008). The reform also wanted to encourage police reporting of sexual assault, focus on the violence of the act of sexual assault, and provide a better means of handling and receiving convictions when these cases went to court, as proving the act of violence is less erroneous than proving the absence of consent. The amendment came about to recognize that rape was not about sex, but a form of assault, power, control and violence. It also allowed for acknowledgment of the survivors to be recognized as a victim of crime. Prior to 1983, the rape law featured a considerable amount of sexism. There are now three levels of sexual assault in the criminal code: sexual assault; sexual assault with a weapon, threats to a third party or causing bodily harm; and aggravated sexual assault. (Criminal Code of Canada, 2012).

Sexual assault level 1 (s.271): An assault committed in circumstances of a sexual nature such that the sexual integrity of the victim is violated. Level 1 involves minor physical injuries or no injuries to the victim.

Sexual assault level 2 (s.272): Sexual assault with a weapon, threats, or causing bodily harm.

Aggravated sexual assault (level 3): Sexual assault that results in wounding, maiming, disfiguring or endangering the life of the victim.

Other sexual offences: A group of offences that are meant to primarily address incidents of sexual abuse directed at children. The *Criminal Code* offences included in this category are:



Sexual interference (s.151),
Invitation to sexual touching (s.152),
Sexual exploitation (s.153),
Incest (s.155),
Anal intercourse (s.159),
Bestiality (s.160).

safe ask mutual honest sexy boundary respect listen enthusiastic healthy fun
CONSENT

Consent is the voluntary agreement to engage in some form of sexual activity.

“[c]onsent is not something you have; it is something the other person gives you. If they don’t give it, you don’t have it.”

Brod (2010)

The criminal code indicates that consent is **not** given if:

- it is given by someone else,
- the person is unable to give consent, is unconscious, drunk, or sleeping
- if the person is in a position of authority and there is an abuse of trust or power
- if the person does not say yes, or through behaviours or words indicates no
- if the person changes their mind. Consent obtained through pressure, coercion, force, or threats is not voluntary consent.

Defining consent is very important especially for cultures that are very patriarchal; it can protect everyone, men included. Consent is often a confusing topic when it comes to sex. In many cases there is assumed consent. Just because someone is silent does not mean they are consenting to a sexual act. The Criminal Code of Canada also recognizes that assumed consent or implied consent is not a reasonable defense in a sexual assault case. An individual must have expressed

consent from all participants that they are willing to engage in any sexual act. It is also the right of any individual to change their mind.

How do I Know I Have Consent?

Your best course of action is to ask, step-by-step “Do you like this?” as you move along. If done right it can be a turn on for your partner, and if you are unclear in any way, at any time, stop. Watch out for signs of them going silent, not responding or pulling away even subtly. And of course, if either of you are under the influence of drugs/alcohol, it’s best to pass up the opportunity and cuddle or go your separate ways for the night.

If you are comfortable enough to be intimate with someone, you should be comfortable enough to communicate.

Consent needs to be clear and defined. Consent must come directly from the individual and the individual must have the capacity to consent to a sexual act. There are vulnerable populations that are unable to legally consent. An individual who is of legal age to consent but has a mental disability where cognitive functioning is that of a child is unable to legally consent. A teenage girl may consent to sexual activity with an older individual, however, this should not be defined as consent. Predators of sexual assault will often use techniques of “grooming” the victim. For example; a twenty year old man who is in contact with a fifteen year old girl will use charm and coercion to gain trust and thus be able to manipulate the girl into sexual activities. Individuals in vulnerable situations are not able to legally consent to sex.

ABSOLUTE CONSENT?

- Are they clear or ambivalent?
- Are they under the influence of drugs or alcohol?
- Are there any implied or real threats?
- Is there anything nagging in the back of your brain?
- Are you unsure?
- Are you exploiting a vulnerable population?

If the answer to any of these is yes, you need to STOP.

Legally, a person has the right to change their mind about having sex at any point of sexual contact. If a sexual partner does not stop at the time a person says ‘no’, this is sexual assault. If a

person is in a relationship with someone or has had sex with a person before, this does not mean that they cannot be assaulted by that person. Consent must be given every time two people engage in sexual contact.

Coercion uses pressure, threats or intimidation to force another individual to engage in a sexual activity. Coercion is a common tool used by perpetrators especially in acquaintance sexual assault or date rape and child sexual abuse. With coercion, the victim may be less apt to report the incident to police. The victim may not realize a sexual assault has occurred if they do not understand that the use of coercion to gain consent to sexual activity falls under the legal definition of sexual assault.

Examples of Coercion

- Asking repeatedly, putting on pressure
- Making someone feel guilty
- Making false promises
- Threatening to withhold or do something to get what you want
- Promising things in return for sexual acts
- Implied threats (such as blocking a doorway)
- Verbal threats

Force, or the threat of force, is often used by attackers to assault their victims. Attackers will often choose victims they believe they can physically overcome. It is important to know that no matter what a person does during an assault, whether they physically resist or not, the assault is not their fault. They did what they had to do in order to get out of a dangerous and traumatic experience alive. Also, most people who are sexually assaulted do not have visible injuries. This does not make the experience less of an assault; nor does it mean that a person will not have any negative effects from the assault.

Although a person may believe they are receiving mixed messages, this is no excuse for sexual assault. When a person says 'no,' their partner should stop; they should never assume that 'no' means anything else but 'no.' If someone is unclear about what their partner wants, they should ask. The onus for obtaining consent is on the person initiating sexual contact. Ignorance or pleading misunderstanding is not a legitimate legal defense for sexual assault.

The attacker is responsible for their actions no matter how intoxicated they are. Being drunk is not an excuse to force anyone into having sexual contact. A person accused of sexual contact cannot use "being drunk" as a legitimate legal defense.

Under the Criminal Code of Canada, "Consent is defined as a **voluntary agreement** of the complainant to engage in the sexual activity in question."(Section 273.1) The criminal code further outlines the following five specific situations in which consent is not given.

Silence
Does not
= CONSENT

Child Sexual Abuse

Child sexual abuse is the improper exposure of a child to sexual contact, activity, or behavior. Child sexual abuse can include **exhibitionism, exposure to pornography, sexual touching, and/or penetration.**



Child Pornography

Child pornography is defined by the Criminal Code of Canada (section 163.1 (1)) as a photographic film, video or other visual representation, whether or not it was made by electronic or mechanical means, that shows a person who is or depicted as being under the age of 18 years and is engaged in or depicted as engaging in explicit sexual activity or for a sexual purpose.

Sexual Harassment

Sexual harassment is any unwanted comments, gestures or actions of a sexual nature including

- **unwanted attention**
- **demands**
- **jokes**
- **insults**

that affects your job, work or school

*Sexual harassment falls **under Human Rights Law**, not the Criminal Code of Canada.*

Voyeurism

Voyeurism is defined by the Criminal Code of Canada (section 162, subsection 1) as an offense by an individual who, surreptitiously, observes – including by mechanical or electronic means – or makes a visual recording of a person who is in circumstances that give rise to a reasonable expectation of privacy.

Stalking

Stalking is the intentional and repeated following and/or harassing of another person.

Under the Criminal Code of Canada, **stalking is referred to as Criminal Harassment** (Section 264, subsection 1).

Stalking consists of:

- **repeatedly following** the victim or someone known to the victim;
- **repeatedly communicating**, either **directly or indirectly**, with the victim or anyone known to them;
- **watching** the victim's house, or place where the victim, or anyone known to the victim, lives, works, or happens to be;
- or engaging in **threatening conduct directed** at the victim or any member of their family



What is dating violence?

Dating violence is any intentional sexual, physical or psychological attack on one partner by the other in a dating relationship. This definition reflects the belief that all forms of abuse are harmful and worth taking seriously. A wide range of harmful acts can occur in dating relationships that go beyond what people traditionally think of as “serious” abuse, that is, physical or sexual violence. Although both men and women may act abusively, the abuse of women by men is more pervasive and usually more severe. Dating violence is more likely to happen when the aggressor has been drinking. This often leads people to blame alcohol for the problem. In fact, abusers themselves use alcohol as an excuse for being violent.

Sexual abuse includes unwanted sexual touching, using force or pressure to get a partner to consent to sexual activity, rape and attempted rape, and attempting or having intercourse with a person who is under the influence of alcohol or drugs. These kinds of abuse are more often directed at women.

While all these acts are damaging emotionally, they vary in the extent to which they result in physical injury. Sexual assault is particularly dangerous when the aggressor refuses to use condoms despite the risk of HIV (AIDS) infection. Such assaults cause extra distress to women because they must also deal with the fear of being infected or becoming pregnant.

Physical abuse includes shoving, slapping, choking, punching, kicking, biting, burning, hair pulling, using a weapon, threatening someone with a weapon, or forcibly confining someone. These attacks cause both emotional and physical harm. Typically, men use physical force to assert control while women use it to protect themselves, to retaliate or because they fear that their partner is about to assault them. Some women live in terror of such attacks. Men do not seem to fear assaults by their female partners. In general, men think of women’s use of force as ineffectual.

Emotional abuse, like sexual and physical abuse, varies in its intensity and its consequences. It includes behaviour such as insulting or swearing at a partner, belittling them, threatening or terrorizing them, destroying their property or possessions, isolating them from friends and relatives, and treating them with irrational possessiveness or extreme jealousy. Emotional abuse originates in the aggressor’s desire to control the other person’s behaviour. By undermining the other person’s self-confidence, the abuser tries to limit a dating partner’s ability to act independently. Both men and women use emotional abuse as a way to control their partners. Men are more likely to escalate the abuse when they think they are losing control. When words are no longer effective, men will sometimes resort to physical violence. Both partners suffer emotional harm as a result. Society, however, too often downplays the effects of emotional abuse because there is no visible harm. As a result, communities offer little support to deal with emotional abuse by both men and women.

Coping

Coping is a way to survive. Victims of sexual violence have been violated and may use some or all of the following methods, to varying degrees, to cope with the trauma:



- MINIMIZING
- RATIONALIZING
- FORGETTING
- CONTROL/CHAOS
- SPACING OUT
- HUMOUR
- DISTRACTION
- SELF HARM
- SUICIDE

Not all survivors are affected in the same way. You may do well in one area of your life, but not in another. You may be competent at work and in parenting but have trouble with intimacy. Some women have a constant nagging feeling that something is wrong. For others, the damage is so blatant that they feel they've wasted their lives. The effects of child sexual abuse can be devastating, but they do not have to be permanent.

Violence against women has serious health consequences.

Death	Physical injuries	Unintended pregnancies, induced abortions
Sexually transmitted infections, including HIV	Depression, post-traumatic stress disorder	Harmful use of tobacco, drugs, and alcohol

The effects of sexual assault on a woman's mental health and well-being can be just as serious as physical injuries. Nine out of ten incidents of violence against women have an emotional effect on the victim. The most commonly reported effects are anger, fear and becoming more cautious and less trusting. (Statistics Canada, "The Violence Against Women Survey," *The Daily*, November 18, 1993)

Assaults on women with disabilities can trigger severe physical reactions. A woman with epilepsy may have a seizure, a woman with cerebral palsy may develop even more unclear speech, or a woman with diabetes may go into insulin shock. (DisAbled Women's Network(DAWN), *Violence Against Women With Disabilities*, Toronto: DAWN)



II. Statistics

Every 17 minutes a Canadian woman is sexually assaulted (Justice Institute of BC, 2007), and 60% of College and University aged males said they would commit sexual assault if they knew they would not get caught (Lenskyj, 1992).

When we see Canadian statistics such as these, we recognize it is paramount to address the issues of violence against women. We need to initiate change; we need to do our part as individuals and groups to transform attitudes and beliefs in regards to violence against women. The goal is to enlighten and activate changes, to determine the needs, identify issues and create changes that are essential to reducing and preventing violence against women.

Statistics Canada's report on sexual assault in Canada from 2004 and 2007 indicates that less than 10% of sexual assaults are reported to police. With such low numbers of reported cases it makes it very difficult to come up with clear, concrete statistics. Police reported sexual offenses declined after 1993. Reports of sexual offences reported to the police by province (Brennan, 2008) indicate that Saskatchewan had the highest incidence of reported sexual assault and P.E.I had the lowest.

According to Statistics Canada, Alberta rates of 70 sexual assaults per 100,000 population showed more reported incidences than P.E.I, Ontario and Quebec, and less than Saskatchewan, Manitoba, Newfoundland, New Brunswick, Nova Scotia and B.C.

These rates vary between the provinces and the levels of sexual assault. Some of the variations may be due to public attitudes, disparity in police reporting, influences and experiences regarding reporting to police, age, and availability of victim services, police training and other demographic information (Davis et al., 2004). Charges and convictions of sexual assault are difficult, partially due to underreporting, because it may be one word against the other and evidence may not be present to support a charge. Police reported data indicated that less severe forms of sexual assault are the most common; however incidents of sexual touching are reported even less than sexual attacks (Mahony, 2010).

In one study, women gave the following reasons for not reporting incidents of sexual assault:

- **belief that the police could do nothing about it (50%)**
- **concern about the attitude of both police and the courts towards sexual assault (44%)**
- **fear of another assault by the offender (33%)**
- **fear and shame (64%)**

Women who have been sexually assaulted often fear that if they report a sexual assault they will be revictimized by the justice system.

(Solicitor General of Canada, "Canadian Urban Victimization Survey," Bulletin 4: Female Victims of Crime, Ottawa, 1985)

In 2010, Statistics Canada published the Self-Reported Violent Victimization Report (Perreault, 2010). In that year there were 677,000 self-reported sexual assaults. The breakdown of demographic characteristics of these statistics was 472,000 females, 204,000 males. The most prevalent age was 15-24 followed by 25-34. In a national survey, (Koss, et al., 1987), 27.7% of college women reported a sexual experience since the age of fourteen that met the legal definition of rape or attempted rape, and 7.7% of college men reported perpetrating aggressive behavior which met the legal definition of rape. Further, more recent statistics show 21% of reported sexual assaults involved date-rape drugs, up from 12% in 2003; victims were primarily women aged 20 – 24 (26%) and 16 to 19 (23%) (Canadian Medical Journal, 2009). The majority of date and acquaintance rape victims are young women aged 16 – 24 (Brennan, 2008). A survey of female undergraduates at Canadian universities indicated that 4 out of 5 females had been victims of violence in dating relationships. Of that number 29% reported incidents of sexual assault.



In 2007, 58% of sexual assault victims were under the age of 18, 81% female, and 25% under 12 (Brennan & Taylor-Butts, 2008). The Department of Justice Canada (2006) indicated that “certain groups of the population can be identified as being more vulnerable to becoming victims of sexual assault,” and that gender is a significant component.

The number and rate of victimization and victim characteristics in 2004 statistics in Canada at a rate per 100,000 showed there were 3248 female and 664 male victims. The age 15-24 years presented the highest risk to sexual assault with a rate of 5563, with 25-34 following at 2892. The main activity reported by the victims was attending school and working. When looking at the number of evening or social activities attended in a month, individuals who reported being involved in 30 or more activities per month were 3494, 20-29 was 1845, 10 – 19 was 1281 and at less than 10 per month the rate was 677. These stats were comprised without using statistics of sexual assaults involving spouses (Brennan & Taylor-Butts, 2008).

The *Criminal Code* definition of sexual assault includes a number of acts ranging from unwanted sexual touching, to sexual violence resulting in wounding, maiming or endangering the life of the victim. Many sexual assaults involve verbal pressure, tricks, such as administering drugs without the victim's consent, and/or threats during an assault. In 2004, 91% of sex assaults reported did not involve a weapon.

Crime and Justice (2012) reported that in Canada there were 1723 adult criminal court cases of sexual assaults that received a guilty verdict, 955 went to prison, 205 had conditional sentences, 1132 received probation (sometimes in addition to their sentencing), 47 received a fine, 6 had to pay restitution and 925 had other conditions to their sentence. Regarding other sexual offences, there were 1429 total guilty cases, 903 went to prison, 70 received a conditional sentence, 1037 had probation 76 had a fine, 2 had restitution and 664 received other sentencing conditions.

61% of all Canadians say they personally know at least one woman who has been physically or sexually assaulted.

In 2009 there were more than 460,000 Canadian women that reported being sexually assaulted. Less than 10% of sexual assaults are reported. When we take that into consideration the numbers are staggering.

One in four women in North America will be sexually assaulted in their lifetime. These are our mothers, sisters, aunts, daughters, and friends.

Most studies of self-reported dating violence indicate that young people between the ages of 15 and 24 have the highest risk of dating violence. Police reported statistics confirm that out of the total population the number of dating violence victims is highest among this age group. Rates of dating violence increased 40% from the year 2004 to 2008. Homicides in dating relationships accounted for 30% of all homicides committed by intimate partners (Mahony, 2010).

These statistics suggest that college and university aged females are a population who are vulnerable to sexual assault. There are a number of reasons for this. This population of women are typically moving away from home for the first time, and becoming more independent. They are entering an educational institution where they are likely to know few people and desire to fit in. There are usually a number of social functions that occur in the beginning of the year, many specific to new students. This population will also typically engage in higher risk situations. An 18 year old female, moving away from her parents into residence at a post-secondary institution; she knows very few, if any, people. There are a number of "Back to School" parties and social activities that often include alcohol and possibly access to drugs. We, as human beings, are social creatures and want acceptance. It is likely that the student would participate in these social gatherings and partake in the consumption of alcohol. She may feel a connection with some of the other students and perceive them as friends, simply because they have similar situations. Attending a party, consuming alcohol, lowering her inhibitions, meets people she does not know well, and accepts the attention of another student. As simple as what is described, sexual assault may become a reality for this student. If a sexual assault occurs, it does not mean she was at fault. It means that due to circumstances her vulnerabilities increased her chances of being sexually assaulted, and due to the same circumstances a

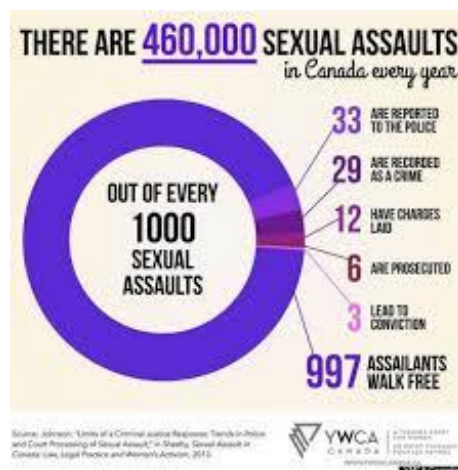
perpetrator was able to locate someone to prey upon, to exert power and control over another person.

More than 23% of women are fearful about how safe they are when they are home alone at night, whereas only 14% of men share the same concern (Statistics Canada, 2012). The way a woman feels walking to her car across a dark parking lot may be completely different than how a man feels. That is not to say that people don't have individual feelings, aside from gender perspectives, but that people have feelings unique to themselves and there are a number of factors that shape each and every one differently.

In 2007 Police reported that in 82% of sexual assault cases the victim knows the perpetrator. Statistics Canada. (2010). The Nature of Sexual Offenses:

- 31% are family members**
- 28% casual acquaintances**
- 8% "friends"**
- 6% authority figures**
- 5% current or former boyfriends/girlfriend**
- 4% business acquaintances**

Statistics indicate that those between the ages of 15 – 24 attending school with extracurricular social activities have the highest rates of sexual assault. This fits closely with the demographics of most college and university students. The accused in these assaults are most likely to be male, young and known to their victims (Brennan & Taylor-Butts, 2008). Data indicates that 97% of persons accused were male, the highest rate being 12-17 year olds, next 18-34 year olds and then 35-44 years old.



Police reported crime for selected offences by Statistics Canada indicated that in 2009 there were 20,460 cases of level one sexual assault, 349 cases of level two sexual assaults, (with use of a weapon or bodily harm), and 122 cases of level 3 sexual assault – aggravated. The report indicated that sexual assault was a relatively new crime category with limited information available.

The 2004 GSS showed that sexual victimization rates were dramatically higher among those aged 15 to 24, compared to those 55 and over. Additionally, more half of the sexual assault victims reported to police in 2007 were children and youth under the age of 18.



The City of Lethbridge 2012 census shows the total population of Lethbridge is 89,074. There were 45,291 (50.8%) females residing in Lethbridge and 43,783 (49.2%) males. The average age of males was 36.8 and the average age of females was 39.

YWCA Lethbridge and District operates a women's emergency shelter, outreach services, drop in crisis support and 24 hour crisis lines in response to gender-based violence in our Southern Alberta community. From April 2012 to March 2013 a total of 81 reports were made regarding sexual assaults. Of the 81 reports, only 6 had active police involvement, seven assaults were perpetrated by a stranger, 51 by a partner and 23 by a family member.



YWCA Lethbridge and District admitted 299 women and 269 children and received 2883 crisis calls to our shelter in 2014. We had to turn away more than 870 women and 680 children due to the lack of space. Domestic violence happens and it happens here in our community.

III. Impact of Sexual Violence

The vast majority of victims have serious physical and mental health consequences that can last a lifetime. There are also financial costs that occur. The cost of medical services in Alberta used by child survivors of sexual abuse was 3.7 times the population. The average costs for hospitalizations for survivors were 3.8 times the population average with 76% of the cost spent on psychiatric care. The average cost of medications 9.4 times population average and the costs for emergency visits were 1.5 times the population average. The costs of sexual violence are extremely high with the victim's physical, emotional and mental wellbeing, as well as the contributing financial burden of medical services.



Health Issues

There are many health issues that arise after a sexual assault, and as college and university campuses estimate that approximately one in four females (Brennan, 2008) have been sexually assaulted, we need to be cognizant of the health issues that arise. Many common reports of health issues after a sexual assault include: anxiety, panic attacks, emotional numbness, fear, depression, promiscuity, loss of appetite, substance abuse, and more. We need to be equipped to address these concerns that the victim experiences after a sexual assault. Some symptoms can be present immediately after a sexual assault or some can take days, weeks, months or years to surface. Some may even be present prior to a sexual assault which could potentially increase their vulnerability to sexual assault. There needs to be adequate, accessible support and resources for victims of sexual assault.

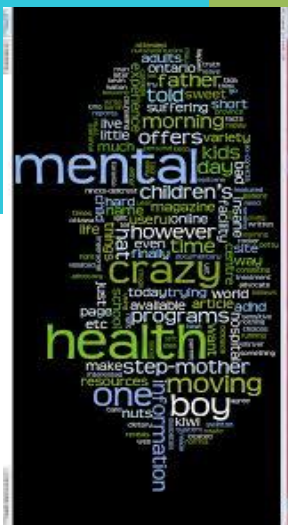
As shown in Statistics Canada (Milan, et al., 2011), family status was a variable that affected women's stress levels, and as a result, impacted a women's health. In all the age groups surveyed, women had higher perceptions of stress levels than men did. Arthritis and high blood pressure was determined to be more prevalent in women. Mood disorders were also two times

higher in women than in men. Women also had much higher rates of anxiety disorders. Comparisons like the ones completed by Statistics Canada in 2011 show some of the increased issues of sexual assault, beyond the actual event. Statistics Canada (2011) found that females tend to have sexual intercourse at a later age than males, and women were two times less likely to have had three or more different partners in the span of a year. Females ages 15 to 24 were twice as likely to have been diagnosed with a sexually transmitted disease. Females are disproportionately diagnosed with chlamydia compared to men, and gonorrhea is more prevalent in males in the 25 and older age group, but higher for females in 15-19 age group.

Healthcare, criminal justice and social service costs, lost wages and loss of productivity in Canada due to violence against women has been estimated at \$4.2 billion per year. In 2011, Statistics Canada (Turcotte, 2011) reported that 80% of women and children using shelters were there to avoid an abusive situation. Almost half of the women admitted to the shelters had children. The reasons given for seeking shelter were: psychological abuse (65%), physical abuse (55%), threats (39%), financial abuse (36%), harassment (28%), and sexual abuse (24%). The women in the shelter who had children reported that they were protecting the children from witnessing abuse, psychological abuse, physical abuse, threats, neglect, sexual abuse and other forms of abuse. Violence against women is real. It happens often and it needs to be addressed (Turcotte, 2011).

The physical and sexual abuse of girls and women costs the Canadian economy \$4.2 billion dollars each year, factoring into account social services, criminal justice, lost employment days, and health care interventions. Nearly 90% of the financial cost is borne by government - your tax dollars. Your taxes go into cleaning up the mess that abusers leave behind.

L. Greaves, O. Hankivsky, J. Kingston-Riechers, Selected Estimates of the Costs of Violence Against Women. (London, Ontario: Centre for Research on Violence against Women and Children, 1995)





Psychological results of sexual assault are enormous. Control has been taken away from the victim. Their body has been violated; they have the potential for sexually transmitted disease, post-traumatic stress disorder, depression and substance abuse. They will typically question their actions, the lack the ability to trust others, especially in an acquaintance rape situation, where the victim may have trusted the perpetrator. The victim may tell friends and family who may, in turn, question the victim. Victims will often turn to informal sources of support, such as friends and family. The manner in which the friends and family react will have a huge impact on the victim (Brennan & Taylor-Butt, 2011).



Substance Abuse

According to the University of Alberta Sexual Assault Centre (2001), alcohol is by far the most prevalent date rape drug and is easy to use because it is legal and socially accepted. The Survey of Unwanted Sexual Experiences among University of Alberta Students (2001) found that more than half (54.2%) of the sexual assaults experienced by students took place when the victim of the assault was under the influence of alcohol or drugs. In addition, research shows that this is

not a new phenomenon, and has been a reality for university students for many years. In many situations, the victims will have consumed alcohol on their own, or agreed to consume alcohol. Alcohol lowers people's inhibitions, it makes people feel invincible and can aid in making poor decisions. Berkowitz (1992) stated that 26% of men who acknowledge committing sexual assault report being intoxicated at the time and 29% reported being "mildly buzzed" for a total of 55% under the influence. 21% of women who experienced sexual aggression on a date were intoxicated and 32% were "mildly buzzed" at the time for a total of 53% under the influence. Other statistics place the percentages of men being intoxicated during rape at 75% and women at 55% (from "Against Her Will," a Lifetime cable production, 1989). Therefore, there clearly is a strong correlation between alcohol and sexual assault. Perpetrators of sexual assault may use alcohol to justify their actions as well as lower the inhibition of their victims.



Physical issues can arise as a result of a sexual assault and the victim may require treatment for sexually transmitted infections, pregnancy, and damage to the genital area, and in cases where the victim seeks medical attention from a hospital, they may undergo a sexual assault kit. There is physical, emotional and mental trauma that follows a sexual assault.

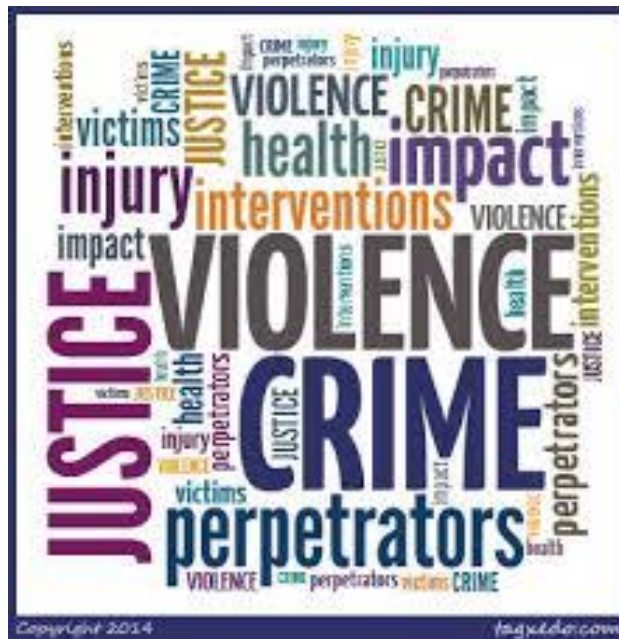
It is not uncommon for a victim to have memory problems of the event. It can be very difficult for victims to recall information from a traumatic event. Human beings have different coping strategies and burying these memories may be one technique used. Sexual assault is the most frequent cause of post-traumatic stress disorder (PTSD), victim blaming, and health issues (Wilson, 2006). Estimates suggest that as many as 50 – 65% of survivors of sexual assault will experience PTSD (Campbell et al., 2009). The effect of sexual assault on women's mental health and wellbeing can be just as serious as physical injuries. Nine out of ten incidents of violence against women have an emotional effect on the victim. According to a National Women's Study (Kilpatrick, et al., 2003), 31% of rape victims developed PTSD, 30% of victims had experienced major depression, victims were 13 times more likely to attempt suicide, 13.4 times more likely to have major alcohol problems and 26 times more likely to have two or more serious drug abuse problems (Black et al., 2010).

It was found (Brennan, 2008) that victims of sexual assault are more likely to feel unsafe than others. 27% of victims said they felt unsafe when walking alone at night, as well as using precautionary measures to protect themselves. One in six victims say they choose to stay home at night because they are afraid. They also tend to change their routines in an attempt to feel

safer and avoid certain activities. According to data (Brennan & Taylor-Butts, 2008), the rates of sexual assault have remained stable. There were approximately 512,200 Canadians, over the age of 15, who were self-reported victims of violence. 94% of incidence of sexual touching goes unreported, versus 78% of sexual attacks. Is this because without the physical violence of the attack, it is less recognized as sexual assault? Do we see this because women and men are not recognizing the signs of sexual assault? Or is this due to the prevalence of victim blaming that we see in society?

Many survivors have been too busy surviving to notice the ways they were hurt by the abuse. But you cannot heal until you acknowledge the areas that need healing. Because sexual abuse is just one of the many factors that influenced your development, it isn't always possible to isolate its effects from the other influences on your life. Is your self-esteem low because you were an African-American child raised in a racist society? Because you grew up in a culture that devalues women? Because your mother was an alcoholic? Or because you were molested when you were nine? It's the interplay of hundreds of factors that make you who you are today.

The way the abuse was handled when you were a child has a lot to do with its subsequent impact. If a child's disclosure is met with compassion and effective intervention, the healing begins immediately. But if no one noticed or responded to your pain, or if you were blamed, not believed, or suffered further trauma, the damage was compounded. And the ways you coped with the abuse may have created further problems.



Module 2

Rape Culture Myths and Fantasies

Rape culture is about taking the responsibility away from the perpetrators of sexual violence and blaming the victim. It is necessary for society to create a culture where rape is never okay.

“Rape is about violence, not sex.

If a person hits you with a spade you wouldn't call it gardening.”

discordianquotes.com

Module 2 – OBJECTIVES

- I. Myths and Facts**
- II. Some Straight FACTS Regarding Sexual Assault**
- III. What Makes us Think these Myths are True?**

I. Myths and Facts

“Over 99% of rape is perpetrated by men, whether the victim are female or male, men are overwhelmingly the perpetrators, but we call this a women's issue? Shouldn't that tell us something”? Jackson Katz

The rape culture is, regrettably, growing in society. People are repeatedly exposed to images that objectify and oppress women and promote violence. The rape culture is fuelled by myths and misconceptions that are passed along, not only from peer to peer, but from generation to generation. These myths not only influence the males in our society, but they also negatively impact women, not only through hypersexualization, but also with teaching our young people that their value is based on sex and appearance.

The following pages are filled with common myths we hear today, however they are followed with the facts. When we hear, see or read some of the myths that are out there, we need to speak out against them and provide people with the FACTS.

myth
miTH/
noun
plural noun: **myths**

1. a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon, and typically involving supernatural beings or events.

- traditional stories or legends collectively.

2. a widely held but false belief or idea.

"he wants to dispel the myth that sea kayaking is too risky or too strenuous"

- a misrepresentation of the truth.

MYTHS
MYTHS
MYTHS
MYTHS
FACTS

Myth: The typical assault is in an alley, after dark, by a stranger

Facts: 80% of sexual assaults occur in the home, 49% of sexual assaults occur in broad daylight and about 69% of sexual assaults are committed by someone known to the victim

(Sexual Assault Care Centre, Women's College Campus, Sunnybrook & Women's Centre)

http://www.womenshealthmatters.ca/quickshow_d.cfm?number+65

Myth: Rape is not as common in Canada as it is everywhere else

Facts: Sexual assault happens to 1 in 4 Canadian women at some point in their lives

In 2005 over 23, 000 sexual assaults were reported to police in Canada

(The New Women's College Hospital)

http://www.womenshealthmatters.ca/quickshow_d.cfm?number+65

Myth: Women are always "crying rape"

Facts: According to Canadian Statistics, 39% of Canadian women have experienced at least one incident of sexual assault since the age of 16; only 6% of these women report their experience of sexual assault to the police, 94% remain silent.

(Statistics Canada (1993) taken from AASAC,

<http://www.aasac.cca/fact-women-sexual-assault-abuse.htm>).

Myth: Only females are victims of sexual assault

Facts: 29% of child victims, 12% of youth and 8% of adult victims of sexual assault reported to 154 police agencies were males.

Canadian Centre for Justice Statistics. (2003) *Juristat*, 23, (6).

Myth: Women who are sexually assaulted "ask for it" by the way they dress or act

Facts: The idea that women "ask for it" is often used by offenders to rationalize their behaviour. It also blames the victim for the crime, not the offender. Victims of sexual assault report a wide range of dress and actions at the time of the assault. Any woman of any age and physical type, in almost any situation, can be sexually assaulted. If a woman is sexually assaulted, it is not her fault.

(Education Wife Assault,

http://www.womanabuseprevention.com/html/sexual_assault.html)

Facts: Sexual assault is any unwanted act of a sexual nature imposed by one person upon another. The Criminal Code definition of sexual assault includes a number of acts ranging from unwanted sexual touching, to sexual violence resulting in wounding, maiming or endangering the life of the victim. Most sexual assaults are committed by a man known to the victim who is likely to use verbal pressure, tricks and /or threats during an assault.

(Education Wife Assault,

http://www.womanabuseprevention.com/html/sexual_assault.html)

Myth: Unless she is physically harmed, a sexual assault victim will not suffer any long term effects.

Facts: Sexual assault can have serious effects on women's health and well-being. A recent survey of Canadian women found that nine out of ten incidents of violence against women have an emotional effect on the victim. Women who have been sexually assaulted feel anger, fear and can become more cautious and less trusting.

(Statistics Canada 1993, taken from (Education Wife Assault,

http://www.womanabuseprevention.com/html/sexual_assault.html)

Myth: If a person is under the influence of drugs and alcohol they want sex

Facts: Alcohol is by far the most prevalent date rape drug and is easy to use because it is legal and socially accepted.

(University of Alberta Sexual Assault Centre. The Survey of Unwanted Sexual Experiences among University of Alberta Students, 2001.)

In a recent survey conducted at the University of Alberta, it was found that over half (54.2%) of the sexual assaults experienced by students took place when the survivor of the assault was under the influence of alcohol or drugs. In addition, research shows that this is not a new phenomenon, and has been a reality for university students for many years. University of Alberta Sexual Assault Centre. The Survey of Unwanted Sexual Experiences among University of Alberta Students, 2001

Another common myth is that if someone is in a committed relationship they can't be sexually assaulted by their partner. It wasn't until 1983 that marital rape became a crime in Canada.

MYTH vs FACT

Myth: Sexual assault is most often committed by strangers.

Fact: Women face the greatest risk of sexual assault from men they know, not strangers. Of the women who are sexually assaulted, most (69%) are sexually assaulted by men known to them (dates, boyfriends, marital partners, friends, family members or neighbors). For example, 4 out of 5 female undergraduates recently surveyed at Canadian universities, said that they had been victims of violence in dating relationship. Of that number, 29% reported incidents of sexual assault. When a woman knows the man who sexually assaults her, it is less likely that it will be recognized as a crime, even by her. But these sexual assaults are no less crime than those committed by strangers.

Myth: The victim has to scream or fight back for the behaviour to be a sexual assault.

Fact: There are many reasons why victims do not scream or fight their attacker. Many individuals who have been sexually assaulted are threatened by the offender. Others may become paralyzed with fear and are unable to fight back. There is also the fear that the attacker will cause more harm if the victim doesn't do what they have been told to do.

Myth: Men of certain races and backgrounds are more likely to sexually assault women.

Fact: Men who commit sexual assault come from every economic, ethnic, racial, age and social group. A recent survey on date rape provides a strong indication of the range of potential male offenders. In this survey, 60% of Canadian college-aged males indicated that they would commit sexual assault if they were certain they would not get caught.



Myth: Males always want and are ready for sex.

Fact: Many males who have been assaulted by women, or who experienced a physical response during the assault, struggle with this myth; however, regardless of who the perpetrator is, sexual assault is not about sex, it is a crime of violence. In addition, many believe that it is almost impossible to sexually assault a man because men always want sex. Yet, men do not always want sex, and they definitely do want the option of choosing when they have sex and who they have sex with. Sexual assault takes these choices away from them.

Myth: Males can protect themselves from sexual assault.

Fact: Males and females alike are vulnerable to sexual assault. Many male survivors feel ashamed and embarrassed because they were unable to prevent the assault. However, it must be noted that males and females are vulnerable to being coerced by someone in authority or who is trusted, or who they are in a relationship with. The coercion may contribute to the silence and suppression experienced by male survivors.

Myth: Males assaulted by another male are, or become homosexual, as a result of the sexual assault.

Fact: The sexual orientation of a male survivor of sexual assault does not change as a result of his assault experience. Essentially, there is no connection between sexual assault and the sexual orientation of the survivor. Although some men may experience physical arousal during an assault by another man, it is purely a physiological reaction and does not mean that he wanted the abuse.

“Most people do not
listen with the intent
to understand;
they listen with the
intent to reply.”

Stephen R. Covey
(1932-2012)
InspirationBoost.com

II. Some Straight FACTS Regarding Sexual Assault

Women rarely make false reports about sexual assault. In fact, sexual assault is a vastly under-reported crime. According to Statistics Canada, only 6% of all sexual assaults are reported to police and only 1% of all "date/acquaintances rapes" are reported to police. Any sexual assault can have serious effects on a person's long-term health and well-being. Victims often deal with feelings of anger, shame, and fear for many years after the assault. Victims often also become more cautious and less trusting, affecting their personal relationships.

The majority of sexual offences in Canada are of a less severe nature. Victimization data indicate that most sexual assaults involved unwanted sexual touching (81%) rather than more severe sexual attacks (19%). Among the incidents that came to the attention of police in 2007, the large majority (86%) were Level 1, the least serious form of sexual assault.

The majority of survivors (up to 85% in some studies) indicate the person who assaulted them was someone they knew, such as a boyfriend, friend, family member, acquaintance, or service provider.

Reports show there is great diversity in the way targeted women act and dress. According to accounts of rape, rapists chose women based on their vulnerability, not their physical appearance. Women from two months old to ninety years old have been sexually assaulted. However, most women who are assaulted are between the ages of 15 and 24.



Most assaults occur in a private home (60%) and the largest percentage of those occur in the victim's own home (38%). Furthermore, women have the right to move about freely without fear of being raped. It is up to would-be perpetrators not to rape.

The attacker is responsible for their actions no matter how intoxicated they are. Being drunk is not an excuse to force anyone into having any sexual contact. A person accused of sexual assault cannot use being drunk as a legitimate legal defense.

Men who commit sexual assault come from every economic, ethnic, racial, age, and social group. As well, women who are sexually assaulted are from every economic, ethnic, racial, age, and social group.



Ending violence against women and children is everyone's responsibility.

Violence against women arises out of power and control, not love and respect.

Violence is a learned behaviour that can be changed

Violence against women is never acceptable or justified

Sexual violence is usually experienced by women at the hands of men.

Violence against women has a negative impact on everyone

Violence occurs at all abilities, ages, classes, ethnicities, races and sexual orientations.

III. What makes us think these myths are true?

Once again, it is about blaming the victim. There is also an underlying myth that because women really want it, they will put up a certain amount of resistance, and then give up. When women give up, it is generally because they are fearful of increased violence when the perpetrator is not stopping.

It's easier to believe that a stranger, and not someone you know and trust, would hurt you this way. Stranger assault is also more widely reported in the media and to the police, which perpetuates this idea.

In our culture, women's bodies and sex are used to sell everything. It ends up perpetuating the message that women who wear certain clothing are there for the taking for the successful man who buys the right car, beer and so on.

Popular culture and films often show men who persist in trying to get women to go out with them or have sex, despite the fact that the women have said no. In movies, these tactics are seen as successful because women get worn down and change their minds, which reinforces attitudes that stalking or coercive behaviour are okay ways of getting women to do what men want.



Module 3

Creation of Attitudes that Support Rape Culture

Rape culture: A complex set of beliefs that encourage male sexual aggression and supports violence against women. It is a society where violence is seen as sexy and sexuality as violent. In a rape culture, women perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself. A rape culture condones physical and emotional terrorism against women as the norm. In a rape culture both men and women assume that sexual violence is a fact of life, inevitable. However, much of what we accept as inevitable is, in fact, the expression of values and attitudes that can change.
<http://www.wavaw.ca/what-is-rape-culture/>

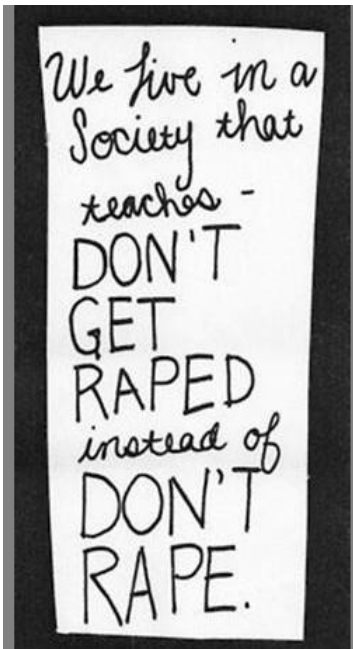
Module 3 – OBJECTIVES

- I. Examine the history of inequities towards gender**

- II. Review the Need for Changes in the Attitudes, towards Women, of Men and Boys in Canada.**

I. The History of Inequities towards Gender

In order to understand rape culture fully, we need to understand that there are differences within the genders. Gender roles play a large part in rape culture and shifting the attitudes and social norms is how we will change rape culture and reduce Sexual Violence.



Women have a long history of inequity. Even though there have been significant improvements in the treatment of women and their rights in Canada, there is still significant work to be done. To bring some of women's rights into perspective, we must remember that the rights women have obtained in Canada do not necessarily reflect the rights of women around the world. It was not until 1927 (Hughes, 2001/2002) that the Supreme Court of Canada identified women as persons under the law.

Analyze gender aids in identifying the needs, issues and perspectives specific to women and men in regards to sexual assault and gender differences. By doing this we are able to establish where the gaps are when focusing on preventing violence against women. Gaps can exist not only in specific programming and policy, but also in communication styles, language, information and beliefs. By identifying and addressing all of these factors we are able to develop more specific, valuable direction in making changes.

It is essential to recognize that women continue to be oppressed in our society. There are health issues specific to women which need to be taken into account, as well as economic inequities and social expectations. Women are still not paid equally for doing the same jobs that men do. The expectations of the family on women are much different than that of men. When developing a program, consideration needs to be made for the lone female parent. It may be difficult for her to transport the children, find childcare, afford the expenses and a variety of other issues that need to be examined to ensure she has the ability to attend and participate. These differences need to be considered when developing policies and programming, especially when it relates to violence against women.

Most women (57%) in Canada (Milan, et al., 2011) live as part of a couple; however, the number of couples with children is declining. There is an increase in common law relationships and common law unions with children, as well as an increase in lone parents with children in the years of 1981 – 2006. There are approximately four times as many female lone parents as male lone parent families. Female lone parent families make up about 18% of all the families with children under the age of 24. Female lone parents are also typically younger than male lone parents.

Although women spend more time on care of children than men, women had reported higher number of hours of work per week. Women spend on average 50.1 hours per week on unpaid work while men spent an average of 24.4 hours on unpaid work. It was also reported that women who worked part time spent approximately 59.4 hours per week on unpaid childcare, and an average of 13.8 hours of household domestic duties per week compared to men at 8.3 hours. Women also spend more time caring for seniors, 49% of women caring more than 10 hours per week compared to 25% of men (Milan et al., 2011).

In Canada 6.3 percent of women have had some post-secondary education, 37.2 % have a post-secondary certificate or diploma and 28.1% have a university degree compared to women in Alberta where 7.1 % have some post-secondary, 35.9 have obtained a post-secondary diploma or certificate, and 26.8% have university degree. The most common reason reported for men dropping out of school was work while the common reasons for women were pregnancy and childcare (Turcotte, 2011).



When comparing the number of women who were employed with paid work in 1976 to 2009, we see that more than double (58.3%) the number of women work in paid employment in 2009. There were 72.7% of men employed with paid work in 1976, where as in 2009 there were only 65.2%. There were also more employed mothers (72.7%), with children under the age of 16, in 2009. A female with children in a two parent family is more likely to have paid employment than a lone parent mother, due to the difficulties experienced around work scheduling and childcare. The employment rate for female lone parents in 2009 was 45.9%. In 1976, 42% of women had never had a job, and in 2009, 14% of women aged 65 and over had never had a job.



Statistics Canada (Ferrao, 2010) found that women were more likely to work part time than men. Some of the reasons indicated were: illness, school, family responsibilities, household responsibilities and caring for children. 34.2% of Canadian women aged 24 to 44 stated that they work full time caring for their children.

Women still tend to take on more traditional female occupations. In 2009, 67% of all women working were teaching, nursing, in clerical or administrative positions, compared to 31% of men (Ferrao, 2010). The unemployment rate for women is also lower than it is for men. When examining cultural differences it was found that only 51% of foreign born women were employed compared to 60.6% of Canadian born women, and 53.7% of Aboriginal women.



Compared to men, a higher percentage of women had to quit their jobs and as a result were unable to get employment insurance. The common reasons they identified for being disqualified from obtaining employment insurance was identified as having not accumulated enough hours, or they did not have the opportunity to contribute to employment insurance. In many cases women are completing household jobs or unpaid jobs such as child care, care for elderly, general house maintenance or part time employment. These positions do not allow for

women to receive the benefits that paid positions sometimes may. There are also the situations where a woman does work, but takes time off when they have children. During this time they are not contributing to pension plans or employment benefits which impact their financial status in the future. Additionally, leaves from work, such as maternity leave, may hinder a woman's career progress. This is often referred to as the motherhood gap (Milan, et al., 2011).

In Canada in 2008 (Williams, 2010) the average annual income for men was \$47,000 and for women it was \$30,100. In Alberta, the average for men was \$61,700 and \$34,000 for women. Married couples average total income for 2008 was \$86,000, two parent families with children averaged \$100,200; female lone parent's average annual income was \$42,300 where a male lone parent's was \$60,400.

There were 1.7% of women on social assistance in 2008, compared to men at 0.4%. Women with children earned 12% less on average than women without children. Some of the reasons for this are that lone parent mothers often have long career interruptions (Williams, 2010). In 2008 the incidence of low income of female lone parent families was 21% where male lone parent family was only 7%. A reason for the gender gap in income is the types of jobs, the hours worked and the inequity of pay.

It is vital to be aware of and recognize the rights, or lack of rights, women had and still experience. Most of the significant gains in women's rights have occurred in very recent history and shows that there is still much work to be done. Although progress has been made, a great deal more is required for women to reach full equality in Canadian society.

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In 1918, Canadian women were allowed to vote in federal elections. However, Aboriginal women were not given the right to vote until 1960. (Status of Women Canada, 1992). In 1925 women were allowed to divorce their husbands under the same grounds as men and in 1930 women were allowed to divorce their husbands if they had been abandoned for more than two years. However it wasn't until 1947 that a woman no longer lost her Canadian citizenship if she

married a non-Canadian male (Armour & Stanton, 1990). Many Canadian women spent years fighting for the rights of women. While all these events are significant in gaining rights for women, it was the men “allowing” these events to occur.

In 1941, fewer than 4% of women worked outside of the home, but in 1943 women were expected to take over the paid jobs of the men that had gone to war, but lost those jobs when the men returned (Armour & Stanton, 1990).

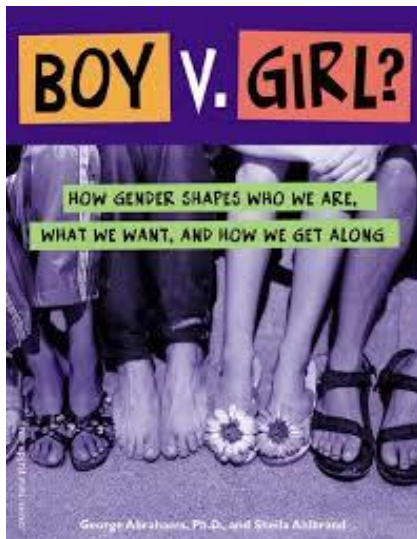
It was not until 1969 that it became legal to provide information and distribute birth control, and not until 1973 that the first rape crisis centre opened. Prior to 1978, a woman could be fired from her job if she became pregnant. Sexual harassment was introduced as law making it illegal for an employer to demand sex, grope or otherwise demean. Most notable is a change in the Canadian Human Rights Act in 1983 which finally stated that a man could no longer beat his wife. These events occurred in very recent history (Armour & Stanton, 1990).

These statistics are significant in that they help put into perspective some of the inequities that are still present between the genders. When there is inequity there are positions of power, and where there are positions of power that can translate to positions of dominance in our societal views and in our relationships. When attempting to address issues of violence against women we need to try to level the playing field - a power imbalance between the genders may increase the potential for violence. Attitudinal shifts, created through awareness and understanding of our positioning (historically and in our current reality), greatly assist in combating violence against women.



II. Review the Need for Changes in the Attitudes, towards Women, of Men and Boys in Canada.

According to a Canadian study (H. Johnson, 1996, *Dangerous Domains: Violence Against Women in Canada*), one in five male students surveyed said that forced intercourse was alright "if he spends money on her", "if he is stoned or drunk", or "if they have been dating a long time". This study shows the need for changes in the attitudes toward women by men and boys in Canada.



We need to impact a large number of men who are within the age category of the study referenced; address the issue; and, create meaningful intervention/prevention activities that can be sustained. Studies have indicated that these individuals will also influence their peers, families and places of employment, (Berkowitz, 2004).

In engaging men and boys in preventing violence against women and girls, studies show that peer to peer programs are more effective, as well as programs that provide sustainability and opportunity to become partners in solving the problem rather than dealing with offenders or potential offenders. The importance of peer to peer initiatives to increase involvement (Berkowitz, A., 2004; Ball, et al., 2008) was also recognized

We need to start implementing peer-led programming and collaborating with other community networks. Improving messaging and reframing language can proliferate throughout their peers, careers and community. Research from *Working with Men to Prevent Violence against Women* (2004), Berkowitz identifies that by encouraging men to become active participants in the prevention of gender based violence, it encourages a partnership toward problem solving instead of criticizing or blaming. Berkowitz also recognized the importance of working with communities of male dominant professions as an effective method in mobilizing efforts. By engaging men and boys, we are drawing on a 'masculine culture'(Flood, 2003), who will potentially engage in endeavors in violence prevention and have the opportunity to make

changes in private and public responses towards gender based violence. Developing tactics to engage bystanders will also meet some of the criteria in effective engagement in ending gender based violence, according to Rich, et al., (2010); men want knowledge about their roles in prevention.



Beliefs and perceptions about gender differences in language are as important as the actual differences; stereotyped perceptions may cause female/male differences. There are gender role standards that influence people to try to speak in certain ways. There is an expectation as to how to speak based on societal norms, cultural norms and stereotyping. When someone speaks or communicates outside what is considered normative standards others may perceive them as incorrect or deviant. Women use language to build rapport. Men use language to establish status or role of power. A woman's "talkativeness" is judged and measured. What women say tends to be thought of as gossiping, frivolous or trivial.

Race, gender, culture, ethnicity, socio-economic status, and past experiences are unique to us all. We all carry a "suitcase" of who we are and every "suitcase" is filled with different items in different manners with different sizes and shapes. In each of our unique "suitcases" we have such things as our gender, our culture, our history, our education, life experiences and every choice we have made and more. Each "suitcase" is diverse and absolutely one of a kind. Everything in our "suitcase" shapes our decisions, our responses and our perceptions. We cannot claim to have full understanding of another person, because we do not carry the same "suitcase". Keeping in mind the analogy of "suitcases", we need to be cognizant that even though specific genders or cultures may have similar perspectives they will never have the exact same perception.

**"Gender equality is
not a woman's issue,
it is a human issue.
It affects us all."**

Engaging men may challenge attitudes and beliefs of others, thus, potentially generating questions of masculinity and producing ridicule from uninvolved peers, as evidenced in Berkowitz (2004). By implementing education, it may decrease the potential for contempt on this issue of gender based violence.

Men and women have different perspectives and those perspectives dictate the manner in which they talk, depending on values, attitudes and experiences. When a man has little respect for women, the way in which he communicates about women in general may be one of contempt and degradation. When looking at the sexist language used today, researchers (Parks & Robertson, 2004) theorized that improved attitudes toward women's rights would be seen by both men and women. However, what was discovered was higher scores of what was considered to be "old fashioned sexism" by 18-20 year old college students (Parks & Robertson, 2004).

Change in attitudes and beliefs and engaging people in the prevention of violence towards women will have a tremendous impact on how they address gender-based violence. Community and individuals could have far reaching positive effects on the prevalence and reduction of violence toward women and girls and on further educating others about the use of language, attitudes and beliefs.

According to a Canadian study (H. Johnson, 1996, Dangerous Domains: Violence Against Women in Canada), one in five male students surveyed said that forced intercourse was alright "if he spends money on her", "if he is stoned or drunk", or "if they have been dating a long time". This study shows the need for changes in the attitudes, towards women, of men and boys in Canada.

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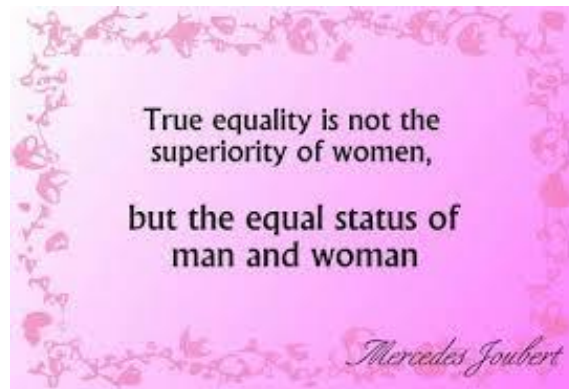
Potential risks when engaging males could include a defensive stance. (Berkowitz, A., 2004). They may feel they are being attacked when presented with the facts. There may be disbelief or unwillingness to accept current statistical information. Attitudes and beliefs may be a hurdle to overcome. In attempts to address potential risks, information would need to be presented in a non-blaming, fact based manner. Topics would look at what can be done in terms of preventative measures with a heavy focus on bystander engagement, mechanisms that can be transferred to their roles in their families, society, and the community, and in changing attitudes to increase compassion towards victims. Research from *Working with Men to Prevent Violence against Women*, Berkowitz identifies that by encouraging men to become active participants in the prevention of gender based violence, it encourages a partnership toward problem solving instead of criticizing or blaming. Berkowitz also recognized the importance of working with communities and male dominant professions as an effective method in mobilizing efforts.

When we look at sexual violence there are many factors that are integrated within the issue. Those factors include: differing communication styles and varying perceptions of consent, rights and obligations; marketing, media and social culture that misrepresent rape as something that happens by strangers and over sexualized/objectified images of women; enormous peer pressure for both young women and men with respect to sexual activity; increased experimentation/risk taking in regards to use of alcohol and/or drugs lack of intervention and training for approaches for intervention.

According to Statistics Canada (2011), women continue to be the "most common victims of sexual assault and other sexual violations" (p. 7) and these crimes continue to be enveloped in secrecy. Many of these assaults are committed by persons known to the woman, and like domestic violence, continue to be under-reported to the police. The need to provide credible information to young adults regarding relationship violence, sexual violence and domestic violence is required. It can be a way to involve students in a respectful journey that supports a safe, secure transition to adult life where the potential for their growth as students and citizens in a larger world are fostered through a sense of care, support and awareness.

Potential risks of discussing topics of sexual violence and rape culture with men could include a defensive stance (Berkowitz, A., 2004). They may feel they are being attacked when presented with the facts. There may be disbelief or unwillingness to accept current statistical information. Attitudes and beliefs may be a hurdle to overcome. In attempts to address potential risks we will present information in a non- blaming fact based manner. Topics need to look at what can be done in terms of preventative measures with a heavy focus on

bystander engagement and mechanisms that can be transferred to changing attitudes to increase compassion towards victims. Research from "Working with Men to Prevent Violence against Women", Berkowitz identifies that by encouraging men to become active participants, in the prevention of gender based violence, it encourages a partnership toward problem solving instead of criticizing or blaming. Berkowitz also recognized the importance of working with communities and male dominant professions as an effective method in mobilizing efforts.



Module 4

Adjusting and Shifting Our Approaches, Roles and Attitudes

“Fundamentally, the problems of sexual and domestic violence are problems of boys' and men's attitudes and behaviors, and (white) male-dominated power structures that produce, perpetuate or condone these attitudes and behaviors”.

Jackson Katz

Module 4 – OBJECTIVES

- I. Adjusting and Shifting Our Approaches, Roles and Attitudes**
- II. Communication**
- III. Relationships and Attitudes**

I. Adjusting and Shifting Our Approaches, Roles and Attitudes

Men and women have different perspectives and those perspectives dictate the manner in which they talk, depending on values, attitudes and experiences. When a man has little respect for women, the way in which he communicates about women in general may be one of contempt and degradation. When looking at the sexist language used today, researchers (Parks & Robertson, 2004) theorized that improved attitudes towards women rights would be seen by both men and women however, what was discovered was higher scores of what was considered to be “old fashioned sexism” by 18-20 year old college students (Parks & Robertson, 2004).

When we look at sexual violence there are many factors that are integrated within the issue. Those factors include: differing communication styles and varying perceptions of consent, rights and obligations; marketing, media and social culture that misrepresent rape as something that happens by strangers and over sexualized/objectified images of women; enormous peer pressure for both young women and men with respect to sexual activity; increased experimentation/risk taking in regards to use of alcohol and/or drugs lack of intervention and training for approaches for intervention.

II. Communication

Communication is remarkably significant when it comes to gender. Not only do communication methods and styles vary from culture to culture, they also vary extensively between females and males. We all have the potential to communicate verbally and nonverbally, and we all have preconceived notions regarding how women and men communicate. There has been an abundance of studies dedicated to communication and learning. Edgar Dale’s *Cone of Experience* (1969) is a common visual that has been recognized for more than half a century. The *Cone of Experience* suggests that people generally remember 10 % of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they see and write and 90% of what they do. It is likely that these percentages will vary to some degree based on the individual; however, generally speaking, there are many channels of communicating, with some being more effective than others. This is significant when we apply this information to some sexual assaults. A women communicating with both words and actions may improve communication of consent or non-consent. This indicates a need to examine communication and communication skills when developing instruction on how to help protect women from sexual assault. Likewise, this information should be included in educating men to look for the more subtle signs of communicating and obtaining clear consent.

“The most important thing in communication is to hear what isn't being said.”

Peter F. Drucker

Communication styles are a very important area to look at between the sexes especially when it comes to sexual violence or sexual assault. The ways in which a woman communicates and the way in which a man communicates are entirely different. For example; when someone is speaking in a board room or class room, and looks out to the audience they may see a woman nodding as the speaker is talking. The woman nodding is indicative of her hearing what is being said, not necessarily agreeing with what is being said. In contrast, a man will only nod if he is agreeing with what is being said (Woods, 2013). This can cause a great deal of confusion when it comes to communication.

Nonverbal communication or body language is something that varies significantly between the genders. Body language also differs to some extent between cultures. There is often debate as to whether body language or certain aspects of body language is inborn or learned. It is discovered that environment can have an impact on body language. For example, people who are born and raised in a city have a smaller “bubble” of personal space than someone who lives in the country (Pease & Pease, 2004). This can be seen when shaking hands. An individual who grew up in a rural area, who is used to having an abundance of space, will reach much further away from their body to shake hands, whereas individuals who grew up in an urban area with an increased population and are used to being close to people will be more comfortable shaking hands in a close proximity. When there are two individuals from different areas the interpretation of the handshake may be confusing and uncomfortable. The rural individual may step back in order to maintain their personal space, when the urban individual steps into their comfort zone. The individual that is familiar with close proximities to other individuals may interpret the interaction differently. They may feel the other individual is being unfriendly or rude. This can become very puzzling, whether the individuals are conscious of the signals they are reading or not.



While it may not be common to shake hands as a greeting, the proximity of conversations and interactions may have the same effect. In Canada, there are a variety of methods that are seen to be used when greeting or acknowledging another person. The way in which we greet people varies; this may be due to the cultural diversity we have in Canada. Some cultures, such as an individual from Argentina, may touch the other person, and give a hug or kiss when they are communicating, whereas people in the Philippines reserve hugging and kissing for family and close friends only (Pease & Pease, 2004). When examining cultural styles around the globe, it is vital to remember that there are a variety of factors that impact the way in which we communicate and culture is one.

Proximity comfort is likely to be present on a university campus. There will be a mixture of individuals from varying locations around the world, with varying population comfort zones, and due to these demographics this should be acknowledged. At times the campus will be busy and there will be many people in a small area. This could, in fact, cause stress to an individual who is used to plenty of space. In addition, an individual who is used to plenty of people around that finds themselves walking down a hallway alone may have increased stress about the fact that there are not others around.

These feelings of discomfort could be amplified when coming from a gender perspective. For example, if a male from an urban area were to shake hands with a female from a rural area, the comfort distance for the male may encroach on the personal space of the female, thus potentially creating stress or even fear to the female. Likewise, if the female is from an urban area and shakes hands with the male at close proximity, the interpretation of the male could potentially be that there is interest on the part of the female, because she is entering his personal space. Situations like these can be perplexing and not necessarily deliberate. There could be a variety of misread messages from just a simple handshake; misinterpreting body language can lead to a number of challenges.



We observe body language both consciously and unconsciously. When we are born, our primary means of communicating is nonverbally. It is theorized that this may, in fact, be one of the reasons that women tend to be better at reading body language than men, because women have traditionally been the ones to care for the babies (Pease & Pease, 2004). Women are more perceptive to body language than men. This is due to a number of reasons. When looking at a brain scan, it shows that women's brains are designed to multi task. Women have 14 to 16 areas of the brain used to evaluate others while men only have four to six of these areas. This is why many men often get distracted or are only able to concentrate on singular parts of communication. Women's brains have hardwiring to more effectively read men's emotions displayed through nonverbal communication. The differences in the brain are significant in understanding the differences in gender and demonstrate that more examination is necessary to fully comprehend the diversities between the genders (Pease & Pease, 2004). Pease and Pease (2004) also stated in their book, *The Definitive Book of Body Language* (2004), that women's peripheral vision extends to at least 45 degrees to each side above and below which is significantly larger range than men's, thus, allowing an increased view of the body's motion and therefore increased ability to decipher the nonverbal message.

Not only are the means of communicating different between the genders, but the motive of communication also differs. Men communicate to share information and solve problems, whereas women tend to communicate to build relationships and show emotion. Women are also more inclined to use touching to communicate sentiment and feelings. Women stand closer to each other, touch more often and face each other more frequently than men (Pease & Pease, 2004). Jo Freeman, the author of *Feminist Perspectives* (2000), suggests that men are more likely to rely on demonstrative acts of body language versus women who tend to use more subtle gestures. This again creates obstacles in communication. Whereas a woman communicates more subtly and a man has a reduced ability to understand, while a man communicates more expressively and a woman is more adept at picking up the messaging.



Communication can be affected by more than just gender. Culture, personal experiences, settings, or context, can be attributed to shaping the ways we communicate. Research has shown that subordinate people smile more in the presence of dominant people. Women smile 87% of the time, men smile only 67% of the time (Pease & Pease, 2004). In this study it was also determined that women who did not smile were deemed to be less attractive and men who did not smile were seen as more dominant. Whether this can be attributed to a learned behaviour in regards to communication or an inborn behaviour is still debated, although an argument could be made that due to the years of oppression women have suffered, they have picked up the communication styles of the women before them, and that societal “norms” have shaped the manner in which they communicate (Pease & Pease, 2004).

Body language doesn't lie. Although it is suggested that we can manipulate our body language to communicate what we want, some things, such as eyes dilating, are an automatic response. The most basic body language is universal around the world. We could spend an inordinate amount of time debating nature versus nurture; however, the outcomes are the same. It is also necessary to take context in mind when looking at body language. Individuals wearing clothing that is uncomfortable may inadvertently pull and tug at the clothing because it is tight and uncomfortable and therefore miscommunicate with their body language.

These factors may contribute to some of the situations that occur when there is sexual assault. A male is only picking up on small pieces of information, when a woman is trying to communicate her thoughts and feelings nonverbally. With men not being able to read the nonverbal communication as accurately as women, they may miss some of those cues that indicate, unhappiness, or lack of desire.

Communication is very significant when we look at developing programming to address and prevent gender-based violence. Policies and programs should be developed in a way that appeals and is communicated most effectively to both women and men. By studying the communication style of each gender we can produce a training mechanism that will adequately inform both sexes. Understanding how a man interprets information differently from a woman is significant in developing strategies for both females and males in developing some preventative training. If the communication is strong, especially regarding consent, there may be a decrease in the number of sexual assaults that occur.

As communication varies between the genders, it is also important to recognize the differences between the cultures. Certain hand gestures may indicate one thing, in one culture, but be recognized as completely different in another.

Beliefs and perceptions about gender differences in language are as important as the actual differences; stereotyped perceptions may cause female/male differences. There are gender role standards that influence people to try to speak in certain ways. There is an expectation as to how to speak based on societal norms, cultural norms and stereotyping. When someone speaks or communicates outside what is considered normative standards others may perceive them as incorrect or deviant. Women use language to build rapport. Men use language to establish status or role of power. A women's "talkativeness" is judged and measured. What women say tends to be thought of as gossiping, frivolous or trivial.

Race, gender, culture, ethnicity, socio economic status, and past experiences are unique to us all. We all carry a "suitcase" of who we are and every "suitcase" is filled with different items in different manners with different sizes and shapes. In each of our unique "suitcases" we have such things as our gender, our culture, our history, our education, life experiences and every choice we have made and more. Each "suitcase" is diverse and absolutely one of a kind. Everything in our "suitcase" shapes our decisions, our responses and our perceptions. We cannot claim to have full understanding of another person, because we do not carry the same "suitcase". Keeping in mind the analogy of "suitcases", we need to be cognizant that even though specific genders or cultures may have similar perspectives they will never have the exact same perception.

Critical thinking is vitally important when we want to change attitudes and approaches, especially within the context of violence. If people are able to think critically about situation and statement they may be more apt to understand the impact that getting involved will have.

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behaviour.

Everyone is capable of thinking critically, however, not everyone is able to apply “critical thinking” to their lives or practices. The manner in which we use critical thinking changes based on other information or experiences we have gained. Baines (2007) talks about this in terms of how the Anti-Oppressive Practice approach changes depending on workplace, skills and knowledge.

By learning to apply critical thinking most effectively to our lives and work, especially in the human service field, we are better equipped to communicate, understand and support others. It becomes an anti-oppressive approach and if it is applied to developing policy and practices it will expand to the multiple layers involved in policy development, service providers and users alike.

Ending violence against women and children is everyone’s responsibility.

Violence against women arises out of power and control, not love and respect.

Violence is a learned behaviour that can be changed

Violence against women is never acceptable or justified

Sexual violence is usually experienced by women at the hands of men.

Violence against women has a negative impact on everyone

Violence occurs at all abilities, ages, classes, ethnicities, races and sexual orientations.

When people are allowed to speak about women or other groups of people in a negative way it contributes to a culture that condones sexual violence. A significant aspect of sexual violence prevention involves speaking up when you notice objectifying or dehumanizing behaviors occurring. This may involve critical thinking skills, going against the group or taking a risk to protect someone.

I. Relationships and Attitudes

Healthy relationships can add meaning and purpose to our lives and contribute to feelings of self-worth and support. An unhealthy relationship can promote feelings of mistrust, self-doubt, rejection and abuse. Relationships are based on respect. We need to teach young people about healthy relationships and respect at a much younger age. The topic of relationships should be paramount in the developing child - if they are not receiving the correct information they will find it online where the exposure to violence is enormous.

When we educate young people with accurate information, as well as inform them about sexual violence and the negative effects, we can create a generation of people that understand the impact of sexual violence, understand their role to stop sexual violence and continue to provide leadership to future generations about appropriate sexual interactions, gender equality and respect.

Attitudes matter because they may translate into actions. An attitude is a pattern of behaviour that has been learned, it causes a person to react in a particular way towards ideas, objects or other people. One way a person acquires an attitude is by direct contact with the object of the attitude and interactions with others holding the attitudes. Attitudes tend to develop gradually, unconsciously and incidentally. They spread from one situation to similar situations. Many of our attitudes are acquired through imitation of those we admire. They are also formulated through deliberate cultivation by teachers and parents.

Exposure to articles endorsing rape myths leads participants to be more likely to side with the defendant in a sexual assault case than prior to exposure (Levenson and D'Amora, 2007:190)

The basic procedures for changing attitudes include three elements:

SUBJECT - the individual or group that you want to hear and understand the information
example: City Transit Drivers

MESSAGE – the information or skills you want to convey
Example: First Responder Training

COMMUNICATOR – the means of presenting information
Example: Training sessions

If we take the time to break down the information, decide the groups we want to present the information to and go out and do it with consistent messaging that inspires equity and respect, we can start to provide information that could change perceptions and beliefs and reduce the impact of sexual violence on society.

Module 5

Shifting Social Norms

We all need to take ownership over the responsibility of shifting social norms –
“whether we are mothers, fathers, sisters, brothers, policy makers, bread-makers, home-makers.... If we are going to continue to talk about violence against women as a problem of a few bad men, a handful of lax governments, or a couple of gender inequitable cultures we might as well give up our efforts now, heat up the popcorn and throw on a bad Leonardo di Caprio film.”

Xian Warner

Module 5 – OBJECTIVES

- I. Explore how shifts in social norms can produce positive outcomes**
- II. Understand how social norms are prevalent in regards to violence**
- III. Examine interventions to shift social norms and reduce/prevent sexual violence**
- IV. Describe how the continuum of behaviours has an impact on sexual violence**

I. Shifting Social Norms

What is SOCIAL NORMS?

These norms prescribe the appropriate way to respond in social situations but also that which should be avoided. They apply across group settings, social settings and are sometimes specific to a group. <http://psychologydictionary.org/social-norms/ary>

“The social norms tell us how to react and not react in social situations. “

Social norms have a huge impact on sexual violence. Deciphering what the social norms are for different situations is crucial in determining preventative measures. If social norms promote, normalize or disregard violence, then the population will turn their eye to it, accept it as normal and turn to violence as a normal reaction to situations.

Social norms influence individual behavior. Therefore, a shifting the norm can be prevention to violence. By focusing on shifting the norm we can reduce violence.

Social norm changes can include policy changes, media and campaigns, reinforcing positive behaviours and education, training and awareness.

“Researchers have described the decision to do nothing as bystander apathy. But few people are truly apathetic when it comes to sexual violence. When someone chooses to do nothing, it is often rooted in a social norm. Programs that promote bystander involvement recognize the importance of shifting existing social norms so that there is social pressure to do or say something instead of nothing”

Berkowitz, 2003

There are different social norms in different situations. The expected or defined behaviours expected at home, school, party, on the street all differ. The more exposure we have to violence the more “normal” it becomes. We no longer see it as disturbing or out of place; it becomes the “normal” response.

"Symantec survey reveals more than 80 percent of children using e-mail receive inappropriate spam daily"

Business Wire, June 9, 2003

We too must change the social norm towards violence. Violence has occurred since the start of time, however, social norms regarding violence has changed and not to beneficial levels. Youth today are exposed to violence, to varying degrees, right from birth. Typically in Canada, society is

exposed to violent images daily, with advertisements depicting violence, TV, video games and music, to name a few.

The average age that youth is exposed to pornography is eight. Before the advent of the internet the average age of exposure to pornography was thirteen.

Today we are exposed to pornographic images everywhere and this exposure is not only damaging young boys by providing their first exposure to sexuality through graphic, violent horrible images. This is where they learn about relationships, sexual and otherwise. When these are the ideals that boys grow up with, thinking they have to be abusive in a sexual relationship, it makes sense that as they age and become sexually active, they require violence to “get off”. This becomes their “norm”.

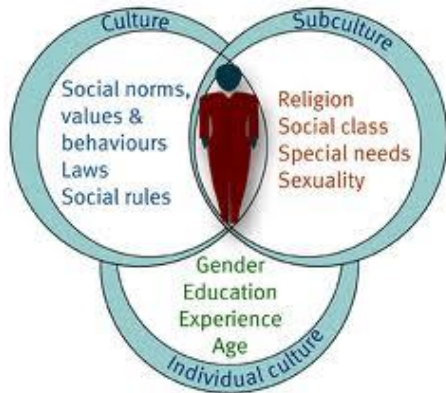
It also affects girls. They view these images and learn what their role should be, that they are objects they are only valuable if they are sexualized. This can significant impact their ability to develop or even recognize what healthy relations and self-worth are. This also contributes to society’s social norms.

Human beings have an innate need to belong. In order to belong we must comply with the norms of society or we risk being stigmatized and isolated. Society dictates social norms, creating an environment where certain things are acceptable and others are not. We have the ability to create a shift in social norms.

A good example of a shift in a social norm is smoking. Fifty years ago smoking in hospitals, on airplanes, in restaurants etc. was considered the “norm”. Today, it is unacceptable to smoke in these very same places. The change in this social norm did not occur overnight, it took a lot of time for the change to happen.

Groups and individuals act certain ways in certain situations which contribute to either inhibiting or encouraging existing social norms. Each time we speak out against or for something, we make a shift in social norms in one direction or the other. Each and every individual influences how social norms transform.

In order to produce effective preventative mechanisms we must critically examine the social norm of the environment. We need to look at what currently exists, what we need to change and what steps it will take to get there.



Sifting Social Norms of Sexual Violence

Media
Myths
Language
Policy
Victim Blaming
Attitudes
Campaigns
Culture
Engagement

A multi-faceted approach is needed to shift the social norms of sexual violence. To be effective we need to address the issues as individuals, communities and society as a whole. We need to approach the issue from every angle.

Victim blaming is prevalent in society. People will often question the victim, what were they wearing, why were they there, did they lead them on, why didn't they say no, and many other things. Not only has the victim had control taken away from them by the perpetrator of the sexual assault, but they are often revictimized by police, family, friends and others with questions that make them feel like they should have been able prevent the assault or where they begin to question if the assault occurred. Victim blaming appears frequently in regards to sexual assault. In some situations the perpetrator is made out to be the victim.

I didn't
say it
was your
fault

I said I
was going
to Blame
you

There are a number of factors involved when it comes to victim blaming. There are diverse cultural beliefs, societal norms, media impact, and a history of inequity. We need to be aware of both verbal and nonverbal language. We need to respond to others with compassion. We need to change the views of society and cultures to promote equity among the sexes. We need to hold perpetrators accountable for their actions not the victims.

When there are a number of individuals recognizing inappropriate behaviours, and challenging or interrupting these behaviours, others are held to a higher standard and there is more accountability for actions. Policy within organizations, government, schools, and businesses could enhance the opportunity for bystander engagement. When there is bystander engagement there becomes changes to societal norms, when others watch bystanders get involved they perhaps question their role and perceptions regarding the situation or attempt to become involved themselves. Once one person gets involved others tend to follow suit. "Studies show that social norms can play a significant role in violence prevention, especially in communities such as college campuses" (Banyard et al., 2004). By celebrating, protecting and encouraging bystander engagement it could create a culture where violence is not accepted.

"A steady diet of violent content over time creates a culture that tells kids that violence is the accepted way we solve our problems."

Ibid - Attributed to Kathryn C. Montgomery, President of the Center for Media Education

Reframing language is crucial, acknowledging that it is not okay to make sexist comments. There are many preventative measures that have and will take place; however, statistics have not dramatically changed. So what can we do differently to effectively make change? We can change attitudes, reframe language, engage bystanders and understand what sexual assault is. Exposure to violent portrayals in the media can lead to subsequent viewer aggression through disinhibition. Long-term exposure to media violence is related to aggression in a person's life. Media violence is related to subsequent violence in society. Exposure to violence in the media can lead to desensitization. People exposed to many violent portrayals over time will come to be more accepting of violence.

(Rosenberry & Vicker, 2009, p. 169).



Exposure to violent portrayals in the media can lead to subsequent viewer aggression through disinhibition. Long-term exposure to media violence is related to aggression in a person's life. Media violence is related to subsequent violence in society. Exposure to violence in the media can lead to desensitization. People exposed to many violent portrayals over time will come to be more accepting of violence. (Rosenberry & Vicker, 2009, p. 169).

In research by Parks and Robertson (2004) they found that sexist language suggests that "masculinity is the norm". Language and culture have a relationship. The way in which a person speaks is often a result of the culture they were raised in, the gender roles they believe in and the attitudes they possess regarding the topic they are communicating. Parks and Robertson (2004) relate this to linguistic relativity. They found that women and men view the rights of women differently. Women tend to be supportive of women's rights, where men were ambivalent or indifferent to women's rights and women are more supportive of non-sexist language than men, again reinforcing that women and men differ in many aspects.

Media violence may cause aggressive and antisocial behavior, desensitize viewers to future violence and increase perceptions that they are living "in a mean and dangerous world."

American Academy of Pediatrics

Children often behave differently after they've been watching violent programs on television. Children who watched violent shows were more likely to strike out at playmates, argue, disobey authority and were less willing to wait for things that children who watched nonviolent programs.

American Psychological Association, Family and Relationships -Get the Facts: Children and Television Violence

A girl was raped and the media...



says the boys were "promising students"



makes excuses for the rapists



laments the boys' "promising football careers."



stresses that the victim was drunk

#RapeCulture #despicable
#reporttherealnews



V. Continuum of Behaviours

Violence and behaviour occur on a continuum. We need to look critically at where we stand on the continuum in terms of our personal thoughts, beliefs, actions and language. When we first look at our personal behaviours we can see the areas we need to change to have an impact on reducing sexual violence. From there, we have the opportunity to share with others the opportunity to do the same.

Not only do behaviours lie on a continuum, but acts of sexual violence also lie along a continuum. If we look at incidence of sexual violence along the continuum from one extreme to the other, we will potentially see that sexual violence has directly impacted us all.

Beliefs, perceptions, culture, religion and personal experiences are all factors that shape us as individuals. It is us as individuals, with our behaviours, that make up larger groups and communities. We need to start the change at the internal, personal level in order to affect change on Sexual Violence.

con·tin·u·um
tin-yü-əm\

: a range or series of things that are slightly different from each other and that exist between two different possibilities

: a coherent whole characterized as a collection, sequence, or progression of values or elements varying by minute degrees <“good” and “bad”...stand at opposite ends of a *continuum* instead of describing the two halves of a line — Wayne Shumaker>

: the set of real numbers including both the rational and the irrational;
broadly: a compact set which cannot be separated into two sets neither of which contains a limit point of the other

Continuum." *Merriam-Webster.com*. Merriam-Webster, n.d. Web. 11 Jan. 2015. <<http://www.merriamwebster.com/dictionary/continuum>

Intervention can happen along a continuum. At any point there is an opportunity to change the course of the direction and provide necessary support, understanding and recovery. This is true with interventions in sexual violence, reframing language and engagement.

When looking at prevention or intervention we can see how it happens on a continuum. We have the opportunity to have an impact and make change throughout a process.

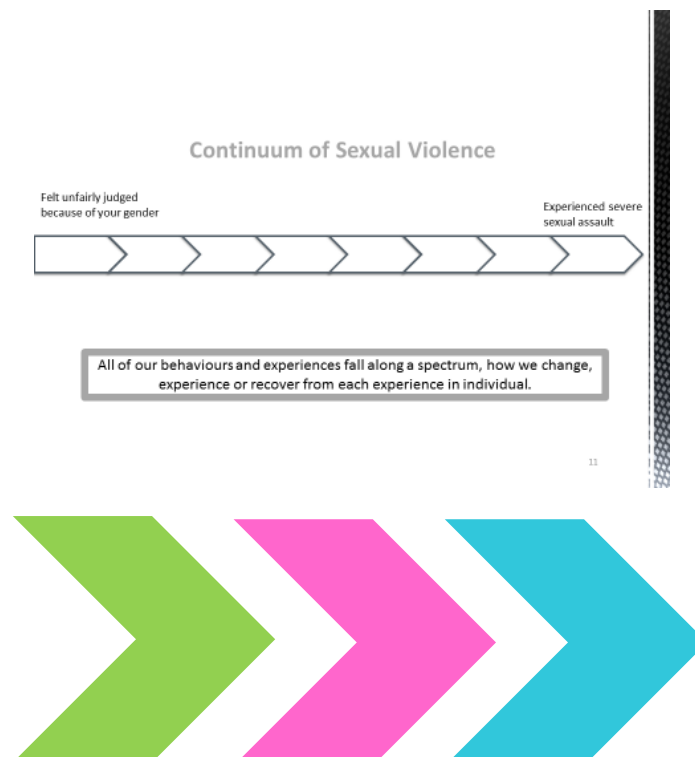
For example:

If you see a man hanging over a woman and she looks uncomfortable, you can intervene and potentially stop what could have been a sexual assault.

If a woman who has been sexually assaulted receives support, it may significantly reduce her using drugs or alcohol as a means of coping with the trauma.

If a woman, who was sexually assaulted, has been using drugs or alcohol to cope, and then receives support, there is the opportunity to intervene to reduce the adverse effects of the substance use.

Every piece of intervention at every point of the continuum can produce positive effects or reduce the negative. It is never too late to intervene or help.



Module 6

Who Are Potential Victims of Sexual Assault

“Over 99% of rape is perpetrated by men, whether the victim are female or male, men are overwhelmingly the perpetrators, but we call this a women's issue? Shouldn't that tell us something”?

Jackson Katz

Module 6 – OBJECTIVES

- I. Examine the Victims of Sexual Assault**
- II. Discover the Perpetrators of Violence**
- III. Inspect Date Rape Drugs/DFSA/Alcohol**

I. Victims of Sexual Assault

In 2007, 58% of sexual assault victims were under the age of 18, 81% female, and 25% under 12 (Brennan & Taylor-Butts, 2008). The Department of Justice Canada (2006) indicated that “certain groups of the population can be identified as being more vulnerable to becoming victims of sexual assault,” and that gender is a significant component.

Survivors or victims of sexual assault are often re-victimized. They are blamed and questioned. Seldom are questions raised about perceptions of appropriate gender roles, social inequities or cultural taboos that perpetrate violence. Sexual assault is about broader issues of power and social norms and about vulnerabilities. Gender roles as well as the use of violence are situational and socially learned. A person who is sexually assaulted is a victim no matter what age, sex, how much money they have, or what they do for a living. It does not matter what they do in their social time, what types of clothing they wear, or if they were out at night in a drinking establishment. There are certain things that can increase a person’s vulnerability however these do not make the person any less of a victim. When an individual is forced or coerced into sexual activity they are a victim and should be treated with compassion, respect and dignity.

**Women 15 – 24
Aboriginal
Immigrant**

**NO one
asks
FOR it!**

**Disabilities
Elderly
Victims**

In 2010, Statistics Canada published the Self-Reported Violent Victimization Report (Perreault, 2010). In that year there were 677,000 self-reported sexual assaults. The breakdown of demographic characteristics of these statistics was 472,000 females, 204,000 males. The most prevalent age was 15-24 followed by 25-34. In a national survey, (Koss, et al., 1987), 27.7% of college women reported a sexual experience since the age of fourteen that met the legal definition of rape or attempted rape, and 7.7% of college men reported perpetrating aggressive behavior which met the legal definition of rape. 21% of reported sexual assaults involved date-rape drugs, up from 12% in 2003, victims were primarily women aged 20 – 24 (26%) and 16 to 19 (23%) (Canadian Medical Journal, 2009). The majority of date and acquaintance rape victims are young women aged 16 – 24 (Brennan, 2008). And 4 out of 5 female undergraduates recently surveyed at Canadian universities said that they had been victims of violence in dating relationships. Of that number 29% reported incidents of sexual assault.

Most studies of self-reported dating violence indicate that young people between the ages of 15 and 24 have the highest risk of dating violence. Police reported statistics confirm that out of the total population the number of dating violence victims is highest among this age group. Rates of dating violence increased 40% from the year 2004 to 2008. Homicides in dating relationships accounted for 30% of all homicides committed by intimate partners (Mahony, 2010).

Statistics suggest that college and university aged females are a population who are vulnerable to sexual assault. There are a number of reasons for this. This population of women are typically moving away from home for the first time, and becoming more independent. They are entering an educational institution where they are likely to know few people and desire to fit in. There are usually a number of social functions that occur in the beginning of the year, many specific to new students. This population will also typically engage in higher risk situations. So you have an 18 year old female, moving away from her parents into residence at a post-secondary institution; she knows very few, if any, people. There are a number of “Back to School” bashes and social activities that often include the consumption of alcohol and possibly drugs. We, as human beings, are social creatures and want acceptance. It would be likely that the young female would attend these parties and partake in the consumption of alcohol. She may feel a connection with some of the other students and perceive them as friends, simply because they have similar situations. So she goes to a party, consumes alcohol, which lowers her inhibitions, meets people she doesn’t know well and the star of the basketball team shows interest and attention, she goes into a back corner and they start to kiss, one thing leads to another and she is then in a situation where a sexual assault is likely. If a sexual assault occurs, it does not mean she was at fault. It means that due to circumstance her vulnerabilities increased her chances of being sexually assaulted.

Some of the risks would be attending parties and, the consumption and over consumption of alcohol, drugs use or experimentation and freedoms that they may not have had in the high school, years. Often these first year female students, in the first few months of college or university, are trying to find their place, trying to make new friends and fit in.



Another vulnerable population is individuals with developmental disabilities. As many as 83% female, and 32% male developmentally disabled adults have been sexually assaulted (Johnson, I., Sigler, R. 2000). Clear statistics on prevalence and incidence are hard to find. This may be due to communication difficulties. People with disabilities have been discriminated against because of their disabilities, seen as incapable and helpless, separated from society at large, and denied opportunities for education and other life experiences. Misperceptions and stereotypes about people with disabilities and a subsequent history of oppression also put people with disabilities at an increased risk to experience sexual assault. Assaults are motivated primarily out of anger and/or a need to feel powerful. Offenders seek victims they perceive to be vulnerable and isolated from services and support (Brennan, 2011).

Other vulnerable populations include: Aboriginals, immigrant women, sex trade workers and the elderly. In 2006 (Mahony, 2011), Aboriginals made up 3.8% of Canada's total population. Aboriginal women and girls make up 3% of Canada's total population of females. Aboriginals have a history of oppression, and Aboriginal women are much more likely to be sexually assaulted than non-Aboriginal women in Canada. According to Statistics Canada, in 2009 there were 322,000 Aboriginals over the age of 15 that reported being a victim of crime. 57% of Aboriginal women have been sexually abused. (O'Donnel & Wallace, 2011).

Elder sexual abuse also occurs. It is the least reported form of elder abuse (Hawks, 2007). It occurs as inappropriate remarks and threats, and more severe types of mistreatment, such as kissing and fondling, oral-genital contact, digital penetration, vaginal rape, anal rape, rape by objects, exploitation (e.g., prostituting or swapping the victim), sadistic acts, and ritualistic abuse (Statistics Canada, 2011). The prevalence of elder sexual abuse is not known because no specific study has been done to determine how widespread the problem is. Difficulties communicating fear and physical abilities can be factors in the lack of reporting. The elderly are frequently the victims of physical abuse, neglect or financial exploitation as well as sexual assault. Sexual assault of the elderly is often overlooked because people tend to think that sex is a young person's issue. The elderly, however, have increased vulnerabilities, such as dementia and physical incapacitation (Hawks, 2007).

Immigrant women are also at increased risk to be sexually assaulted. There are many places in the world where women are expected to pleasure men and these women have grown up having that expectation. Just because they have immigrated to Canada doesn't mean that the culture in which they were raised goes away. In many cases there are language barriers, fear of authorities, lack of knowledge on resources, lack of knowledge about personal rights and lack of economic resources (Chui, 2011).

One out of three women in the sex trade will be sexually assaulted in her lifetime. Like many women, some sex workers have been the victims of a sexual assault during childhood. However, there are other sex workers who have never been sexually assaulted. The majority of sexual assault victims do not work in the sex industry (Rossiter, 2011). The legal definition of sexual assault still applies, even when a women is selling sex.

Victims of an acquaintance rape are even less likely to report incidences to the police. A victim will often blame themselves for getting into the situation, not communicating enough, and other factors. Questioning and second guessing themselves is very common. A victim of sexual assault may also be scared to report or even tell others for fear of getting the other person in trouble. Over 80% of sexual assaults are committed by someone known to the victim (Brennan & Taylor-Butts, 2008). Often times there is a lack of physical abuse that takes place during the assault; only 20% (acquaintance rape of college students) have injuries, such as bruising or cuts following a sexual assault. (Cullen, Fischer & Turner, 2000) In many situations there is the use of alcohol, coercion and intimidation that the perpetrator uses to commit a sexual assault. In many

sexual assaults there is little evidence that an assault occurred. It could potentially be his word against her word. It is more often a situation where there is lack of consent rather than just a physical attack. When there are drugs or alcohol involved there may not even be knowledge of the sexual assault, the victim may believe something may have occurred, but they were not coherent enough to recall any memory from the event.

As stated by Jackson Katz, “ the college senior who gets a naïve first year student drunk and then pushes her past her “no’s” might not fit the same criminal profile as a man who slips through the window into women’s bedrooms and rapes them at knifepoint in their own beds – but they are both rapists”. The *Profile and Treatment of Male Adolescents* article (McKay, 2007), mentions characteristics of an adolescent male sex offender, indicating that family and school history, sexual attitudes, social skills, relationships, delinquent behaviours, psychiatric diagnoses and cognitive distortions based on beliefs and misinformation are significant factors in looking at offenders. It also states that a significantly high number of adult sex offenders began their criminal offenses during adolescence.

The 2009 *Report on Offender Statistics* indicated that 510,000 offenders were male and that 75,000 were female. There were 144,000 offenders that were 18 -24 years old, 131,000 that were 25-34, 99,000 that were 35-44 and 117,000 that were 45 years and older. In 2009, 233,000 of the offenders were a stranger and 324,000 were a friend or acquaintance. This is slightly different than the statistics from Statistics Canada. (2010). The *Nature of Sexual Offenses* stated that over 80% of offenders were someone known to the victim. Of the sexual assaults reported to police (Canadian Centre for Justice Statistics, 2003), 64% occurred in a residence, 26% in a public place and 11% in commercial places. In the 2012 *Report on Offender Statistics* on sexual assault occurrence, 65,000 were in the victim’s residence, 121,000 were in another private residence, 337,000 were in a commercial establishment and 82,000 were on the street or a public place. According to Statistics Canada’s, *Police Reported Dating Violence in Canada* (Mahony, 2010), more than 4 in 10 incidents of dating violence occur in the victim’s home, and 49% of sexual assault occurs in broad daylight (Sexual Assault Care Centre, 1999).



II. Perpetrators

The perpetrators of sexual assault are not the monsters hiding in the bushes in most cases. 97% of perpetrators are men (Canadian Centre for Justice Statistics, 2003), and 82% are known to the victim (Statistics Canada, 2010). The Michigan Judicial Institute wrote about *Understanding Sexual Violence* (2013) in which they compiled characteristics and typologies of sex offenders. Some of the common characteristics of perpetrators were that they usually had access to consensual sex, they were not typically mentally ill, most were not sexually or physically abused as children and most perpetrators have committed other forms of violence. Other findings from the Michigan Judicial Institute (2013) research shows that over 80% of sexual assaults were committed against women who were under the influence of drugs or alcohol.

Erin Beauregard, a professor at Simon Fraser University, and Melissa Martineau, a research specialist with the RCMP, analyzed the records of sex related homicides in Canada and found that the average sexual murderer was 28 years of age, Caucasian, had the ability to socialize, and most had no prior sexual convictions (Beauregard & Martineau, 2012). This again reinforces that the risk is not from an easily recognizable individual.

In a Canadian study (Johnson, 1996), 25% of all female post-secondary students had been physically and/or sexually assaulted by a male date or boyfriend. One in five male students surveyed said that forced intercourse was all right “if he spends money on her”, “if he is stoned or drunk”, or “if they have been dating for a long time”. This causes an area of concern. The fact that college and university aged males feel entitled to sexual acts by females is disturbing. Not only do we see this in some cultures, where the women are expected to comply and satisfy the males, but we are seeing this in Canadian men.

These statistics indicate that we need to make changes in attitudes of both men and women, whether they be Canadian or those with diverse cultural beliefs. The perpetrator is potentially anyone, and as statistics show, most frequently someone who the victim knows and trusts. It is necessary to address the attitudes and beliefs and educate, both women and men, about what consent is and foster equity between the sexes.

Characteristics of Perpetrators

- Disrespectful speech or actions
- Socially inappropriate behavior
- Domineering or controlling behavior
- Acting dishonestly /inconsistently
- Idealizing men
- Alcohol abuse
- Belief in rape myths
- Irresponsibility
- Hostility toward women

The University of Alberta Sexual Assault Centre indicates that alcohol is the number one date rape drug. There are a number of substances that have been used in gaining control over another individual in the attempt for sex. Any substance that reduces inhibitions causes relaxation and decreases response can be an effective tool for those that are seeking compliance from another individual. While there are many cases of sexual assault in which a “date rape drug” is used, it is difficult to determine how many. If a date rape drug is used to incapacitate an individual, by the time the individual is conscious, the drug has worked its way out of their system. This makes detecting the use of such substances in sexual assault cases difficult.



Women will typically have less tolerance to substances due to physical size (Abbey, 1991); this puts women in situations where alcohol is present at greater risk. With females aged 17 to 24 being a vulnerable population (Brennan, 2008), and often attending functions where alcohol is present, especially on college and university campuses, the situations increase the opportunity for a sexual assault to occur. Alcohol can be a huge risk factor in that the potential perpetrator may not realize the communicated signs or words of consent or the perpetrator will identify the potential victim as an easy target.

The risks in alcohol consumption do more than just increase the vulnerability to sexual assault. Alcohol becomes a common coping mechanism for those that have been victims of sexual assault. Women tend to develop alcohol problems at a quicker rate than men do. Women have specific health related problems to alcohol consumption that differ from men, breast cancer and miscarriage occur more with heavy consumption of alcohol (Abbey, 1991).

The most common date rape drug is alcohol. Alcohol is usually consumed by choice of the individual and as they continue to consume the alcohol, they can experience fewer inhibitions, which can often allow for more alcohol consumption and consequently putting themselves in higher risk situations. When a person has a relaxant type substance in their system, their movements are smaller and less exact nonverbal communication as well as verbal

communication becomes indistinct. Alcohol (or like type substances) and communication, both verbal and nonverbal, are huge factors in interactions and increasing vulnerabilities. Alcohol creates difficulty in the sending and receiving of messages, decreases the ability to resist, and increases misconceptions about sex (Gunby, et al., 2012).

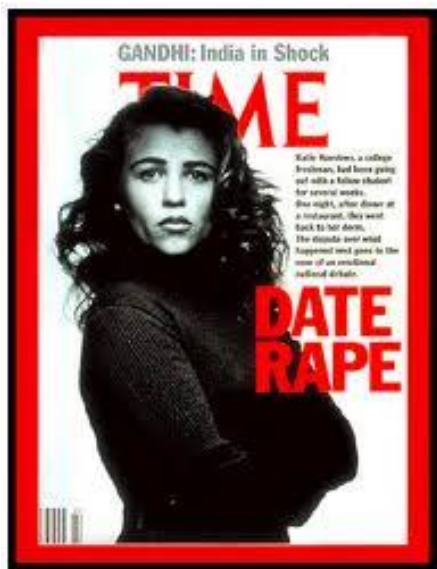
Not only does alcohol lower inhibitions and increase risk taking behaviour it can also be a response to being victimized. Substance abuse is prevalent in victims of sexual assault. It becomes more of a coping strategy, whether to dull the pain and memory of being victimized or to regain control once control has been taken from them (Frost, 2013).

60% of college and university aged males said they would commit sexual assault if they knew they wouldn't get caught.

In 2009 there were over 460,000 Canadian women that reported being sexually assaulted. Less than 10% of sexual assaults are reported. When we take that into consideration the numbers are staggering.

Survivors of sexual assault/abuse are boys and girls, women and men, young and old. 39% of Canadian women have experienced at least one incident of sexual assault since the age of 16 (Statistics Canada, 1993).

One in four women in North America will be sexually assaulted in their lifetime. These are our mothers, sisters, aunts, daughters, and friends.



Four out of five female undergraduates surveyed at Canadian universities said that they had been victims of violence in a dating relationship. Of that number, 29% reported incidents of sexual assault (W. DeKeseredy and K. Kelly, "The Incidence and Prevalence of Woman Abuse in Canadian University and College Dating Relationships: Results From a National Survey," Ottawa: Health Canada, 1993)

A survey on date rape showed that 60% of Canadian college-aged males indicated that they would commit sexual assault if they were certain they would not get caught. (Helen Lenskyj, "An Analysis of Violence Against Women: A Manual for Educators and Administrators," Toronto: Ontario Institute for Studies in Education, 1992).



According to Statistics Canada, only 6% of all sexual assaults are reported to the police.

(Statistics Canada, "The Violence Against Women Survey," The Daily, November 18, 1993)

Only 1% of all date rapes are reported to police.

(Diana Russell, *Sexual Exploitation: Rape, Child Abuse and Workplace Harassment*, California: Sage Publishing, 1984)

Males made up 29% of child victims, 12% of youth, and 8% of adult victims of sexual assault reported to 154 police agencies across Canada. 53% of the offenders of police-reported adult male sexual assault victims are acquaintances and 23% are strangers (Canadian Centre for Justice Statistics, 2003).

Most women who are sexually assaulted know their attackers. In fact approximately 80% are assaulted by men known to them in some capacity.

(D. Kinnon, "Report on Sexual Assault in Canada, Canadian Advisory Council on the Status of Women, Ottawa, 1981)

Research indicates that a shocking number of young men and women believe that it is okay to coerce a woman to have sex. In a Toronto study, 31% of males and 22% of females said yes when asked, "If a girl engages in necking or petting and she lets things get out of hand, is it her own fault if her partner forces sex on her?"

A study of 304 Toronto secondary school students found that one-fifth of the young women had experienced at least one form of assault in a dating relationship.

(Shirley Mercer, *Not a Pretty Picture: An Exploratory Study of Violence Against Women in Dating Relationships*, Toronto: Education Wife Assault, 1987)

Statistics Canada indicates that women are physically injured in 11% of sexual assaults. (Statistics Canada, "The Violence Against Women Survey," The Daily, November 18, 1993).

Among substantiated sexual abuse cases reported to Child Welfare Authorities in Canada, non-parental relatives represented the largest group of alleged perpetrators (28%), followed by biological fathers (15%), and step-fathers (9%). Biological mothers held 5% (Trocmé, MacLaurin, & Fallon, et al. 2001).

In 2003, 61% of all victims of sexual assault reported to the police were children and youth under 18 years. Reports of girl victims were highest at ages 11 to 19 and reports of boy victims were highest at 3 to 14 years of age (Canadian Centre for Justice Statistics).

The most extensive study of child sexual abuse in Canada was conducted by the Committee on Sexual Offences against Children and Youths. Study findings indicate that among adult Canadians, 53 percent of women and 31 percent of men were sexually abused when they were children (Badgley, 1988).

A study by The Roeher Institute (1992) in Canada, found that 40-70% of female children with developmental disabilities and 15- 30% of male children with developmental disabilities experience sexual abuse.

The legacy of sexual abuse in residential schools in Canada has resulted in generations of First Nations children and families living with the trauma associated with childhood sexual abuse (AASAC, 2005).



Module 7

Who are Bystanders?

Alberta Einstein said “the world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.”

Module 7 – OBJECTIVES

- I. Study what a bystander is**
- II. Discover how to become an active bystander**

by·stand·er
'bī,standər/

noun

noun: **bystander**; plural noun: **bystanders**

1. a person who is present at an event or incident but does not take part.

An **ACTIVE BYSTANDER** takes steps that can make a difference. This is what we want everyone to be.

An **ACTIVE BYSTANDER** assesses a situation to determine what kind of help, if any might be appropriate.

An **ACTIVE BYSTANDER** evaluates options and chooses a strategy for responding.

*I always wondered
why somebody didn't
do something about
that, then I realized
I'm that somebody.*

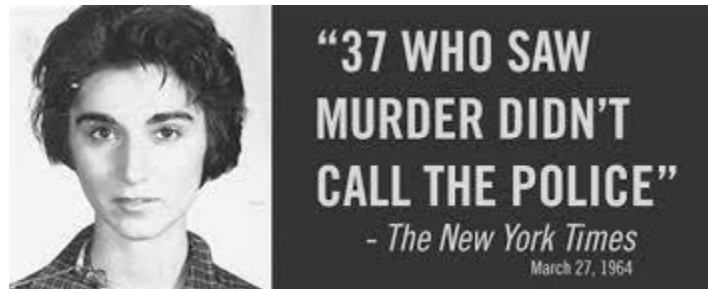
A **Bystander** (or “witness”) is someone who sees a situation but may or may not know what to do, may think others will act or may be afraid to do something. A **bystander** refers to anyone who plays some role in the act of harassment, abuse, or violence – but is neither the perpetrator nor the victim.

womensfreedomcenter.net/get-informed/who-is-a-bystander/

We are all bystanders until we make the decision to GET INVOLVED!

You	Friend	Brother
Me	Bus Driver	Sisters
Teachers	Store Clerk	Stranger
Friends	Roofer	Banker
Mom	Bartender	Uncle
Dad	Lawyer	Social Workers
Cab	Doctors	Aunt
Driver	Nurses	Astronauts

Albert Einstein said “the world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.” The definition “of a bystander in the prevention field is, an individual who plays some role in an act of harassment, abuse or violence, but is not the perpetrator or the victim. They are present and in a position to intervene, prevent, discourage, or interrupt” (Katz, 2011).



On March 13, 1964, Kitty Genovese was raped and murdered on a public street. There were almost 40 witnesses to this event ...no one did a thing.

In 2003, 7 men robbed and stabbed a 16 year old boy in a downtown park in a major Canadian city. Numerous witnesses were present ...no one did a thing.

Rehtaeh Parsons, a 17-year-old high school student from Halifax, was gang raped and bullied until she took her own life in April 2013... no one did a thing.

In 1998, witnesses saw a two year old being led away against his will by 2 older boys. He was murdered... no one did a thing.



On March 18, 2010, more than 20 people watched a 15 year old girl being raped and beaten for almost two hours outside of her high school homecoming dance... No one did a thing.

These stories may have had very different endings if just one person had made the choice to get involved anddone something.

A man by the name of Charles Ramsey did do something. He made a phone call to police which resulted in the rescue of three women who had been kidnapped a decade earlier.

There have been many incidents where people have stood by and watched or heard a sexual assault take place. We need to take a stand and get involved. By engaging everyone, we can make a difference. When you see an intoxicated female being led away by a male, it is necessary to step in, just by saying something you may prevent a rape. There are typically signs prior to sexual assaults occurring. Actions and language, both verbal and nonverbal are used by perpetrators: use of drugs or alcohol by the perpetrator and/or the potential victim. Bragging or talking in a demeaning manner about gender are some signs to watch for. When someone intervenes it absolutely makes a difference to some degree.

We can stop violence against women if each individual makes it their own responsibility to stand up and take action, we will see a domino effect. We can make attitudinal changes across the globe in one day, particularly with today's technology. It has been said that one person can't save the world, but that one step by that one person could positively impact another's life.

If you take the pledge to make a difference on how women are treated you will pass that information on. We can each change or reframe our language to make a difference. We can each be aware of situations where a woman is being mistreated and get involved. We can each be responsible for stopping violence against women. Is this an absolute cure? Of course not, but your individual actions may have a huge impact on stopping one incident of violence towards women and by doing that what you can have a huge impact on that person's life, her family's life, her community and as a result, make a change in the world.

**Unless someone like you
cares a whole awful lot,
nothing is going to get better.
It's not.**

©2012/2013

Dr. Seuss

Module 8

The Importance and Power of Bystanders

In the famous 1964 “Kitty Genovese” incident, a young woman named Kitty Genovese was stabbed to death outside her home in Queens, New York. Many of Kitty’s neighbors heard her desperate screams for help, yet no one called the police until too late. Report of this event shocked the city and the nation, and became the impetus for research on the psychological phenomenon that became known as the “Bystander Effect” by psychologists John Darley and Bibb Latané.

<http://heroicimagination.org/public-resources/social-influence-forces/bystander-effect-and-diffusion/>

Module 7 – OBJECTIVES

- I. Levels of Engagement**
- II. Educating Bystanders**
- III. Media and Desensitization**
- IV. Heroes**
- v. The Importance of Bystanders**

I. Levels of Engagement

Non engagement

Includes avoidance, dismissal and denial or even joining the offender.

Passive Engagement

Includes hidden responses or hesitation to act.

Active Engagement

Includes immediate or delayed response.

Assertive Engagement

Includes social action, educating others and making steps towards societal change.

It is important to have people who are willing to be engaged in society. Although not everyone is capable of assertive engagement, if we can get most people engaging in some capacity, things will change.

II. Educating Bystanders

One of the first things that is needed in engaging bystanders is to assist or educate them in recognizing when something is wrong. To do this, we need to address societal norms, culture, and attitudes. People need to have the understanding and belief that something is wrong with a certain situation and they need to be willing to open up their eyes to their surroundings. This is not only important in bystander engagement but is also important in safety and risk reduction for themselves. Just like with driving, the most conscientious drivers are more likely to be the safer drivers. They not only pay attention to what they are doing on the road, but are also aware of what other drivers are doing or may do. Often times we see a situation and then question as to whether a response may be required or not. We typically look for responses from others to confirm or negate our opinion, not realizing they are doing the same, and as a result, we turn our cheek and err on the side of caution in an attempt to protect ourselves from potential embarrassment.

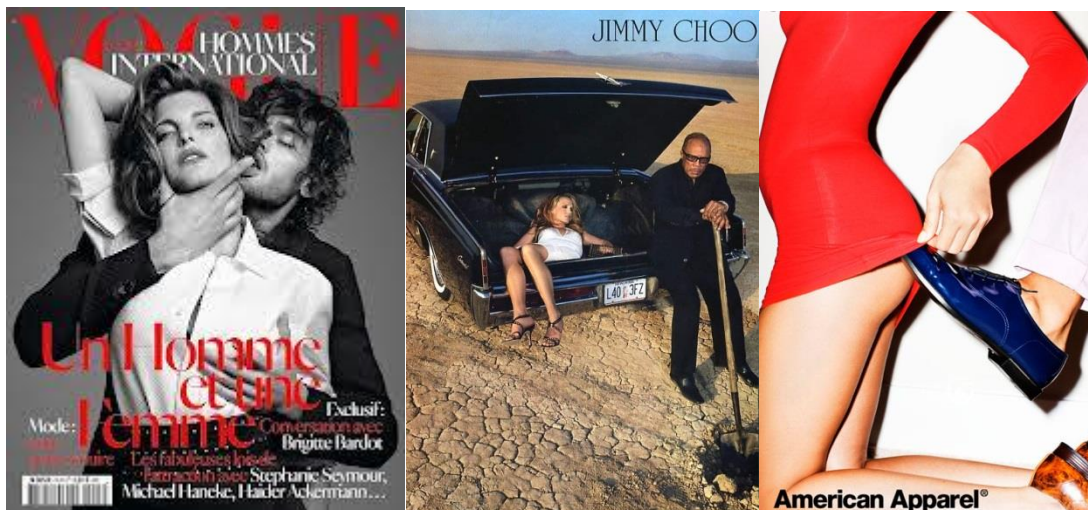
Without active bystanders the world would be a scary place...



III. Media and Desensitization

Even if people recognize that something is happening, they still may not intervene, especially if others are around are doing nothing. People may think there must be a reason no one is doing anything, they may assume someone has already done something or they make the decision that it is not their responsibility to do something.

We as a society are desensitized to violence and sex. We are continually exposed to messages that intertwine violence and sex. This becomes the norm, so when we see a sexually violent attack it does not seem as out of the ordinary to us therefore it may not spur us to intervene. This type of behaviour was present in the Kitty Genovese situation in 1964, where almost forty people witnessed the attack, rape and murder of Kitty and no one did a thing. Reports from the witnesses afterwards stated that they thought someone else would help; they thought someone else had called police; that it wasn't their place. If just one of those individuals had responded to the initial attack on Kitty Genovese, she may still be alive today. Bystanders are important, active engaged bystanders are crucial. The active bystander makes a difference, and changes the outcomes.



These are common images seen everywhere, and we wonder why we are desensitized to violence against women....

IV. Heroes

“To be a hero, you have to learn to be a deviant”

Psychologist Phil Zimbardo uttered this line, and he is right. Heroism requires people to depart from their normal world, to cast aside conventional ways of behaving. Heroes are not ordinary – they are *extraordinary*.

Knowledge and preparation
Risk and danger
Courage to act and stand out

Each of us has great potential power to help others in need, to influence others when action is needed, and to become active bystanders. We have the potential to influence organizations and our country to prevent harm to people within our communities, our country and beyond. Being an active bystander takes work. You need the knowledge to understand and be aware of your surroundings. You need the skills to know how to respond. You need to protect yourself and others. You need to act.

Statements that stop response...

- *If I say anything, he'll turn on me next!"*
- *"I just don't know what to do to make it stop."*
- *Someone else will surely step in."*
- *You're asking me to stand out on purpose?"*
- *I don't like what she is doing, but she is still my friend."*
- *"I would say something, but she and I aren't really friends."*
- *"If no one else is doing anything I probably shouldn't either."*



V. The Importance of Bystanders

The value and importance does not lie within the bystander, it lies within the **ACTIVE** Bystander. When people are willing to say something, do something or get help when a situation arises, they are impacting human lives. They are becoming a hero. If someone would have intervened in the following cases, the stories may have had a much different ending.



On March 13, 1964, Kitty Genovese was raped and murdered on a public street. There were almost 40 witnesses to this event. NO ONE DID A THING



In 1998, witnesses saw a two year old being led away against his will, by 2 older boys. He was murdered. NO ONE DID A THING

In 2003, 7 men robbed and stabbed a 16 year old boy in a downtown park in a major Canadian city. Numerous witnesses were present. NO ONE DID A THING

THERE IS NO EXERCISE BETTER FOR THE HEART THAN REACHING DOWN AND LIFTING PEOPLE UP.
WWW.VERYBESTQUOTES.COM — John Holmes

NEVER GET TIRED OF DOING LITTLE THINGS FOR OTHERS. SOMETIMES THOSE LITTLE THINGS OCCUPY THE BIGGEST PART OF THEIR HEARTS

On March 18, 2010, more than 20 people watched a 15 year old girl being raped and beaten for almost two hours outside of her high school homecoming dance. NO ONE DID A THING! Rehtaeh Parsons, a 17-year-old high school student from Halifax, was gang raped and bullied until she took her own life in April 2013. NO ONE DID A THING!



**KEEP
CALM
AND
HELP
OTHERS**



**IT'S ON
US**

**End violence.
Refuse to
be silent.**

Module 9

Creating Engagement

We have to build communities from the inside out in order to make change. And if we are going to ensure child well-being and reduce violence, we are going to need thousands of people working on it—not just service providers, but community residents as well.”

Marcie Biddleman

Module 9 – OBJECTIVES

- I. Investigate the reasons why people don't get involved and continue to stand by**
- II. Examine the types of motivation – what motivates someone to act**
- III. Identify what you need in your toolkit to safely get involved and engage in situations where help may be needed**
- IV. Decide to get involved**

I. Why don't People get Involved?

- They don't notice the situation.**
- They are scared.**
- They don't know what to do.**
- They don't see the situation as a problem.**
- They don't want to be involved.**
- They assume someone else will do something.**

Another reason why people don't get involved is because of pressure from others to conform to the behaviors, attitudes and personal habits of the group. With rape culture and the desensitization of violence and inappropriate sexual images in the media, we need to step out of the confines of the group mentality and shift the social norms of rape culture to create a social norm of engagement.

This group pressure can also be referred to as herd mentality. Even though this can be a deterrent to engagement, it can also be used to encourage engagement.

II. Examine the types of motivation – What motivates someone to act

What motivates people to do things or not do things? There are a number of factors that are present. There are two different types of motivation - internal and external. Some people respond better to motivation that comes from within; feeling good/bad, knowing it is the right/wrong thing to do. Others respond better to external motivation; knowing the consequences, positive/negative reinforcement. We need to appeal to whatever motivation works for people, but because it is an individual thing, we have to encourage engagement by using both internal and external motivators.

Some of the factors that are present when people make the decision whether or not to get involved and individual skills, confidence, knowledge and past experiences. The situation: how severe is it, am I safe, are there others around, and who is the victim? If it is a loved one then people have a higher likelihood that they will get involved.

Individual
Skills
Confidence
Knowledge
Social Responsibility
Past Experiences

Situation
Others present
Severity of need
Safety
Awareness

Victim
Loved one
Homeless
Stranger
Ethnicity

III. Identify what you need in your toolkit to safely get involved and engage in situations where help may be needed

There are things that can help people be prepared to get involved. Just like taking First Aid to be confident and able to respond to a medical emergency, we can build an individual's confidence to respond, ensure safety and increase their motivation to help.



We can look at engagement as a continuum as well. The following shows steps along the continuum of helping behaviours. As a person moves along the continuum it is likely they will build the skills necessary to engage in a situation and help.



When acknowledging that there is a continuum of helping behaviour it starts to become easier to understand that the continuum is fluid to some degree. Depending on the situation the response may be different.

Be prepared
Gather information
Know your limits
Define problem
Assume responsibility

Provide support
Engage others
Identify boundaries
Know your resources
Be respectful
Respond safely

Determine the goal
Consider your options
Develop a plan
Be safe
Stay calm



IV. Deciding to Get Involved

Why be involved:

- to give support
- influence others
- inform and educate about the need for change in a situation
- to try to influence policy/legislation
- to speak on behalf of an individual, group, or community

Ways to be involved:

- reframe language
- raise awareness
- bring people together
- impact lives
- speak up
- call for help
- call for change
- boycott inappropriate media
- and much more...



As a student I can:

- Encourage prevention programs
- Give and expect respect
- Get education on sexual violence
- Ensure the language I use does not promote violence
- Speak up when someone makes inappropriate jokes or comments
- Value a person for their actions not their appearance
- Refuse to respond to violence with aggression
- Question what media is trying to get me to believe
- Boycotting movies and other media that glorifies violence
- Promote awareness about violence against women
- Promote and practice equality
- Make the decision to get involved



As a woman I can:

- Speak up against violent or abusive behaviour
- Take time to know myself and what I am feeling
- Treat myself and other women with respect
- Notice and question media messages about women and about violence
- Recognize that violent people are responsible for their behaviours and should be held accountable for choosing to be violent
- Thank someone who has given support
- Support someone you know is being hurt
- Get involved in promoting alternatives to violence

As a man I can:

- Choose not to be violent
- Challenge the tolerance of sexist or violent behaviour
- Educate yourself on sexism and violence and encourage friends to do the same
- Acknowledge that violence is an abuse of power and does not resolve conflict
- Speak out against dating violence and inequality of women
- Challenge friends who are abusive or display sexist attitudes and encourage alternative ways of thinking and acting
- Keep strong despite the criticism you may receive for trying to end violence.



As a teacher I can:

- Educate myself about sexism and violence
- Listen to my students and try to understand their perspectives
- Encourage nonviolent problem solving
- pay attention to a student who is having problems
- Demand that the school's curriculum include violence prevention programs
- Encourage both my female and male students to pursue all interests including non-traditional ones
- Challenge sexist beliefs among teachers and students and encourage alternative ways of thinking
- Find out and educate my peers and students about what services are available for survivors of violence

Module 10

Practical Tips for Bystanders

"Programs attempting to encourage active bystander behaviors would ideally seek to effect change in: individual attitudes and beliefs condoning violence against women; perceptions of the broader social norms condoning violence against women; perception of an individual's capacity to act to prevent violence against women; and intention to behave or act in various ways in response to violence against women, and/or others' expressions of violence-supportive attitudes and behaviors."
<http://wiki.preventconnect.org/Programs+that+Promote+Bystander+Intervention>

Module 11 – OBJECTIVES

- I. Determine Practical Tips for Bystanders**
- II. Complete Tips for Preventing Violence**
- III. Determine the impact of sexual violence on victims, family, friends, workplace and how you can Help**

I. Practical Tips for Bystanders

Wants – sometimes you just want something. It may be something small or frivolous, like a hot fudge sundae or a new pair of earrings. Or it may be something larger, such as more free time or a better job. These are wants, not necessities. Many people are confused about the difference between needs and wants. Because of your history, you may feel you have no right to wants that are not also needs. Have you thought about the fact that you are entitled to wanting things that will make your life more fun, easy, or interesting?

Thoughts – conclusions you have drawn from things you have observed or experienced. They may include value judgments, wishes, and desires. For example:

- Feelings – expressions of emotions. They can be very difficult to share, and others may not want to hear them.
- Needs – communicating what you need lets others know what is important to you. This may be very hard for you. Women who have been abused are not used to asking for or getting what they need. You may feel you are bad to ask for anything you need. When you need something, practice making straightforward requests.

The first thing you need to prevent violence is courage. The second is to find a way to intervene. We know 90% of men are uncomfortable when listening to other males speak or act negatively about or toward women (Men can stop rape, 2014) but are uncertain about how to react.

Be objective: Do not exaggerate, blame, or generalize.

Take responsibility for how you feel: Explain how the behaviour makes you feel, and use “I” statement.

Be clear and concise: State the problem and then what you want.

State consequences: Ensure that you are prepared to do what you say you will.

Do not rationalize, minimize, apologize or use any other coping mechanism: If you are not firm there is no incentive to change the behaviour.

Discuss one issue at a time: Keep to the topic.

II. Tips for Preventing Violence

For Everyone:

- Understand and respect consent.
- Spread the word for violence prevention.
- Know it's YOUR RIGHT to say no and have your "no" be respected at any time.
- Decide where you draw the line regarding sexual behavior.
- Understand your boundaries can change, but have a clear idea about what you are/aren't okay with.
- Keep your boundaries in place even if you've been drinking. Drinking never justifies an assault.
- Practice safe sexting and never share images without your partner's/friend's approval.
- Give yourself permission to yell, scream, push or hit to escape a situation if you have to.
- Plan to have a friend call you at a certain time to give you an out if you need it.

What to say and do:

- What do you need from me?
- What do you want to do?
- What do you know about yourself that will help you right now?
- I'm glad you told me.
- Be available to listen without judgment or interruption.
- Let them know you are there for them.
- Make plans.
- Offer support – police, counsellor etc.
- Talk to them like you normally would let them know you will listen if they want to talk.
- They might not want to talk about it. That's okay.

If you hear someone talking about violence, say something.

- Tell people you are not okay with what they are saying.
- Use humour, sometimes a little sarcasm works
- Get help from those around you
- If it feels or looks wrong it probably is.
- If you see something that doesn't look quite right go with your gut, INTERVENE

Increase Your Motivation to Help

Make the decision that you want to make a difference and help others. Have that talk with yourself about how far are you willing to go to help someone. Figure out why you want to help someone. What is your motivation?

Build Your Confidence to Respond

Educate yourself on the issues of violence. Learn different skills you can put in your toolbox to respond when a situation occurs.

Ensure You and Others are Safe

Always be aware of present risks. You need to protect yourself and others. Learn about risk factors and how to reduce risk.

PERSPECTIVE

What if that was you, wouldn't you want someone to help

Challenge your perspectives, thoughts attitudes and beliefs about Sexual Violence
WALK A MILE IN HER SHOES

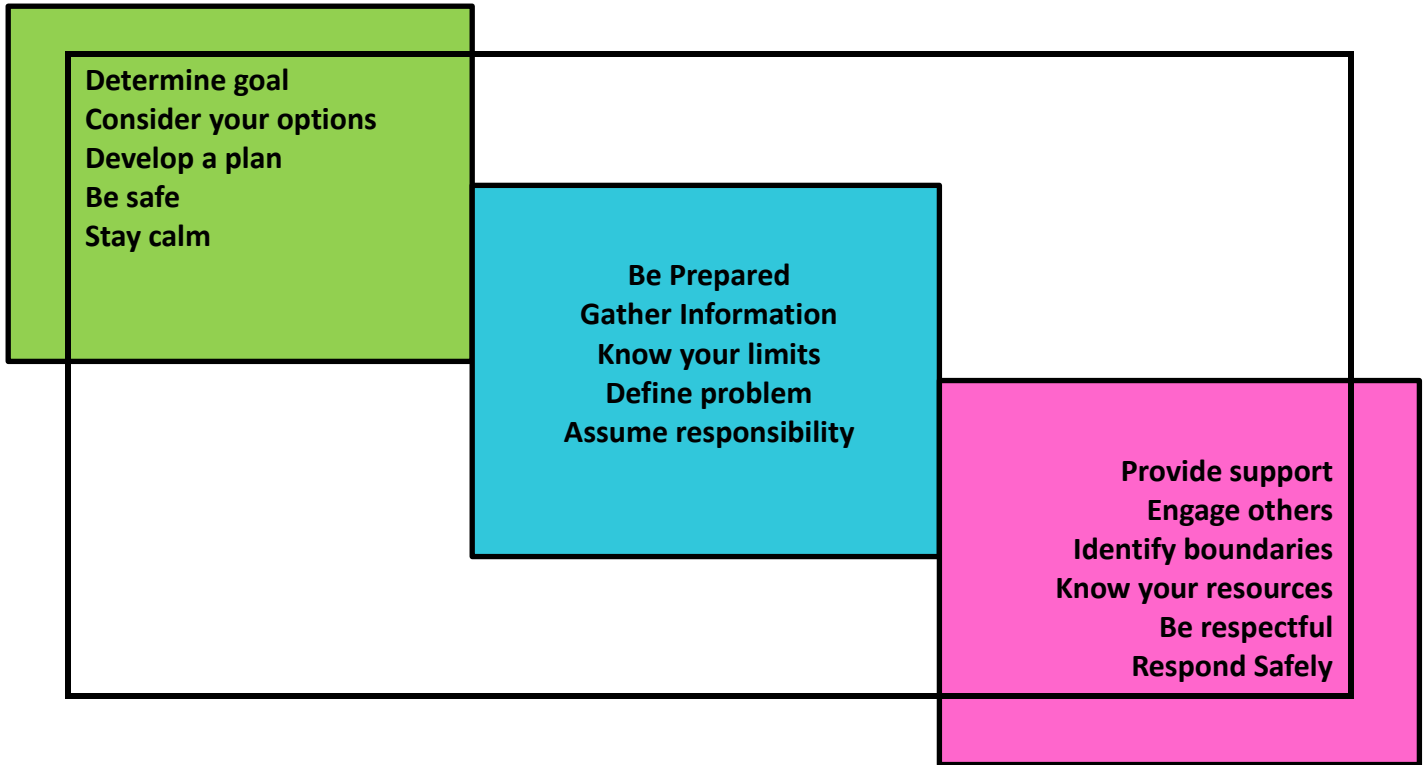
HOW WOULD YOU WANT TO BE TREATED

Make a decision to be a helper, before the situation arises

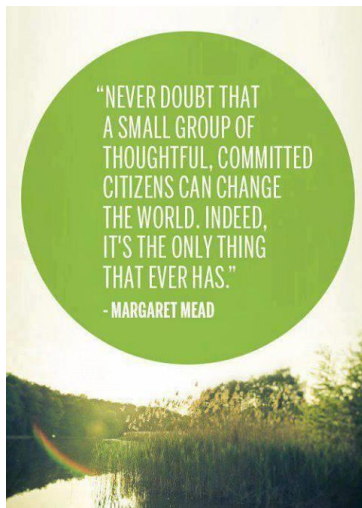
WHAT IF IT WAS YOUR ...

Mother
Sister
Brother
Father
Aunt
Cousin
Friend

If we all do our part we can make a difference!



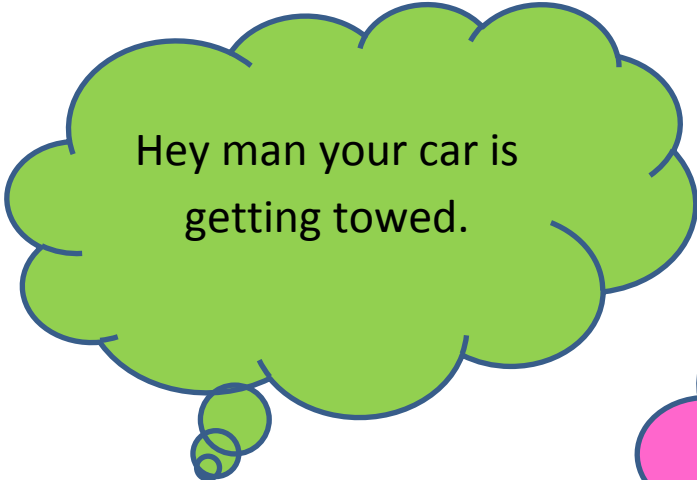
BE AWARE OF WHAT IS HAPPENING AROUND YOU
RECOGNIZE THE OPPORTUNITIES TO HELP
MAKE THE DECISION TO HELP
KNOW WHAT TO DO
DO IT!




SAY SOMETHING...

DO SOMETHING...

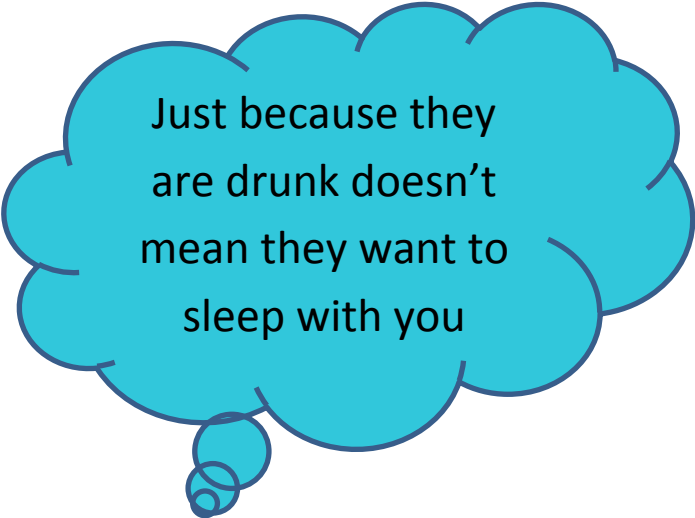
CREATE A DISTRACTION...



Hey man your car is
getting towed.




What if that was
your sister?



Just because they
are drunk doesn't
mean they want to
sleep with you

YOU... can be the difference!



I COULD TELL SHE WAS ASKING FOR IT...

to stop, so I stepped in and told my mate that was no way to treat a girl.

SASH
Sexual Abuse Support and Healing
Sash.melb@sa.gov.au 03 548 2407

Your decision to act on something out of line can be a lifesaver for someone else.

YOU... can be the difference!



SOME GUY WAS HANGING ALL OVER HER, SO WE LEFT...

but we made sure she came with us - she was too wasted to be on her own.

SASH
Sexual Abuse Support and Healing
Sash.melb@sa.gov.au 03 548 2407

Your decision to act on something out of line can be a lifesaver for someone else.

YOU... can be the difference!



SHE WAS ON HER OWN, SO I MADE MY MOVE...

I told the guys hassling her to back off - they were really crossing the line.

SASH
Sexual Abuse Support and Healing
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Your decision to act on something out of line can be a lifesaver for someone else.

YOU... can be the difference!



HE WAS ACTING ALL SWEET, OFFERING HER A RIDE...

but it just didn't feel right - so we stepped in and got her out of there.

SASH
Sexual Abuse Support and Healing
Sash.melb@sa.gov.au 03 548 2407

Your decision to act on something out of line can be a lifesaver for someone else.

SHE WAS ON HER OWN, SO I MADE MY MOVE ■■■ and told the guys hassling her to back off. They were really crossing the line.

Visit us at www.facebook.com/MakeYourMoveMassachusetts for tips and events to help keep your friends and community safe from sexual violence.

MAKE YOUR MOVE
END SEXUAL VIOLENCE

A message from Masscula's Intervention in Action Project.

I COULD TELL SHE WAS ASKING FOR IT ■■■ to stop. So I stepped in and told my buddy that was no way to treat a lady. And he backed off.

SOME DUDE WAS HANGING ALL OVER HER, SO WE TOOK OFF ■■■ and got her to leave with us. She was drunk and we didn't trust him.

Visit us at www.facebook.com/MakeYourMoveMassachusetts for tips and events to help keep your friends and community safe from sexual violence.

MAKE YOUR MOVE
END SEXUAL VIOLENCE

A message from Masscula's Intervention in Action Project.

A GIRL THAT WASTED IS WAY EASY TO HOOK UP WITH ■■■ so I made sure her friends got her out of there. She was in no shape to be going home with some guy.

Visit us at www.facebook.com/MakeYourMoveMassachusetts for tips and events to help keep your friends and community safe from sexual violence.

MAKE YOUR MOVE
END SEXUAL VIOLENCE

A message from Masscula's Intervention in Action Project.

HE WAS ACTING ALL SWEET, OFFERING HER A RIDE ■■■ but it just didn't feel right. So my friends and I stepped in and got her out of the bar.

Visit us at www.facebook.com/MakeYourMoveMassachusetts for tips and events to help keep your friends and community safe from sexual violence.

MAKE YOUR MOVE
END SEXUAL VIOLENCE

A message from Masscula's Intervention in Action Project.

IT WAS 2 A.M. I OFFERED HER A RIDE THINKING YOU NEVER KNOW ■■■ if the guy who'd been after my friend all night might try something. No way I was taking off without her.

Visit us at www.facebook.com/MakeYourMoveMassachusetts for tips and events to help keep your friends and community safe from sexual violence.

MAKE YOUR MOVE
END SEXUAL VIOLENCE

A message from Masscula's Intervention in Action Project.





“ Using humor to point out inappropriate behavior is a good way to make someone think twice without getting in their face.

Jordan Dow



“ Distracting someone or diverting their attention when they're being disrespectful changes the subject in a non-confrontational way.

Luke Goodrich



“ An easy way to be an active bystander includes talking to an adult that could have an impact on the abuser or person being abused.

Ben Colacic



“ Talk to friends if they seem like they're going through a tough time in a relationship.

Sam Casey



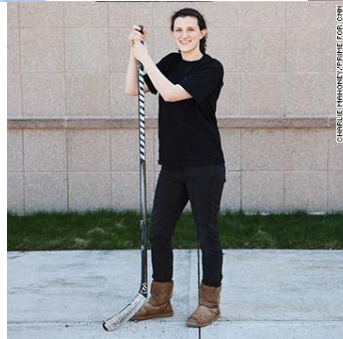
“ I see warning signs probably once a day; things that might seem little but are really bigger than they appear to be.

John Sexton



“ I no longer sit silently when I hear male peers referring to girls as 'sluts' or making degrading comments about the way girls dress.

Kerity Hader



“ Being an active bystander is hard in high school because everyone cares about what other people think.

Melinda Vercollone



III. Determine the Impact of Sexual Violence on Victims, Family, Friends, Workplace and How You can Help

Support a Friend or Family Member Who has been Sexually Assaulted

Sexual assault is a violent crime, motivated by power and anger and using sex as a means of controlling the victim. It is not about sex, passion, or love. Sexual assault survivors may experience a wide variety of physical, emotional and behavioral responses to an assault. Many families and friends of sexual assault survivors, often neglected “secondary victims”, experience their own series of emotional and behavioral responses.

If your friend or family member has been assaulted, you may experience things that you don’t understand or feel comfortable with. That is normal, but it is important for you to express those feelings with someone who understands what you are going through, both to facilitate your own recovery process and so you can best support your loved one.

REMEMBER

The survivor is in no way responsible for the assault. Regardless of the clothes she/he was wearing, where she/he was, whether she/he was drinking, knew the assailant or not, or fought back or did not, the survivor is never to blame for the assault. It is very common for people in terrifying situations to “freeze up” or become too frightened to fight back. Sexual assault is a frightening experience that takes time to recover from. Sexual assault is an act of violence. Sexual assault is not something the survivor wants or enjoys. No one “secretly desires” to be sexually assaulted. Sexual assault is a total violation of a person’s right over her/his own body and her/his ability to make sexual choices.

As a Partner

Talk about sex! Listen to your partner, state your desires openly, clarify if you aren’t sure and accept you might not get what you want.

If you are in an intimate situation, ask if whatever you are doing, or are about to do is okay. Pay attention to body language. If the body language is not saying a clear yes, stop whatever you’re doing.

As a Friend

Be a friend. Designate a sober friend to keep an eye on alcohol intake and if you are acting in any way that could lead to violence.

Don't spike drinks—even if the intention isn't to sexually assault someone, things can go very wrong.

Watch out for friends that seem overly drunk for the amount they've had.

Use the buddy system and listen to that buddy's advice especially if you are in a drunken haze.

If you are the sober person, speak up if you see a situation that could lead to an act of sexual violence whether your friend is the potential perpetrator or the potential victim.

Phone a cab.

What You Can Do: How to support a survivor or how to respond to a disclosure of sexual assault:

Listen

Be patient and approachable, she/he will express her/his feelings, as she/he feels safe, comfortable and ready.

Let her/him talk.

Do not pressure her/him to tell you details or specifics, she/he will tell you when or if she/he is ready.

Empathetic touch (if the survivor is comfortable with it) and speech may help her/him to feel safe enough to share her/his experience with you.

Become aware of the parts of her/his experience that seem to come up repeatedly. They may represent areas that need special attention and understanding.

Believe

It is important that she/he understands that you believe her/him and her/his description of the events, and that the feelings she/he has about the incident are valid.

Tell the survivor that she/he is not responsible for the crime that was committed against her/him. Avoid asking her/him "why" questions like "why didn't you fight back?" She/he may feel judged by such questions. The survivor needs to know that you do not blame her/him for the assault.

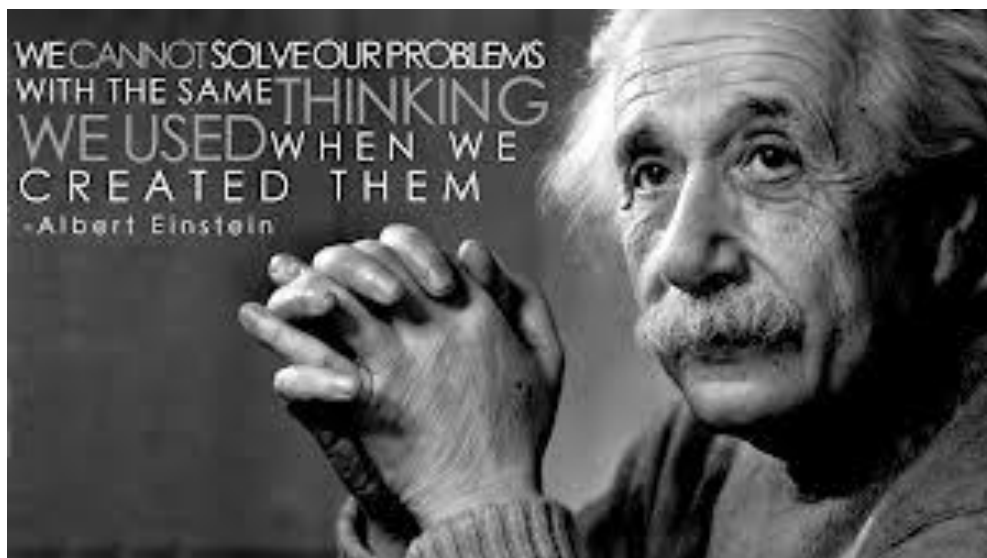
Provide Supportive Responses

It is very important that you convey the message that you do not see her/him as defiled or any less moral than before the incident.

Consider sharing your feelings about the effects of sexual assault on your relationship. Consider relationship counseling to help the two of you deal with the event.

Let the survivor know she/he has your unconditional love and support. Share with her/him that you will be there when she/he needs you.

Encourage her/him to make her/his own decisions about further proceedings on the incident, such as, telling others or reporting it to law enforcement. Do not give advice. Instead, provide her/him with options, and support the choices she/he makes. This will allow the survivor to take back some of the power she/he lost during the assault, and it can help her/him feel more in control. You will communicate your commitment by supporting the decisions she/he makes.



Module 11

Resources and Supports for Victims of Sexual Assault

When an assault occurs, it is natural to wonder why. Many survivors question whether they could have caused or prevented the assault. Any person can be sexually assaulted. Nothing you did or did not do provoked the assault. The assailant is responsible for the assault. Sexual assault is an act of aggression designed to dominate and humiliate in order to gain a sense of power. No one invited or deserves an assault. Whatever you did to survive was right and it worked: you survived.

<http://www.care.uci.edu/general/Sexual-Assault-Recovery.aspx>

Module 12 – OBJECTIVES

- I. Discover Resources and Support for Victims of Sexual Assault**
- II. Examine Common Experiences**
- III. Discover the Warning Signs and Reduce Risk**

I. Resources and Support for Victims of Sexual Assault

Access to resources is imperative for sexual assault victims. The Victim Services Handbook (2007) specifies that sexual assaults are the most under-reported offences to the police. In 2004, only 8% of sexual assaults were reported to police (Light & Ruebsaat, 2006). Even if an assault isn't reported there needs to be options for the victim. A victim of sexual assault requires support. The victim may also need medical attention, counselling, access to a crisis line or any combination of these resources.

In Alberta there are Sexual Assault Centres and/or collaborative services specific to sexual assault in Fort McMurray, Grande Prairie, Edmonton, Sherwood Park, Red Deer, Lloydminster, Calgary, Medicine Hat, and Lethbridge. The Alberta Association of Sexual Assault Services identified 7 core services that are needed for a comprehensive provincial response: 1) Coordination/ Collaboration of agencies and community leaderships 2) Crisis response 3) Counselling 4) Police and court support 5) Education 6) Outreach 7) Volunteers (Strengthening Alberta's network of social services October 2005 – March 2006). Not all areas identified have all the core services available to the public.

Across Alberta significant work has been done to address issues of sexual assault. There are a number of agencies that work hard at advocating and making changes to current practices. When looking at some of the larger centres across Alberta, there are a number of resources available, although we see a difference in accessibility in some of the smaller communities. In many cases the only access to resources a victim of sexual assault may have would be online resources or toll free crisis lines.

You have resources. You can recognize self-destructive patterns. You can pick and choose among your coping behaviours. You can discard the ones that no longer work for you and keep the positive skills you've developed.

Not everyone has the same opportunities. If you coped in a way that gets positive recognition—by being super-nurturing or successful in work—your options may be broader than if you turned to drugs as a way to get by. If you are incarcerated in prison or a mental hospital, you clearly will not have the same control over changing your life. If your health has been ravaged by eating disorders, you face real limitations. And of course your economic and social status, race, and sexual preference all influence your opportunities.

In Lethbridge, Canadian Mental Health operates a distress line which is typically used for support in dealing with mental health issues and suicidal interventions and is not a service directly involved in dealing with sexual assault. Lethbridge Family Services Counselling and Education are identified as a resource available in the area when seeking counselling regarding sexual assault and for training. YWCA Lethbridge and District have a crisis line, drop in crisis

services and outreach support to assist in reporting, court processes and on-going needs in regards to family and sexual violence. Victim Witness Services provide a critical support for victims involved in the criminal justice system where they provide court support, crisis counselling, referrals and ongoing support. Children's Services holds the authority and mandate to protect children and is involved in investigations and interventions for child sexual abuse when the ability to protect the child is limited within the family.

The Sexual Health Centre provide free confidential services to youth and adults in all areas of sexual health and supports victims of sexual assault to seek further medical services, provide information and critical testing for pregnancy and STI's.

Several years ago the Sexual Violence Action Committee (SVAC) was formed and represents a collaboration of community agencies, including Lethbridge Regional Police Services, RCMP, Crown Prosecutor's Office, Victim Witness Services (through both Lethbridge Regional Police and RCMP), Sexual Health Centre, Alberta Health Services (SART), University of Lethbridge – Counselling, Southwest Alberta Child and Family Services, Lethbridge Family Services and the YWCA.

The collaborative works on identifying gaps, providing accessible training for the public and workers within the human services field to build knowledge on first responder interventions for sexual assault, media and public awareness of sexual violence. Lethbridge, through this collaborative, does provide the seven core services identified for effective response.

Lethbridge Regional Police Service

911

403-328-4444

Southwest Alberta Child & Family Services

403-381-5555

Chinook Regional Hospital - Sexual Assault Response Team (SART)

403-388-6111

Sexual Health Centre

403-320-0110

YWCA Lethbridge and District

Crisis Line 320-1881

1-866-296-0447

LFS Counselling

403-327-5724

SVAC www.svaclethbridge.org

II. Examine common experiences

There will be a time when you will not be thinking about sexual abuse twenty-four hours a day. Until then, your job is to take care of yourself and to keep yourself safe. Don't try to hurt or kill yourself. You survived the abuse and you can survive the healing process, too.

**Remind yourself that you're not going crazy.
You're going through a natural part of the healing process.**

Find the people you can talk to.

Get support from others.

Don't use alcohol or drugs to stop the pain.

"Don't judge yourself by what others did to you."

C. Kennedy, Omorphi

A scar does not form on the dying, a scar means I survived!

**Every story
has an end. But
in life, every
ending is just a
new beginning.**
-Ray

III. Discover the Warning Signs and Reduce Risk

Warning Signs/Reducing the Risk

The following are general warning signs of the potential for sexual or physical violence in dating relationships. Each warning sign is accompanied by facts or approaches that may help you reduce your risk of being victimized. This information may also help you to offer better support to women who are assaulted.

Warning sign: Your partner makes threats of violence.

Reducing the risk: Any threat should be taken seriously. Get help immediately when a partner threatens to use violence. It is not a joke or a game. Men who threaten will generally carry out their threats. You can get help from counsellors, women's shelters, teachers and a variety of community groups. Your friends may also offer support, but be cautious. If the person you go to for advice trivializes your experience or tells you "boys will be boys," go elsewhere.

Warning sign: Your partner is sexually possessive and often degrades or humiliates you.

Reducing the risk: Possessiveness should be addressed directly. You have to tell your partner that it will not be tolerated. Whether you are dating someone or not, you have the right to do what you want with your body. If he objects, he can always leave the relationship.

Warning sign: Your partner is obsessed with dominating and controlling you.

Reducing the risk: Exploring your partner's attitude to women is probably a useful technique for reducing risk. Knowing how he feels about issues like equality between partners or compromise in decision making is important. Look for early signs that he has to "have it all his own way".

Warning sign: You know your dating partner abused a former girlfriend. His father is physically abusive. Your partner accepts or defends the use of violence.

Reducing the risk: Dating abuse is often part of a continuing pattern of behaviour. If your partner was abusive in a previous relationship, then the risk is very high that he will be abusive in this relationship. Men often become accustomed to violence because they see it as a way of life in their family or peer group. To break this pattern, urge your partner to get counselling.

How to reduce the risk of becoming a victim:

- Don't accept any beverages, including alcohol, from someone you do not know well and trust.
- At parties or clubs, do not accept open-container drinks from anyone.
- Don't trust your drink with anyone & don't leave beverages unattended.
- At a bar or club, accept drinks only from the bartender or server.
- Always go with a friend and promise to watch out for one another.
- If you feel strangely dizzy and/or confused, get help from your friend immediately.
- If someone appears disproportionately drunk in relation to the amount of alcohol they have consumed, they may be in danger. Get help immediately by taking the person to the hospital emergency room or calling 911 for an ambulance.
- Strategize and plan with your friends about ways to look out for each other at parties and social events.

The survivor is in no way responsible for the assault. Regardless of the clothes she/he was wearing, where she/he was, whether she/he was drinking, knew the assailant or not, or fought back or did not, the survivor is never to blame for the assault. It is very common for people in terrifying situations to “freeze up” or become too frightened to fight back. Sexual assault is a frightening experience that takes time to recover from. Sexual assault is an act of violence. Sexual assault is not something the survivor wants or enjoys. No one “secretly desires” to be sexually assaulted. Sexual assault is a total violation of a person’s right over her/his own body and her/his ability to make sexual choices.

Physical Effects:

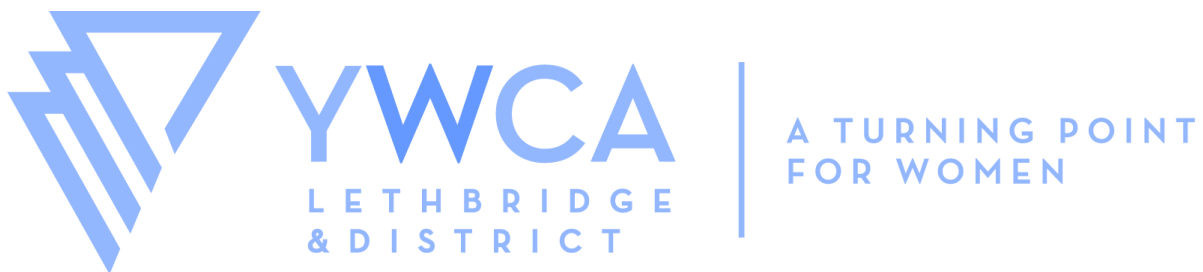
- Gastrointestinal problems; gynaecological disorders (including spontaneous vaginal infections)
- Headaches
- Arthritis or joint pain, general body aches or chest pains
- Eating disorders, drug or alcohol abuse (or total abstinence), other addictions, compulsive behaviours
- Shakes, palpitations

Behavioural Effects:

- Wearing a lot of clothing, even in summer, baggy clothes; failure to remove clothing even when appropriate to do so (while swimming or bathing);
- Obsessive/compulsive behaviours (attempts to control things that don’t matter, just to control something); and/or
- Sexual promiscuity.

Cognitive Effects:

- Phobia
- Trust issues; inability to trust (trust is not safe); total trust; trusting indiscriminately
- Boundary issues; control, power, territoriality issues
- Feeling of carrying an awful secret; urge to tell, fear of its being revealed; certainty that no one will listen; being overall generally secretive; feeling “marked”
- Denial; no awareness at all; repression of memories; pretending; minimizing (“it wasn’t that bad”); strong, deep, inappropriate negative reactions to a person, place or event; “sensory flashes” (a light, a place, a physical feeling) without a sense of their meaning; remembering the surroundings but not the event.



CRISIS LINE: 403-320-1881
or TOLL-FREE 1-866-296-0447

YWCA Lethbridge and District
604 - 8 Street South
Lethbridge, AB T1J 2K1

PHONE: 403-329-0088

FAX: 403-327-9112

E-MAIL: inquiries@ywcalethbridge.org

WEBSITE: ywcalethbridge.org

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Module One Quiz

1. Define sexual assault.
2. Consent is:
 - a. Not responding
 - b. Asking “Do you like this?”
 - c. Something the other person gives you
 - d. Assumed or implied
3. Define coercion and explain when it is often used.
4. Answer True or False to the following:
 - a. Consent is acceptable if it is given by someone else.
 - b. The attacker is responsible for their actions no matter how intoxicated they are.
 - c. Child sexual abuse can include exhibitionism, exposure to pornography, sexual touching, and/or penetration.
5. Explain child [pornography as defined by the Criminal Code of Canada.
6. Sexual harassment is any unwanted comments, gestures or actions of a sexual nature that affects your job, work or school. It includes:
 - a. unwanted attention
 - b. demands
 - c. jokes and insults
 - d. all of the above
7. Give five examples of how victims of sexual violence may cope.
8. What percentage of sexual assaults are reported to the police?
9. State three reasons why college and university aged females are a population who are vulnerable to sexual assault.
10. Statistics indicate that those between the ages of 15 – 24 attending school with extracurricular social activities have the highest rates of sexual assault. Who are the accused most likely to be

Module Two Quiz

1. Who are overwhelmingly the perpetrators of rape?

For the following questions indicate whether they are true or false and for the false ones, explain the truth:

2. The typical assault is in an alley, after dark, by a stranger.
3. Rape is as common in Canada as it is everywhere else.
4. Women are always “crying rape”.
5. Both males and females are victims of sexual assault.
6. Women who are sexually assaulted “ask for it” by the way they dress or act.
7. Does the sexual orientation of a male survivor of sexual assault change as a result of his assault experience?
8. What percentage of all sexual assaults are reported to police?
9. Where do most assaults occur?
10. Explain how the media helps perpetuate the rape culture

Module Three Quiz

1. In what year did women become identified as persons under the law?
2. There are approximately _____ times as many female lone parents as male lone parent families in Canada.
3. In 2008 in Alberta, what was the average annual wage for men and for women?
4. In what year were Aboriginal women allowed to vote?
 - a. 1918
 - b. 1945
 - c. 1960
 - d. 1974
5. Until what year could a woman be fired if she became pregnant?
6. By encouraging men to become active participants in the prevention of gender based violence, it encourages _____ instead of criticizing or blaming.
7. Explain what reviewers hope will happen by engaging the Justice Studies students in the project regarding gender based violence.
8. What are some potential risks of discussing topics of sexual violence and rape culture with men?

Module Four Quiz

1. Do men and women communicate the same way? If so how? If not, what is different?
2. What is the significance of nonverbal language when communicating?
3. Why might proximity create a problem for different individuals and how might this lead to sexual assault even if inadvertently?
4. Women's brains are designed to multitask. Women have _____ areas of the brain used to evaluate others while men only have _____ of these areas.
5. Men communicate to _____, whereas women tend to communicate to _____. Women are also more inclined to use touching to communicate sentiment and feelings.
6. Why do women use language? Why do men use language?
7. What two components can critical thinking be seen as having?
8. What are the basic procedures for changing attitudes?

Module Five Quiz

1. A social norm is defined as _____.
2. What means can we use to shift social norms?
3. How do social norms impact individual behavior?
4. How do perceptions impact social norms?

Please answer True or False for questions 5 and 6.

5. Actions and reactions can be based on misperceptions.
6. Individuals who do not personally engage in changing a norm are contributing to it to some degree.
7. Is a shift in social norms possible?
8. What can you do to shift social norms?
9. Intervention can happen along a continuum. At any point there is intervention, there is an opportunity to _____
10. Every piece of intervention at every point of the continuum can _____ or _____.

Module Six Quiz

1. What percentage of rape is perpetrated by men?
2. Survivors, or victims of assault, are often re-victimized. Explain.
3. According to Statistics Canada, in 2010 how many self-reported sexual assaults were there?
4. What is date rape and who is most susceptible to it?
5. Explain why clear statistics on prevalence and incidence is hard to find for individuals with developmental disabilities.
6. What is elder sexual abuse and what can it include?
7. Are immigrant women at an increased risk of being sexually assaulted? Why or why not?
8. Can someone working in the sex trade be sexually assaulted?
9. Victims of an acquaintance rape are even less likely to report incidences to the police. Why is this?
10. The 2009 *Report on Offender Statistics* indicated that _____ offenders were males and that _____ were female.
11. Why might drugs and alcohol be a huge risk factor as far as sexual assault is concerned?
12. What percent of college and university aged males said they would commit sexual assault if they knew they wouldn't get caught?

Module Seven Quiz

1. What is a bystander?
2. Name three things an active bystander should do.
3. What did Albert Einstein say?
4. What happened on March 18, 2010 with more than 20 people watching?
5. If you take the pledge to make a difference on how women are treated you will pass that information on. Explain how you can make a difference.

Module Eight Quiz

1. There are four levels of engagement. Name and explain them.
2. One of the first things that is needed in engaging bystanders is to assist or educate them in _____.
3. Explain reasons why bystanders may not intervene when they see something happening.
4. Give three statements that stop someone from responding.
5. The value and importance does not lie within the bystander. Explain where it does lie.

Module Nine Quiz

1. Why don't people get involved?
2. What motivates someone to act?
3. What do you need to get safely involved and engaged in situations where help may be needed?
4. Why should you get involved?
5. How should you get involved?
6. What can you do as a student?
7. What can you do as a woman?
8. What can you do as a man?
9. What can you do as a teacher?

Module Ten Quiz

- 1. Give the six steps you could use when you need to intervene. Explain each step.**
- 2. What are five steps everyone can use to prevent violence?**
- 3. What are four things you could say to someone in a situation where you need to intervene?**
- 4. If you hear someone talking about violence, what should you do?**
- 5. Explain how you can support a friend or family member who has been sexually assaulted.**
- 6. Name and explain three things you should do to support a survivor or how to respond to a disclosure of sexual assault.**

Module Eleven Quiz

- 1. Name four different agencies where you can get resources and support for victims.**
- 2. What are four warning signs you should be aware of if you are in a hazardous situation in order to reduce risk?**
- 3. Explain how to reduce the risk of becoming a victim.**
- 4. Explain the Physical, behavioural, and cognitive effects of sexual assault.**