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Guide Writer
Joe Samalin, Co-Founder, MenChallenging

Guide Producers
Nancy Schwartzman, Director
Eliza Licht, Impact Producer
Jessica DeBruin, Impact Coordinator
Duong-Chi Do, Impact Campaign Consultant

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**FILM SUMMARY**

*Roll Red Roll* is a true-crime thriller that goes behind the headlines to uncover the deep-seated and social media-fueled “boys will be boys” culture at the root of high school sexual assault in America.

At a pre-season party in small-town Steubenville, Ohio, a heinous crime took place: the assault of a teenage girl by members of the beloved high school football team. What transpired would garner national attention and result in the sentencing of two key offenders. But it was the disturbing social media evidence uncovered by crime blogger Alexandria Goddard that provoked the most powerful questions about the collusion of teen bystanders, teachers, parents and coaches to protect the assailants and discredit the victim. As it painstakingly reconstructs the night of the crime and its aftermath, *Roll Red Roll* uncovers the ingrained rape culture at the heart of the incident, acting as a cautionary tale about what can happen when teenage social media bullying runs rampant and adults look the other way. The film unflinchingly asks, “Why didn’t anyone stop it?”
Nancy Schwartzman is a director, producer and media strategist who uses storytelling and technology to create safer communities for women and girls. Her debut feature, Roll Red Roll, had its world premiere in April 2018 at the Tribeca Film Festival and had its international premiere at Hot Docs. The film has screened or is scheduled to screen at more than 30 international festivals and is the center of a robust impact campaign. For Roll Red Roll, Schwartzman received the Adrienne Shelly Excellence in Filmmaking Award. The film is nominated for a Cinema Eye Spotlight Award and was named Best in Show at the BendFilm Festival, Best Feature Documentary at the Monmouth Film Festival and Best Social Awareness Documentary at the Chagrin Documentary Film Festival. It also received the Clio Visualizing History Prize for the Advancement of Women at the Middlebury New Filmmakers Festival. Schwartzman’s first film, The Line, a short documentary examining consent, was used by the White House for a campaign around sexuality, and her follow-up short, xoxosms, was shown on PBS/POV and on the BBC; it explores love between two teenagers connected by technology.

A globally recognized human rights activist, Schwartzman served on the Biden Foundation’s Advisory Council for Ending Violence Against Women. As a tech founder, she created the White House award-winning app Circle of 6, designed to reduce sexual violence among America’s youth. Circle of 6 is used by over 350,000 people in 36 countries. Schwartzman has shared her work in a wide range of venues, including the White House, the United Nations, TEDxSheffield and AIDC.
ROLL RED ROLL is a story that I felt compelled to tell. I wanted to make a film about rape that didn’t rely on a victim’s testimony to drive the story. Instead, I made a film about rape that looks at the perpetrators, bystanders and witnesses - and the larger communities and institutions that enable rape. I did this to take the burden off of the victim, and to focus attention on how we can recognize and ultimately solve the problem. This was a deliberate choice in the filmmaking, and as such, it is a first.

I went to a high school not unlike Steubenville High School. I was a varsity athlete growing up and I come from a sports family. I understand the love and passion for sports and the intense relationship between a player and a coach, and what it means to your family for you to succeed on the field or court. The entire town of Steubenville coming together to celebrate and stand together every Friday is a beautiful thing. But to quote journalist Rachel Dissell, “Is this football town putting its daughters at risk, by protecting its sons in a situation like this?”

I felt like I knew these kids. They reflected some of the attitudes of my high school growing up. I wanted to explore the undercurrents of this compelling and frightful situation. The behavior wasn’t unfamiliar to me, but the social media platform was new. I wanted to know what empowered boys to talk about rape so casually, and broadcast it so publicly. It was all out there. That’s what made it so shocking.

The incident was planned and witnessed and an entire conversation was happening on social media about it. Prosecutors had to sift through over 400,000 text messages, hundreds of tweets to figure out what was evidence and what was bravado. I read the text messages and the social media posts, and they chilled me.

In Roll Red Roll we see young men acting with total privilege and without accountability. This wasn’t a “one-off” incident. This was a pattern of behavior that went beyond just a juvenile criminal trial, and led to a Grand Jury investigation of school officials. There should have been no question about what happened, and yet: the entire town was divided.

Why didn’t anyone stop it?

If we want to understand what is “rape culture” - then, here it is, laid bare. I just couldn’t look away. I’ve been working to transform culture around gender-based violence for over 10 years, using film and technology in service of these goals. I’ve always been fascinated by technology and youth culture, and how while technology is mainly neutral, it is the way we use it that is the variable. Seeing it overlap in the gender space - I was amazed at the power of social media: to incriminate, to empower and to shine a light on darkness. This entire thing was documented on social media and shared publicly. The bravado and the language used by the kids to talk about their classmates and young girls were astonishing. Anyone could see it. And the lack of empathy was chilling.

There were school administrators and teachers that heard rumors, and there were coaches who did nothing, or defended players without asking the tough questions. By doing nothing, and not taking it seriously, they were enabling it - excusing and justifying it, or looking the other way. This situation underscores the need for responsibility and for us to behave as friends, parents, family members, fellow classmates, teachers, school administrators, coaches and everyone in our communities to make sure that we believe survivors, we investigate carefully, and this behavior stops. Now we are at this incredible #metoo moment, where men and mainstream audiences are listening to the reality of those who experience violence, and it’s time to shift our attention. We need to look closely at those who commit assault, so we can identify it, prevent it and ultimately transform our culture.

The bottom line is that rape is preventable. Steubenville is just like your town or school. Watching and studying the police interviews, the story shows clearly that rapists and bystanders are not “monsters”, they are us - our sons our fathers, our coaches, our friends. When we turn them into “monsters” - it makes rape hard to “see” and eradicate. We as individuals and communities have to take responsibility and teach accountability to our children so that they understand this is wrong. And that speaking up and intervening is the right thing to do, even if no one else is doing it. I am hopeful that audiences take these lessons to heart and will move forward in creating safe, loving and caring communities for our future generations.
SELECTION PEOPLE

FEATURED IN ROLL RED ROLL (IN ORDER OF APPEARANCE)

Alexandria “Prinnie” Goddard – Crime blogger
Alexandria Goddard is a blogger and social media consultant. She has over 25 years of combined experience in legal investigations, fraud/risk management investigations and social media analysis. Her expertise includes utilizing social media to build social and personal profiles of witnesses, jurors and litigants while researching publicly accessible data to analyze social media presence and activities. In connection with her role in the Steubenville case, she has appeared on Dr. Phil, 20/20, Piers Morgan Live, Democracy Now! and Jane Velez-Mitchell and has been featured in a multitude of print and web-based articles regarding her social media analysis expertise. Her work has also been used as a source for academic research papers, as well as by advocacy agencies around the world.

Rachel Dissell – Investigative reporter, The Plain Dealer
Rachel Dissell has been a reporter for The Plain Dealer since 2002. Dissell has written investigative pieces and examined policies around Cleveland’s response to sexual assault, teen dating violence and lead poisoning. Her stories have led to changes in laws, policies and public perception. A series she wrote with reporter Leila Atassi led to the testing of nearly 14,000 rape kits and the investigations of decades-old cases. Since then, more than 650 defendants in Cleveland have been indicted in previously unprosecuted rape cases. Most recently, Dissell’s reporting with colleague Brie Zeltner uncovered Cleveland’s failure to investigate when children were poisoned by lead, which spurred local and statewide policy changes. Dissell’s nine-part narrative series “Johanna: Facing Forward” won the 2008 Dart Award for Excellence in Coverage of Trauma. The story started a conversation about teen dating abuse and has since inspired a stage play. Dissell is an adjunct professor at Kent State University, her alma mater.

J.P. Rigaud – Detective
J.P. Rigaud is currently a special agent with the Ohio Bureau of Criminal Investigation. He was formerly a police officer with the Steubenville, Ohio police department and was the lead investigator in the Steubenville case. He is the board president of A Caring Place, a child advocacy center in Steubenville, Ohio.

Marianne Hemmeter – Lead special prosecutor in the case for the Ohio attorney general’s office
Marianne Hemmeter served as a special prosecutor for Ohio attorney general Mike DeWine. While at the Ohio attorney general’s office, she prosecuted criminal cases in 23 different counties throughout Ohio, including the much-covered Steubenville rape trial. Hemmeter also served on the Ohio attorney general’s statewide sexual assault response team and was recognized as a domestic violence subject matter expert for the Ohio Peace Officer Training Commission. She is now a judge in Delaware Municipal Court.

Walter Madison – Defense attorney
Walter Madison is based in Akron, Ohio. He represented Ma’lik Richmond in the Steubenville case.
ADDITIONAL PEOPLE APPEARING IN ROLL RED ROLL

- Local DJ - heard throughout film
- Trent Mays - primary suspect, adjudicated delinquent
- Ma’lik Richmond – suspect, adjudicated delinquent
- The Football Coach
- Michael “Nodi” - student, featured in video joking about rape
- Mike McVey – former Steubenville City Schools superintendent
- Anthony - student, was present at the assault and took photos of what happened, was given immunity
- Shawn - student
- Mark - student whose house was the location of the assault, was given immunity
- Evan - student, was present at the assault and made the video, was given immunity
- Anonymous - international hacktivist group
TIMELINE OF EVENTS

2012

AUG 11
Pre-season football parties are happening in Steubenville, Ohio. Over the course of the night, the crime takes place.

AUG 12–22
Kids tweeting and texting about the crime. Police interviews occur.

AUG 14
Jane Doe and her family make a report to the police.

AUG 17
The town of Steubenville requests that the Ohio attorney general’s office handle the investigation.

AUG 22
Trent Mays and Ma’lik Richmond are arrested.

AUG 25
Alexandria Goddard, local crime blogger, posts social media discussing the rape and the Instagram photo of Jane Doe being carried.

SEPT 2
Operating on tips from locals, Cleveland-based journalist Rachel Dissell of The Plain Dealer publishes her first story on the Steubenville case.

SEPT 3
A 14-year-old girl from Steubenville High School reports a rape that occurred in April 2012.

OCT 31
Alexandria Goddard is sued by a local family for defamation. She and a friend tag the news #freespeech and call for the help of Anonymous.

DEC 16
The New York Times publishes “Rape Case Unfolds on Web and Splits City.”

DEC 23
Anonymous hacks the high school website and releases a warning video. They also share the video of the kids laughing about the rape. This video goes viral and ignites global news coverage and outrage.

Dec 29
Anonymous and locals organize #OccupySteubenville rallies and protests in Steubenville to demand swift justice and a fair trial. Hundreds attend and hundreds of women speak.

2013

MAR 13
Trial for Trent Mays and Ma’lik Richmond begins.

MAR 17
Trent Mays is sentenced to a minimum of one year in a juvenile detention center, plus an additional year for taking photos of the victim. Ma’lik Richmond is sentenced to a minimum of one year in a juvenile detention center.

Attorney general Mike DeWine calls for a grand jury investigation to determine if obstruction of justice or any other crimes of that nature occurred.

NOV 25
Five grand jury indictments are handed out to school officials, including the superintendent. The head football coach is not indicted.

2015

JAN 2
School superintendent Mike McVey resigns, and four other school officials resign as well.
**DISCUSSION GOALS**

*Roll Red Roll* is a film designed to create greater awareness of sexual violence and the culture that enables it. It is meant to be a call for all of us to challenge those parts of our culture and communities. Giving folks who watch *Roll Red Roll* the chance to reflect on the film and discuss it further can greatly enhance learning and the potential for change. This guide is meant to help you do that as effectively as possible.

Specifically, the film explores key cultural themes related to sexual violence, including but not limited to:

- The nature of sexual assault and rape culture, the culture of those who commit and/or are complicit with it
- The culture of men and boys’ athletics and sports in the United States
- The role of coaches, parents and others in preventing or enabling sexual violence
- The role of technology in addressing sexual violence
- The role of masculinity and gender norms in enabling or preventing sexual violence

In addition to screening the film and hosting discussions, we encourage you to get creative and do more! Connect the film and discussion to a larger context. Teachers can use it as class content for students, include it in training for school staff and coaches and organize screenings for parents and others in the community. The more you can connect a screening and discussion to a larger context (group project, co-curricular activities, local resources and so on), the more deeply participants will connect to the issues addressed by the film. The goal of raising awareness is to inspire others to take action challenging sexual violence and rape culture, so come up with simple actions that participants can take.

For example:

- Invite staff from a local rape crisis center to the screening to talk about their work. Encourage participants to donate money or volunteer at the center.
- Organize local high school athletes to support survivors of sexual violence.
- Find out what local and national events are happening around sexual assault prevention and coordinate a group to join them, especially during April, which is Sexual Assault Awareness Month in the United States.
- Coordinate and offer a follow-up training/workshop on how to intervene and disrupt sexual violence and rape culture in more depth.
- In addition to sharing informational resources for survivors of sexual assault, share resources for men and others to prevent rape (see Resources section on Page 19).

Finally, remember to print copies of the audience feedback survey to distribute to your audience to complete and hand back to you at the conclusion of your event. The survey form is included at the end of this guide.
Before showing the film:

Roll Red Roll is about sexual violence and focuses on a specific sexual assault that occurred. It can be an intense film to watch and discuss. There are some strategies you can use to create an environment where participants feel as comfortable and safe as possible.

- Watch the film before screening it. This will give you a sense of the most appropriate audiences for it and how the particular audience you are gathering might react to the film. This will also help you decide what type of conversation you want to facilitate, how best to go about that, what resources would be most helpful to have ready and who else, if anyone, to invite to the screening and discussion.
- Let the audience know what Roll Red Roll is and the issue it addresses. Statements such as “This film is about a sexual assault that occurred and can be difficult to watch and talk about, regardless of whether you or someone you know has ever been affected by violence” can go a long way toward preparing people.
- Have resources available before and after the film for participants. These can be the numbers for local and national hotlines and the URLs for websites regarding sexual violence, having members of a local rape crisis center on site for participants to talk to and offering specific options for participants to take action against sexual violence.

Immediately after film showing:

- Give folks a minute. When the film ends, it is important to let people have a few minutes to process things, sit quietly if they need to or maybe get a breath of air before jumping into a discussion or whatever is planned next. You can hand out Post-It pads or scrap paper and invite them to write down thoughts/feelings about what they saw. They don’t have to share these, but doing this can offer some time for self-reflection. Or ask each participant to process initial thoughts and reactions with a partner or the person next to them.
- If there is no discussion or other event planned after the film, make sure to share the resources you have gathered and let participants know that the film can bring up a range of feelings. Invite them to take action on this issue, whether volunteering for a local rape crisis center or hosting a screening of Roll Red Roll in their community. If appropriate, gather participant contact information to stay in touch and share information about other events.

Before facilitating a discussion:

- Watch the film beforehand and think about what questions and discussion prompts (see Page 11) might be most meaningful and effective for your expected audience. If you are inviting others to facilitate a discussion, set up a preview screening for them beforehand.
- Think about who would be best to facilitate or co-facilitate a discussion about the film. Reach out to local and online resources and experts to see who might be available to help lead the discussion. Often discussions about sexual violence and rape are led by women, and speakers are often survivors. We also encourage and invite you to explore inviting men (survivors and/or not) to join and assist in facilitating where possible. A critical theme of Roll Red Roll is that “toxic masculinity” contributes to and normalizes rape culture and specifically the current culture of young male athletes. Think about who might be a good speaker from this perspective, and also be sure to check out the resources listed at the end of the guide on Page 19. Men speaking out in support of women and other folks against sexual violence presents a powerful message and can motivate other men to action. It can be especially effective for a man to speak in partnership with a woman or to have a man and a woman act as co-facilitators/panelists.
- Think about your concrete goals for hosting a screening and discussion, sketch them out and explore them a bit so you can design a powerful experience for participants. Goals might include creating awareness of specific aspects of rape culture and sexual assault, creating space for discussion of myths concerning sexual violence
or motivating participants to do something about the issue. The more specific you can be the better you can prepare.

- Is there anything in the participants’ community that might be affected by or affect a screening and discussion of the film? For example, if you are showing the film at a school or in a community where there has recently been a sexual assault, you might want to think carefully about the timing of the screening and the content of the discussion.

**Leading the discussion:**
Leading a discussion about sexual violence can be challenging, so remember your concrete goals and prepare as much as you can. And of course be ready for the possibility that you will have a very different discussion than you planned, depending on how your participants react to the film. Some strategies for a successful discussion include:

- “I don’t know”. No one knows everything, and misinformation about this issue can be harmful. Learn some key facts beforehand and have information/resources on hand relating to the focus of the discussion and what you think might come up. Offer to follow up with anything that you cannot answer in the moment, or to connect someone to a more informed resource.

- Disclosures. It can and does happen that someone who watches a film about sexual violence is motivated to disclose their own experiences with it, most often as a survivor or a friend of a survivor. This might happen during the discussion or even afterward, one-on-one with the facilitator. Prepare for this possibility: Have contact information for resources (see Resources below on Page 19, listen respectfully to what is being shared, be aware of your own feelings and boundaries and take care to not be judgmental in your reactions. Having an expert, such as a victim’s advocate, present for the screening and discussion afterward can make a big difference. On the other hand, unless you know all of the participants in the discussion (e.g., they are your students), you might want to check to see if anyone present is with law enforcement, is a mandated reporter (including yourself), is with the press or is in any other relevant role. Identify anyone who may have a conflict if abuse is disclosed in their presence and make sure that everyone participating is aware of who is in the room. Your goal is to make participants feel as comfortable as possible sharing as much as they want to.

- Problematic/inappropriate reactions/comments/questions (those that victim blame, deny perpetration or promote rape myths, including racist/homophobic comments). Decide beforehand how you might handle the situation if something like this comes up. People react to talking about violence in a variety of ways and for a variety of reasons. They might be reacting to content that is triggering for them; they might be defensive and are trying to derail the conversation; or they might be struggling with things that they have done. If you are unsure at first how to respond to such comments, you can always ask other participants whether they agree and why or why not. Chances are someone will have a good response, but plan ahead and think about how you might respond, too. Feel free to listen/engage as appropriate, but try not to let the larger discussion become derailed. You can offer to talk with the participant in more detail after the discussion.

**KEY THEMES AND QUESTIONS**

**Initial Questions**
It can be helpful to begin a discussion of *Roll Red Roll* with open-ended processing questions. These give participants time to take in what they saw and process any feelings that have come up for them, and they help you to gauge the room and participants’ initial reactions. Some groups will be completely silent immediately after the film ends; others might be ready to jump into questions and discussion. Either way, taking a minute can be helpful. Facilitators can do this as a large group or in pairs/small groups with a large group report-back.

Some starting questions that work well include:

- “How are you feeling?”
- “What do you think about the film?”
- “What struck/surprised you about the film?”

You can then segue into some general content questions and prompts for discussion, such as:

- “How would you sum up what the film was about?”
- “How would you sum up what happened in the film?”
- “Who did you connect with (if anyone) in the film?”
- “Was there anything that did not surprise you?”
- “Who do you think was responsible/most responsible for the sexual assaults committed in the film?”

**Key Themes For Discussion**
Initial questions and discussion can help you decide what type of deeper conversation would be most fruitful for the participants and what themes to discuss further in addition to anything you might have prepared beforehand. Below are some of the key themes addressed by *Roll Red Roll*, along with questions, prompts and notes for discussion. Feel free either to follow the thematic order we suggest below, or to address themes in the order you think is best.
What Is Sexual Assault?
The sexual assault and related behavior documented in Roll Red Roll present a critical opportunity for participants to identify and counter some of the most prevalent and harmful myths about sexual assault and rape. You can discuss the myths as a large group or split participants into smaller groups and give each group a myth to discuss (and debunk).

To begin this section of discussion, it can be helpful to come up with a working definition of sexual assault with the group. While a wide range of activities and behaviors fall under the broader umbrella of sexual violence, Roll Red Roll focuses specifically on sexual assault and the culture that promotes it. Begin by acknowledging that as a society we have different definitions and understandings of sexual assault — legal and policy definitions, cultural understanding and more. Ask participants what they would include in a simple definition of sexual assault or rape. Try to build a group consensus and come up with a one- to two-sentence definition to use. Ideally, write it down somewhere visible so you and the group can refer back to it as needed. Make sure to include some version of the following points:

- Someone using force or coercion to achieve sexual activity with another person
- That the lack of explicit consent alone can constitute assault
- Someone is forced or coerced into some kind of sexual activity
- The victim/survivor does not consent or is unable to consent to the activity

There might be disagreement or discussion on some points. Challenge anything that is problematic or incorrect. While your goal is to identify a simple working definition for the discussion, it may be helpful for you to share one or more actual definitions (state rape laws, federal laws, campus policies) as well.

MYTHS AND REALITIES OF SEXUAL ASSAULT

There are a number of different ways to discuss these myths. Choose one and invite participants to discuss what that myth looks like in everyday life, the harm it can do and whether or not they believe it is true and why. Or present each myth and task participants with discussing it in smaller groups; ask them to agree or disagree with each myth and give them the reality behind the myth. Be creative in finding ways to debunk myths about sexual assault that will help participants understand and identify such myths on their own, and be ready to challenge them effectively. Below are some of the key myths that exist and can be seen in Roll Red Roll and discussed, but this list is by no means exhaustive. Feel free to add others you feel are important to discuss and be sure to consider which will be most relevant for your participants.

**MYTH: Rape is a women’s issue.**

**Examples from the film/how this myth presents:** Different people in the film minimize rape by framing it this way. The local DJ refers to it as a “he said/she said” situation, and various people in the town primarily focus on Jane Doe’s actions and how they might have “provoked” the boys’ behavior.

**The harm it does:** This myth ignores the fact that while women and girls (especially women and girls of color, indigenous women and girls and LGBTQ women and girls) are disproportionately victims of rape, men and boys are often victims as well. It ignores the fact that the overwhelming majority of sexual violence is committed by men—regardless of the gender of the victim. It ignores all men’s responsibility to address sexual assault. Additionally, society as a whole values women’s experiences less than men’s experiences, so seeing rape as a women’s issue often leads to minimizing the problem.

**The reality:** Sexual assault affects us all. Statistically, most of us know someone who has experienced sexual assault, even though that person might not have told us about it. Rape is a community issue, an economic issue, a human rights issue, a criminal justice issue and more. It is also very much a men’s issue, because:

- Most men know survivors of sexual assault
- Most men also know people who commit rape
- Men commit the overwhelming majority of sexual violence
- Men are also victims of rape themselves
- Men have a responsibility to prevent rape

If we do not see sexual violence as more than a women’s issue, it will be impossible for us to challenge it effectively. In the film there are multiple examples of men who had the opportunity to prevent or intervene in the assaults that occurred and did very little, or nothing at all. This myth plays a large role in fostering men’s silence and inaction around sexual violence.

**Additional questions for discussion:**

- “Whose problem is rape according to society? Give examples.
- Do you believe that sexual assault is a women’s issue? Why or why not?
While similar to the myth above, this more specific myth does a lot of harm and makes it very difficult to prevent sexual assault. It is also closely tied to victim blaming, another myth discussed below.

Examples from the film/how this myth presents: As seen in police interviews and other interviews of students, this myth often presents itself less overtly and is often camouflaged by supposed concern for women’s welfare and safety. There is a long history (especially on college campuses) of rape prevention being defined as all the things women should do to be smarter and keep themselves safe. The things we tell women and girls are also often themselves examples of rape myths, such as society’s focus on “stranger danger” when talking about sexual assault. While sexual assaults committed by strangers do occur, they make up roughly 15 percent of all rapes nationally. And yet we routinely tell women to primarily or only fear men they don’t know, the proverbial stranger lurking in the bushes. In actuality, most assaults take place between acquaintances, such as the assaults against women and girls to behave in ways that will help them avoid being raped or sexually harassed. The reality is that all manner of people in all manner of dress are assaulted, regardless of what they wear.

The harm this myth does: Teaching women and girls to behave in ways that will help them avoid rape is problematic and harmful on many levels. Firstly, it does very little, if anything, to actually lower a woman’s chances of being assaulted. Most importantly, seeing “not getting raped” as solely a woman’s responsibility means that when a woman is assaulted we tend to see it as her fault. “If only she had been smarter, had made better decisions” is a sentiment heard throughout Roll Red Roll. This often causes harm and trauma to survivors of assault.

The reality: It is everyone’s responsibility to intervene against sexual violence. We all play a role in either enabling rape or preventing it. We all can take steps to better address the issue and support those most affected by it. Since high levels of sexual violence against women and others do exist, it is important to think of ways we can all be safer, but these must be based on facts and not simply take the form of blaming the victims of violence. Our work needs to exist on both an individual level and a systemic one: What can our schools, houses of worship and teams do?

Additional questions for discussion:

- “What are some of the things that society tells women and girls to do to avoid being raped? From the film? In general?”
- Whose responsibility is it to prevent rape?
- What, if anything, does society tell men to do in order not to be raped?
- What harm is caused when we say that “not being raped” is a woman’s responsibility? Why do some people see this as unfair?”

Examples from the film/how this myth presents: Multiple people talk about and focus on Jane Doe’s decision to go along with the guys, to get in their car or to drink as at least part of the reason she was assaulted. As discussed above, if society sees “not being raped” as a woman’s responsibility, then when someone rapes a woman it must have been her fault, i.e., she didn’t do a good enough job of averting the assault. This myth is often presented overtly with friends, family members, officials and even law enforcement asking why victims dressed as they did, acted as they did and went where they did or asking about victims’ histories of consensual sex.

- 13:00 - bakery, “Most women want it.”
- 13:30 - “Didn’t used to be a big deal.”
- 14:00 - Slut shaming Jane Doe.
- 14:40 - Women lie about rape to cover up having sex.
- 19:30 - “Maybe she was posting pics that made the boys do what they did”; FB “slut” account; she was at a party she shouldn’t have attended and has to take some responsibility for her actions.

The harm it does: Victim blaming is an extremely harmful and problematic part of how society views sexual assault. While everyone reacts to violence differently, rape often causes physical and emotional effects for survivors. This harm can be greatly increased when victims are blamed for the violence done to them by someone else—or as in the example from the film noted above (at 14:40) — accused of lying about the rape; both are common misconceptions perpetuated in the media and in public discourse. Victims often blame themselves for what happened and can lose faith in their ability to make good decisions. Victim blaming also completely erases the person who chose to commit rape from the equation—which means there will be little to no accountability for the violence committed, making it that much harder to stem the tide of sexual assault.
The reality: On one hand, it is pretty simple. When someone commits rape, their actions are 100 percent their fault and responsibility, full stop. Discussions about how we can all be safer are fine, but blaming victims of violence is not. Victim blaming is often tied to a person’s identity as well. Women of color, lesbian, bisexual and trans women, native/indigenous women and others are disproportionately targets of sexual assault, and are often blamed in ways tied to their race, ethnicity, sexuality and so on.

Identifying and challenging overt and subtle victim blaming is one of the most important actions we can take to transform a culture of sexual violence. It is also important to recognize how we as individuals and as a whole are socialized to see avoiding rape as a woman’s responsibility, and therefore we are all most likely guilty of victim blaming to some extent. We need to check ourselves as well as others.

Additional questions for discussion:
- Have you ever seen, heard or participated in victim blaming? In the media? In popular culture?
- What are some of the potential effects of victim blaming? On survivors of sexual violence? On society as a whole?
- What are some ways someone might interrupt or challenge victim blaming when it happens?
  - Have some examples ready to share if participants are having trouble coming up with anything. It is often helpful to have them brainstorm first in pairs or small groups and then report back to the larger group. Give them a concrete example of victim blaming from the film, or play a clip as a prompt to help them if needed.
  - Confront victim blaming when you see or hear it, either in the moment or later on.
  - Be aware of the subtle ways that victim blaming exists, especially presenting as concern.
  - Share statistics and facts about underreporting of sexual violence to drive home the harm caused by victim blaming.

MYTH: Most women lie about being raped.

Examples from the film/how this myth presents:
The radio DJ in the film refers to what happened as a “he said/she said” case, and says, “It is easier for girls to say they were raped” than to tell the truth about having sex to their parents. A rape claim is often portrayed as a choice to have consensual sex that a woman later regrets.

The harm it does: The belief that most claims of rape are false is both a sign of the idea that women cannot be trusted and a way of perpetuating that idea. The message is that women’s voices are not to be believed or valued. That in itself is harmful. Additionally, this myth is one of the key reasons that most sexual assaults go unreported. Survivors know that there is a good chance they won’t be believed—by friends and family or by society at large.

The reality: The reality is that women and others make false claims of rape as often as people do about other crime—2 to 10 percent of claims are false. (https://www.nsvrc.org/sites/default/files/Publications_NSVRC_Overview_False-Reporting.pdf) Yet as a society, our first instinct is not to believe someone who says they were raped. Men and boys are actually more likely to be sexually assaulted or raped themselves than they are to be falsely accused of violence. While false reports of rape are wrong and should be taken seriously, the more common problem is that the overwhelming majority of victims don’t report sexual assaults. No one should feel pressured to report an assault if they do not want to, but not knowing when assaults happen makes it more difficult to address them. We must make it safer and more comfortable for victims to report what happened to them and get the help they need by believing them. We must also understand that possibly part of the reason people want to think the claims are made up or false is that the numbers are so high, the reality so staggering. There could be some cognitive dissonance at play.

Additional questions for discussion:
- Why do you think people so often doubt women or others who say they have been raped?
- What harm is done when we don’t believe victims?

THE POWER OF LANGUAGE

Language obviously plays a key role in shaping our culture and the norms and rules that govern our lives. We use language to express ourselves and to police each other’s behavior. Language expresses a lot: who we value and who we don’t value, who we believe and listen to and who we don’t believe. We use language to either prevent or promote sexual violence, and both can be seen in what happened in Steubenville. Language is an important theme throughout Roll Red Roll. Rape jokes told by students on video and through social media normalized the sexual assault that was committed, while Shawn tried to speak out against what was happening. Alexandria Goddard
used her words online to break the silence about the assault. Local folks used their voices in public, sharing their experiences with sexual violence and demanding justice. Others were empowered by their status to silence and cover up the rape in August and the previous one as well. Discussing language will help participants be more aware of their own language moving forward and hopefully inspire discussion participants to speak up and use their voices more often.

- What are some examples of how people in the film used language/their voices to speak out against sexual assault/rape?
- What are some examples of people in the film using language to reinforce, minimize or normalize sexual assault/rape?

How did you feel watching Nodi and others’ language/joking in the video leaked by Anonymous?
- 41:00 - Nodi video

How does language and joking like that in the film show how people—especially men—are desensitized to violence?

How did you feel watching the local townsperson sharing their stories of experiencing violence during the #OccupySteubenville rallies?
- 45:00 - rallies

Have you ever heard language like this? Have you ever used it yourself?

Would it make a difference if the video showed women using that language and making jokes rather than men?

TECHNOLOGY AND SEXUAL VIOLENCE

Technology is a tool, and like language it can be used in both positive and negative ways. It can also have unintended effects. While what happened in Steubenville was in many ways a textbook case of alcohol facilitated sexual assault, it was also a unique case, in that bystanders and perpetrators used a wide range of social media platforms to document the crime, and the public has unprecedented access to that documentation. This provides a rare opportunity to discuss concrete ways that technology can be used as a tool to promote, or prevent, sexual violence.

- What are some ways that technology was used to make the situation worse? What are some ways that technology played a positive role?
- How might the case have occurred differently had technology not been involved to the extent it was?
  - 43:00 - rape culture was put in their face
  - 45:00 - survivors speaking up
- What would you do if you saw social media posts like those in the movie being shared online?

MASCULINITY AND GENDER NORMS

Anyone can commit an act of sexual violence against anyone, regardless of gender, race or other aspects of identity. On the other hand, sexual assault statistically is typically committed by men, whether the victims are women, children, men or boys or transgender folks.

Gender norms are a huge factor in different forms of gender-based violence, such as sexual assault. Some of the things we teach each other about what it means to “be a man” (violent, tough, in control, dominant over women and other men, heterosexual, having lots of sex) or “act like a lady” (passive, quiet, available to men for sex but also not “easy”) are at the core of why sexual violence is so prevalent, normalized, excused, minimized and covered up. Roll Red Roll gives a rare look into the culture of young male athletes in the context of the assault that was committed in Steubenville, as well as the norms and actions of the adults around them.

A deeper understanding of the role that masculinity plays in normalizing and promoting sexual assault is critical to challenging sexual violence. Helping men and boys become more aware of these norms and how they are policed in society will improve their lives as well.

Men and boys are also victims and survivors of sexual assault, most often at the hands of other men. The same gender norms that are a factor in men committing sexual assault can be a major obstacle to men reaching out and getting help when dealing with sexual assault.

It can be helpful to note that men and masculinity are not inherently violent, but often society’s definition of “a real man” and the ways men police and prove their masculinity to others are harmful. And while most (but not all) sexual violence is committed by men, most men choose not to commit overt acts of sexual violence. But men often stay silent about or collude with violence, as seen in the film, and masculinity norms are at the heart of much of this.

A more specific aspect of this theme to explore in relation to Roll Red Roll is how athletics and football culture intersect with masculinity and sexual violence.
Depending on your audience makeup, you can incorporate questions on this topic as well. Below are some suggestions:

- What do you think the different people in this film might believe it means to be a man?
- Share some examples of times in the film where you felt that someone was trying to show off or prove their masculinity.
- Share a time that you remember being socialized to gender norms? How did it happen?
- What role if any do you think masculinity played in the decisions of those who committed or colluded with the sexual assaults in the film?
- What role did masculinity possibly play in these scenes:
  - 51:30 - Cop interview, “be a man”
  - 41:00 - Nodi video
  - 1:05:00 - Shawn speaking up
  - 25:00 - Coach interview
- What norms of masculinity (what society tells us it means to be a real man) do you think help promote and normalize sexual violence? Can you think of any concrete examples of this from the film? From outside the film?
- Can women and girls also promote unhealthy norms of masculinity? How so?
- What are some ways that men and boys police each other in terms of masculinity?
  - 51:30 - Cop interview, “be a man”

What are some things that men can do to challenge norms of masculinity that might be harmful or violent?

- Letting participants work in pairs or small groups to start with can be effective here.
- Having some examples and resources for this question will be helpful as well.
  - Talk with others in your life about masculinity and gender norms.
  - Think about what norms you were raised with and the source(s) of the messages you get about being “a real man.”
  - Think about how these norms affect your life, and the lives of those around you.
  - Think about how these norms might contribute to the prevalence of sexual violence.

ACCOUNTABILITY AND RESPONSIBILITY FOR SEXUAL ASSAULT

Being accountable means being responsible for an action taken or a decision made. Being responsible for something means that you acknowledge that you are the cause of something that happens, or that it is your duty to make decisions about and deal with a given situation.

So what do accountability and responsibility look like in regard to sexual assault? Too often we focus only on the criminal justice system when it comes to accountability for rape, and we turn to the system only after the assault occurs. Many see this as an inadequate response to the problem. There are a number of valid criticisms and concerns about the criminal justice system, especially relating to race and gender, and most sexual assaults go unreported, especially to law enforcement. A very small percentage of people who choose to commit rape are ever charged, let alone convicted. The criminal justice response to sexual violence also does not address the broader culture of sexual violence in which we all live—it keeps the focus solely on individual people making individual choices. Envisioning additional options for accountability on this issue can be difficult, so the discussion is important. You can look into resources and other options, to discuss, such as community-based accountability, restorative justice models and more.

Who is responsible for such a wide-reaching and prevalent problem? What role do we all play in challenging the culture of sexual violence in which we live? While you might get a range of answers to some of the questions below, the primary goal of this discussion is to help participants understand the responsibility we all bear for ending sexual assault, as well as to better understand what accountability might look like for those who commit sexual assault.

- What are some things that men can do to challenge norms of masculinity that might be harmful or violent?
  - Letting participants work in pairs or small groups to start with can be effective here.
  - Having some examples and resources for this question will be helpful as well.
    - Talk with others in your life about masculinity and gender norms.
    - Think about what norms you were raised with and the source(s) of the messages you get about being “a real man.”
    - Think about how these norms affect your life, and the lives of those around you.
    - Think about how these norms might contribute to the prevalence of sexual violence.

- What role—if any—do you think the status of the football players played in what happened?
- Do you think this story would have been different if the students involved had not been on the football team? How?
- How does football culture (in the film and in America in general) potentially contribute to specific norms of masculinity and what it means to “be a man” in society? How do these overlap with a culture of sexual violence?

- Who is responsible for such a wide-reaching and prevalent problem? What role do we all play in challenging the culture of sexual violence in which we live? While you might get a range of answers to some of the questions below, the primary goal of this discussion is to help participants understand the responsibility we all bear for ending sexual assault, as well as to better understand what accountability might look like for those who commit sexual assault.

- Who do you think is responsible/most responsible for the assaults in Steubenville? Why do you think so? Who has the least responsibility? Who, if anyone, do you feel was not responsible?
- Do you think those responsible for the assaults in Steubenville were held accountable for what they did? Why or why not? In what ways?
- What did you think about Trent Mays’s and Ma’lik Richmond’s statements in court in regard to responsibility or accountability?
What are some ways that those responsible could be held accountable?

What does the fact that so many students openly posted jokes, details, names, locations, pictures and videos relating to the assault say about how they saw their chances of being held accountable for their actions?

What did you think about Anthony, Mark and Evan receiving immunity in exchange for their testimony?

What responsibility does the Football Coach have for the culture of the football team and for the assault? The other school officials who were also charged? The parents of those involved?

What were some of the ways/reasons that those involved were not held accountable?

What role did gender play in the lack of accountability? What about race? Age? What other factors played a role? Status as football players?

What if any limitations were there in how the criminal justice system handled the assault that was committed?

What might accountability for sexual violence and assault beyond engagement with the criminal justice system look like?

The responsibility and role of men challenging sexual assault

Needless to say (yet still important to say), most of what happened in Steubenville and what is documented in Roll Red Roll happens all too often. In order to change the culture of normalized sexual violence in which we live we have to take action and make change on individual, peer, community and societal levels. Without everyone’s involvement it is unlikely that things will change soon, if ever. This is especially true for men and boys, who have not traditionally participated in efforts to address sexual violence. It is easiest to begin with examples from the film, and then broaden the discussion to participants’ lives. Letting participants work in pairs or small groups to start with can also be effective.

What are some examples of people in the film who you feel did the right thing in response to the assault?

- Shawn speaking out and testifying?
- Mark admitting to the cops that Trent and Ma’lik had planned the assault?
- Survivors speaking out at the public rallies?

Choose one person from the film, and think of one or two concrete things that they could have done to prevent, intervene in or respond better to the assault.

- 1:12:00 - adults should have done something
- 1:13:00 - adults who didn’t protect the victim
- 1:11:00 - adults who didn’t protect the victim

There are many ways that someone can challenge sexual assault and rape, such as:

- Culture change: Discuss and raise awareness about gender norms and rape myths. Challenge them when you see or hear them.
- Risk reduction/consent education: Participate in education about consent and sexual violence. Make sure those around you have information about this issue.
- Bystander intervention: If you see or hear sexual violence or hear about sexual violence that someone is going to commit, is currently committing or has committed, speak up. Do something in as safe a way as possible. Also intervene when people act out in ways that blame the victim of sexual violence or promote unhealthy or violent gender norms.
- Believe and support survivors: If someone tells you they have been assaulted, believe them. Give them information if you have any, and be supportive of their feelings and choices. Connect them to resources as appropriate, and offer them options to meet their needs.
- Practice accountability: Challenging sexual violence is everyone’s responsibility. If you know someone who has acted inappropriately in some way, think about what you can do to try and hold them accountable. Let them know you are not okay with what happened. Talk about what they did or what you heard, and talk with others who know what happened and decide how to deal with the situation. And don’t wait until an assault happens to start a conversation! It is much more effective to talk with your peers and community about how to respond to sexual violence when not doing so in response to a specific incident.

As part of the discussion, talk about what men can do to challenge sexual violence, or as part of the closing of the discussion (see below), talk about what
participants can do. As a large group or in smaller groups have participants brainstorm concrete actions they can take individually or together. Have them report back to the larger group or list everyone’s solutions.

Closing the discussion:
- To close a successful discussion regarding Roll Red Roll and sexual violence, it is important to make sure that participants are connected to any resources they might need or want and that you have shared concrete next steps that participants can take if they so choose.
- Make sure to leave some time at the end of the discussion to check in with participants about how they are doing. This can be informally checking in with the group or it can be each participant sharing how they feel as the last thing you do together. Ideally you as facilitator or any of the experts who might be in the room will be available to talk to any participants who want to speak one-on-one about how they are feeling or those who have questions.
- If you noticed during the film or the discussion that anyone seemed upset in any way, it might be a good idea to gently check in with them as appropriate. You can ask them how they are doing, or simply remind them that there are resources available if they have any questions or want to talk further.
- Make sure to share two or three resources (ideally one local and one regional or national) for more information on or support for dealing with sexual assault. (See Resources below on page 19.)
- Before the screening and discussion you should have ready one or two simple and concrete actions participants can take, such as:
  - Host a screening of Roll Red Roll in their own communities.
  - Reach out to/volunteer at a local rape crisis center.
  - Donate to organizations that work with survivors of sexual assault.
  - Participate in upcoming local or online events that address sexual violence.
  - If appropriate, gather contact information of participants in order to stay in touch with more information about upcoming events.

After the discussion:
- Congratulations on facilitating a critical and difficult discussion! Whether you do this every day or this was your first time, you did a good thing and that deserves acknowledgment. So thank you!
- Reflect briefly on what worked and what didn’t work. Jot down some notes about the conversation, difficult questions or answers that came up and any follow-up you might have promised to a participant (such as resources or contact info.).
- Please share the completed audience surveys with the Roll Red Roll team by scanning and emailing them to info@rollredrollfilm.com. The feedback from your audience will help us understand the impact of the film and these discussions. The survey template is included at the end of this guide.
- Connect with us on social media and share pictures, quotes and other highlights from your event with the Roll Red Roll community:
  - #RollRedRollDoc
  - @RollRedRollDoc (Twitter)
  - @RollRedRollDoc (Instagram)

  Do it again! Now that you have one discussion under your belt, why not plan another? What other communities might benefit from seeing and discussing Roll Red Roll? Reach out to schools, your workplace, family and friends or other groups that you want to invite into this discussion.
RESOURCES

**Roll Red Roll FILM WEBSITE**
http://rollredrollfilm.com
The official website for Roll Red Roll where you will find information on upcoming screenings, how to host screenings in your own community, opportunities to take action, and more.

**FOUNDATIONAL INFORMATION ABOUT SEXUALITY AND HEALTH**

**SCARLETEEN**
http://www.scarleteen.com
Scarleteen is an independent, grassroots sexuality and relationships education and support organization and website, founded in 1998. Visit for information on understanding abuse and assault, help getting out of danger, understanding consent, learning how to advocate for yourself and self-care tips.

**FOR MEN LOOKING TO GET MORE INVOLVED IN VIOLENCE PREVENTION**

**1IN6**
https://1in6.org
The mission of 1IN6 is to help men who have had unwanted or abusive sexual experiences live healthier, happier lives. It was founded in 2007 in response to a lack of resources addressing the impact of negative childhood sexual experiences on the lives of adult men.

**MEN CAN STOP RAPE**
http://www.mencanstoprape.org
Men Can Stop Rape is an international organization that mobilizes men to use their strength for creating cultures free from violence, especially men’s violence against women. Find a local Men Of Strength (MOST) club, for mobilizing young men to prevent sexual and dating violence.

**A CALL TO MEN**
http://www.acalltomen.org
A Call To Men works to promote a healthy and respectful manhood and shift attitudes and behaviors that devalue women, girls and other marginalized groups. It is a great resource for violence prevention education and training and promotion of healthy manhood.

**HE FOR SHE**
https://www.heforshe.org/en
HeForShe is a United Nations global solidarity movement for gender equality and provides models of ways to take action in your community.

**IT’S ON US**
https://www.itsonus.org
It’s On Us is a national movement to end sexual assault that was launched following recommendations from the White House task force to prevent sexual assault. The campaign combines innovative creative content and grassroots organizing techniques to spark conversation on a national and local level.

**MENCHALLENGING**
http://www.menchallenging.org
MenChallenging offers resources for taking action and making that action as effective as possible.

**PROMUNDO**
https://promundoglobal.org
Promundo is a global leader in promoting gender justice and preventing violence by engaging men and boys in partnership with women and girls. Check out the group’s “The Man Box” report (https://promundoglobal.org/resources/man-box-study-young-man-us-uk-mexico/) for data on young men’s attitudes, behaviors and understandings of manhood.

**INITIATIVES GEARED TO COLLEGE AND HIGH SCHOOL STUDENTS**

**INSIDEOUT INITIATIVE**
https://insideoutinitiative.org
This organization provides a blueprint for change to the current win-at-all-costs sports culture and promotes the use of sports to foster human growth.

**KNOW YOUR IX**
https://www.knowyourix.org
A project of Advocates for Youth, Know Your IX is a survivor- and youth-led initiative that empowers students to end sexual and dating violence in their schools.

**GET INVOLVED WITH ROLL RED ROLL’S NATIONAL PARTNERS**

**BIDEN FOUNDATION: ENDING VIOLENCE AGAINST WOMEN**
https://bidenfoundation.org/pillars/ending-violence-against-women
The Biden Foundation’s initiative to end violence
against women addresses violence against women using multiple strategies, from changing social norms about violence to helping survivors rebuild their lives.

**BREAKTHROUGH**
https://us.breakthrough.tv
Breakthrough is a global human rights organization working to drive the cultural change we need to build a world in which all people live with dignity, equality and respect. It works to change the attitudes and assumptions around gender that lead to violence and discrimination.

**END RAPE ON CAMPUS**
http://endrapeoncampus.org
For survivors in higher-ed seeking support: End Rape on Campus works to end campus sexual violence through direct support for survivors and their communities; prevention through education; and policy reform at the campus, local, state and federal levels.

**I HAVE THE RIGHT TO**
https://www.ihavetherightto.org
For parents and survivors: This organization started as a social media campaign using the hashtag #IHaveTheRightTo to bring safety and respect to all cultures. As an organization, it promises to be a safe place where survivors and families of survivors can come to find support, belief, advocacy and community.

**RALIANCE**
http://www.raliance.org
A collaborative initiative dedicated to ending sexual violence in one generation, Raliance strongly believes that sport is a critical partner in preventing sexual and domestic violence, both on and off the field. Learn more about strategies and programs to support your sport community to prevent sexual and domestic violence at the Sport and Prevention Center: http://www.raliance.org/sport-prevention-center.

**RELATIONSHIP ABUSE PREVENTION PROGRAM (RAPP)**
https://www.dayoneny.org/rapp
RAPP partners with high schools across New York City to provide critical teen dating violence prevention and intervention. The program provides trauma-informed individual and group counseling, classroom workshops to educate school populations on relationship abuse, professional development for teachers and school staff and community outreach.

**SAFEBAE**
https://www.safebae.org
SafeBAE is a survivor founded, teen led organization that educates middle- and high-school students about healthy relationships, dating violence and sexual assault prevention, affirmative consent, safe bystander intervention, survivor self-care and survivor rights under Title IX.

**SAFESPORT**
https://safesport.org
The U.S. Center for SafeSport is an independent nonprofit committed to ending all forms of abuse in sport. The center provides services to sport entities on abuse prevention techniques, policies and programs and offers a safe, professional and confidential place for individuals to report sexual abuse within the U.S. Olympic and Paralympic Movements.

**SET THE EXPECTATION**
https://www.settheexpectation.com
For safer athletic communities: This organization (which uses the hashtag #SetTheExpectation) is dedicated to combating sexual and physical violence through education and direct engagement with coaches, young men and boys in high school and college athletic programs.

**STEPS TO END FAMILY VIOLENCE,**
https://www.egscf.org/programs/steps
This program of Edwin Gould Services for Children and Families offers services for victims of gender-based violence and focuses on prevention, intervention and policy advocacy.

**VITAL VOICES**
https://www.vitalvoices.org
Vital Voices was created to make space for women to be heard through investment in community leaders worldwide.

**GET SAVVY ON YOUR MOBILE DEVICE**

**CIRCLE OF 6**
https://www.circleof6app.com
Circle of 6 is a White House award–winning mobile safety app designed to reduce sexual violence. It is currently used by over 350,000 people in 36 countries.

**ADDITIONAL RESOURCES FOR SURVIVORS**

**NATIONAL SEXUAL ASSAULT TELEPHONE HOTLINE:**
1-800-656-HOPE (4673)
https://www.rainn.org/about-national-sexual-assault-telephone-hotline
National hotline providing a wide range of support.

**NATIONAL SEXUAL ASSAULT ONLINE HOTLINE**
https://hotline.rainn.org/online
Private and secure online hotline.

**RAINN**
https://www.rainn.org

**ANTI-VIOLENCE PROJECT (AVP)**
https://avp.org
Support specifically for LGBTQ folk.

**BLACK WOMEN’S BLUEPRINT**
https://blackwomen’sblueprint.org
Community support for black women.
AUDIENCE SURVEY

1) PLEASE SELECT THE OPTION WHICH DESCRIBES YOU BEST.

☐ Student ☐ Parent
☐ Educator ☐ Athlete
☐ Professionals who are already involved in providing support for survivors and/or the fight to end sexual violence
☐ Other:

2) BEFORE SEEING THIS FILM TODAY, WOULD YOU HAVE CONSIDERED YOURSELF AWARE OF RAPE CULTURE?

☐ Yes ☐ No

3) AFTER WATCHING THE FILM, DO YOU HAVE AN INCREASED UNDERSTANDING OF RAPE CULTURE?

☐ Yes ☐ No

4) DO YOU HAVE ANY COMMENTS ABOUT THE FILM OR WHAT YOU WILL TAKE AWAY FROM TODAY’S SCREENING EVENT?


5) DO YOU AUTHORIZE US TO QUOTE YOU?

☐ Yes ☐ Yes, but only my first name ☐ Yes, but only anonymously ☐ No
6) AFTER SEEING ROLL RED ROLL, WHICH OF THE FOLLOWING ACTIVITIES DO YOU SEE YOURSELF TAKING PART IN: (CHECK ALL THAT APPLY)

- Talking to friends about the importance of bystander intervention (speaking up when one witnesses harassment)
- Reflecting on times when you yourself could have been a better bystander
- Starting conversations about the important role community institutions play in dismantling or reinforcing rape culture
- Taking steps to hold your own community more accountable when it comes to sexual violence
- Supporting (or increasing your support of) organizations working to dismantle rape culture
- Educating your peers about consent
- Start a discussion with your peers about toxic masculinity
- Sign up to get “10 Ways to Detox From Rape Culture” (info on RollRedRoll.com)

7) AFTER SEEING ROLL RED ROLL, DO YOU PLAN TO DO ANY OF THE FOLLOWING? (CHECK ALL THAT APPLY)

- Research the issues covered in the film
- Tell friends to watch the film
- Tell friends to host a screening
- Join an organization working on the issues
- Organize your own screening and/or discussion
- Organize a workshop and/or training
- Donate money to organizations working on the issues

8) WHAT IS YOUR NAME?

9) WHAT IS YOUR AGE?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 or older

10) WHAT IS YOUR GENDER IDENTITY?

- Male
- Female
- Non-binary/third
- Prefer not to say
- Prefer to self describe as:

11) EMAIL ADDRESS:

- SIGN ME UP FOR THE ROLL RED ROLL NEWSLETTER
- SEND ME INFORMATION ON HOW I CAN HOST A SCREENING

www.RollRedRollFilm.com    Info@RollRedRollFilm.com