



ROLL RED ROLL

TOOLKIT

HIGH SCHOOL ATHLETIC
ADMINISTRATORS,
COACHES, AND
COUNSELORS



CONTENTS

A Letter from Coach V - **3**

Resources and Support - **4**

Director's Statement - **6**

Film Summary - **7**

Pre-screening Facilitator's Guide - **8**

Overall Themes for Discussion - **14**

Resources - **30**

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Thank you to our partners for their help on this toolkit:



A LETTER FROM COACH V



Dear Coach, Athletic Administrator, or Counselor,

I wanted to take the time to thank you. You have elected to show the film **Roll Red Roll**. As a Coach I know how precious time can be. To top it all off we only have a few months in a season! Getting our players prepared mentally and physically is no small matter.

Everyone knows that coaches and administrators have one of the most powerful platforms. Athletes are motivated to do well. They desire to be a part of the family, that so often is described as our team culture. We know that most of the athlete's time will be spent with a Coach even in some cases more than a parent and many Coaches become father figures staying in touch with players long after they are done playing ball.

In showing this film it is obvious that you are concerned about the future of your athletes and not just winning and losing.

We have made the showing of this film with your time in mind. It can be shown in its entirety, which is preferred, or it can be broken up into five clips. We will break it down concentrating on key elements of the film. You decide what is best for your team. We recommend you partner with a local organization that deals with issues of trauma and intimate partner abuse just to be sure you avail yourself of any added help you might need. If you need a recommendation, we will be happy to advise.

We wish you a winning season and thank you again!

Valencia Peterson (Coach V)
Executive Director, Open Door Abuse Awareness Prevention

RESOURCES AND SUPPORT



Conversations about sexual assault can be difficult, especially for people who haven't engaged in many conversations about the topic before. As a coach, administrator, or counselor your athletes look up to you and see you as a role model, adding additional pressure to do and say the right thing when talking about sexual assault. As athletes, your students have a potential platform to affect not only their own beliefs and behavior, but that of their teammates and the school as a whole.

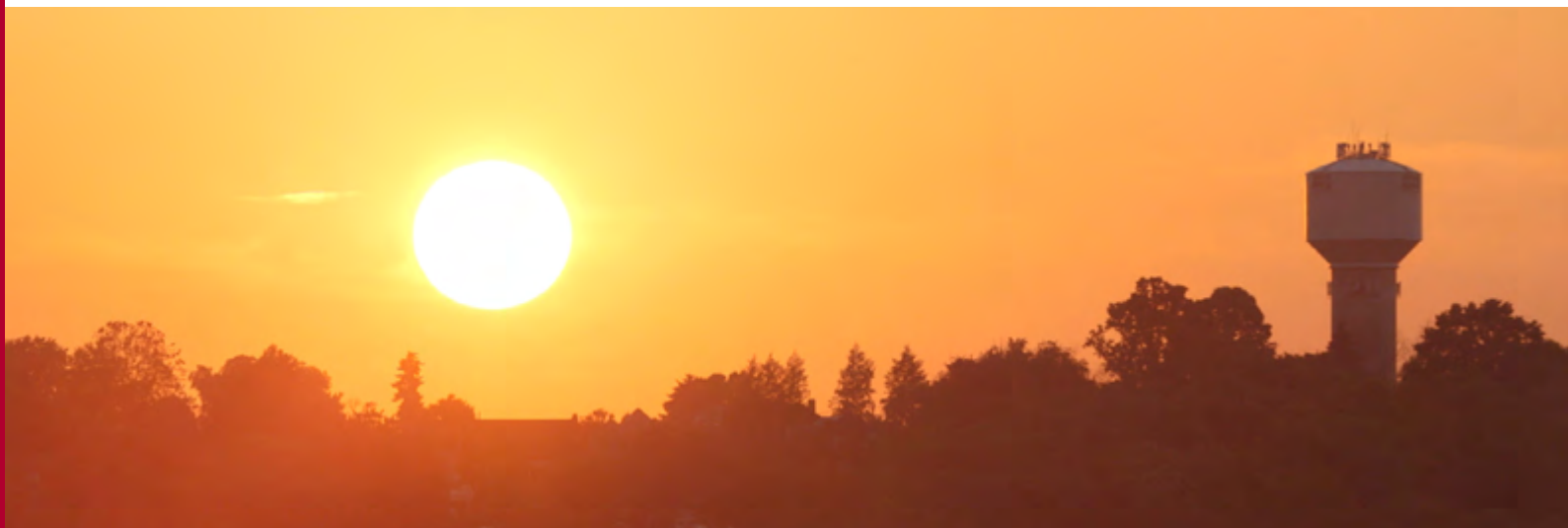
This guide is meant to support you in being as ready as possible in talking about these issues with your student athletes, and is designed as so:

- > **DIRECTOR'S STATEMENT** from the filmmaker Nancy Schwartzman, which can be an important resource to read or share with your students.
- > **OVERVIEW OF THE FILM** and the incident it describes.
- > **PRE-SCREENING FACILITATOR'S GUIDE** with background information and more to help you and anyone else that might facilitate a discussion with student athletes prepare to be as effective as possible.
- > **DISCUSSION GUIDE THEMES** - a list of key themes that the film addresses for athletes to look critically at. Whether you show the entire film and have multiple discussions about it, or are only able to show some clips with limited discussion you can choose the themes that are most relevant for you, your students, and your school.

While this guide aims to prepare you as much as it can for these conversations, many coaches, athletic administrator's and educator's find comfort in having a sexual assault advocate or prevention specialist to help facilitate conversations about sexual assault such as those that occur when screening **Roll Red Roll**. Here are some ideas for finding professionals in your area that could help facilitate discussions for **Roll Red Roll**.

- > **FIND** your local rape crisis center: www.raliance.org/rape-crisis-centers
- > **ASK** your Title IX Coordinator for campus advocates and prevention specialists
- > **OTHERS** in campus settings: guidance counselors, psychological counselors

We encourage athletic administrators, coaches, and counselors to continue to educate themselves about sexual assault and its prevention by reading this facilitator's manual and connecting with additional resources, as student athletes may have questions or other conversations after screening and discussions related to **Roll Red Roll** are concluded.



DIRECTOR'S STATEMENT



Roll Red Roll is a story that I felt compelled to tell. 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 and 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

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.

—Nancy Schwartzman
Director/Producer, *Roll Red Roll*

FILM SUMMARY

At a pre-season football 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 online by crime blogger Alex Goddard that provoked the most powerful questions about the case, and 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 engrained 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?”



PRE-SCREENING FACILITATOR'S GUIDE

Roll Red Roll is designed to create greater awareness of sexual violence and the culture that promotes it, especially in a student athletic context. It is also a call to us all to challenge those very parts of our culture and communities that promote rather than prevent a culture of sexual violence, whether we are aware of it or not. Giving your athletes 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.

One of the reasons that sexual violence is such a challenging topic to talk about is because often we find two truths that seem to contradict each other. For example, we know that anyone regardless of race, gender, age, sexual orientation, athlete or not, can commit sexual violence and can be a victim or survivor of it as well. Sexual violence is identity-neutral. And then again, it is also not. The reality of sexual violence is that it is most often (but not only) committed by men, most often (but not only) committed against women and girls. In a college setting we know that a sexual assault can happen anywhere, committed by anyone against anyone. But we also know that the majority of reported sexual assaults happen in fraternity or athletic contexts. While this doesn't mean that most athletes commit rape or that most students who commit rape are athletes, it means that college athletics - like everyone - can do more to challenge sexual violence at their schools, and that the status most athletes have often increases what they can achieve. This goes for high school athletes as well and what your students learn during these conversations about rape may prove invaluable in helping to dismantle and disrupt the perpetuation of rape culture at school and on campus when they transition into college.

A critical look at the culture of your team, of athletics at your school, of your students individually and as a group will often also help to

improve your team - to build relationships and trust. It won't be easy, but it is a worthwhile and necessary endeavor if we are going to end the epidemic levels of sexual violence - especially within sports communities.

Sports culture and rape culture overlap and interact in some key ways that are important to a discussion on these issues, both in a college athletics context and in professional sports. We are also at a time of change - there is more accountability for individual athletes and athletic organizations for sexual violence, and there are a growing number of athletes and institutions speaking out against violence as well. This is a critical time for athletes and sports programs to step up and deepen their commitment to supporting survivors of violence and to challenging sexual violence as well.

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

- > The **NATURE OF SEXUAL ASSAULT AND RAPE**, and the culture of those who commit and collude with it
- > The **CULTURE OF COLLEGE** athletics and youth sports in the U.S.
- > The **ROLE OF COACHES** (and parents and others) in preventing or promoting sexual violence
- > The **ROLE OF TECHNOLOGY** in addressing sexual violence
- > The **ROLE OF MASCULINITY AND GENDER NORMS** in sports culture and the role they play in either promoting 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 - a team project, co-curricular activities, local resources, etc. This will allow your athletes to connect in a deeper way to the issues addressed by the film. The goal of raising awareness is to inspire others to take action challenging sexual violence and the culture that allows it, so come up with simple actions that your team can take. Use the status that often attaches athletics to set a new example for the rest of school culture.

For example:



HOLD A COMMUNITY SCREENING of the film for fans, parents, alums. Invite staff from a local rape crisis center to the screening to talk about their work, encourage participants to donate money, volunteer, or support survivors in other appropriate ways.



CONNECT YOUR TEAM WITH A LOCAL COLLEGE OR UNIVERSITY team and take action together in support of survivors of sexual violence and assault.



INVITE SPEAKERS TO CAMPUS to compliment the **Roll Red Roll** discussion and greater impact. There are numerous professional athletes who speak out regularly on this issue.



PARTNER WITH SURVIVORS OF SEXUAL VIOLENCE who speak out in contexts like this and can address these issues in a powerful and personal voice.



FIND OUT WHAT LOCAL AND NATIONAL EVENTS are happening around sexual assault and join them, especially during April which is Sexual Assault Awareness Month in the U.S.



COORDINATE AND OFFER A FOLLOW-UP TRAINING/WORKSHOP for your students on how to intervene and disrupt sexual violence and the culture that promotes it.



In addition to sharing informational resources for survivors of sexual assault, **SHARE RESOURCES** for how to prevent rape.



HOW TO USE THIS GUIDE

This guide is set up primarily around key themes addressed by the film, with important background information for you as facilitator, key questions and prompts for discussion, and more. Ideally you will be able to watch the entire film.



WHAT IS SEXUAL ASSAULT

The sexual assault and related behavior documented in **Roll Red Roll** present a critical opportunity for athletes to identify and counter some of the most prevalent and harmful myths about sexual assault and rape, especially in the context of sports culture. 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 any discussion about sexual assault, it is often helpful to come up with a working definition of sexual assault with the group, to make sure you are on the same page. 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. A group-defined definition of what is and isn't acceptable regarding sexual violence can be a powerful tool for change and accountability for a team as well moving forward. Tie it to the team or school's values if expressed.

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, school policies) as well, remembering that no one definition is perfect or fits every situation, and we can always do better in our understanding of and challenging of rape and sexual violence.

Ideally, you will have time to show the film in its entirety, allowing students to get the full picture of what happened and to really connect personally with the issues raised. Even if you are not able to and use only selected clips instead, it is important to take some time to prepare to lead a discussion on a difficult and for many an intense issue. Following are some suggestions for before and after showing the film or selected clips, and for whatever discussion you choose to have.

BEFORE SHOWING THE FILM/CLIPS:

Roll Red Roll is about sexual violence, focusing 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 your students feel as comfortable and safe as possible.



WATCH THE FILM BEFORE SCREENING IT WITH YOUR ATHLETES! This will give you a sense of how they might react to the film. This will also help you decide what type of conversation you want to facilitate and 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.



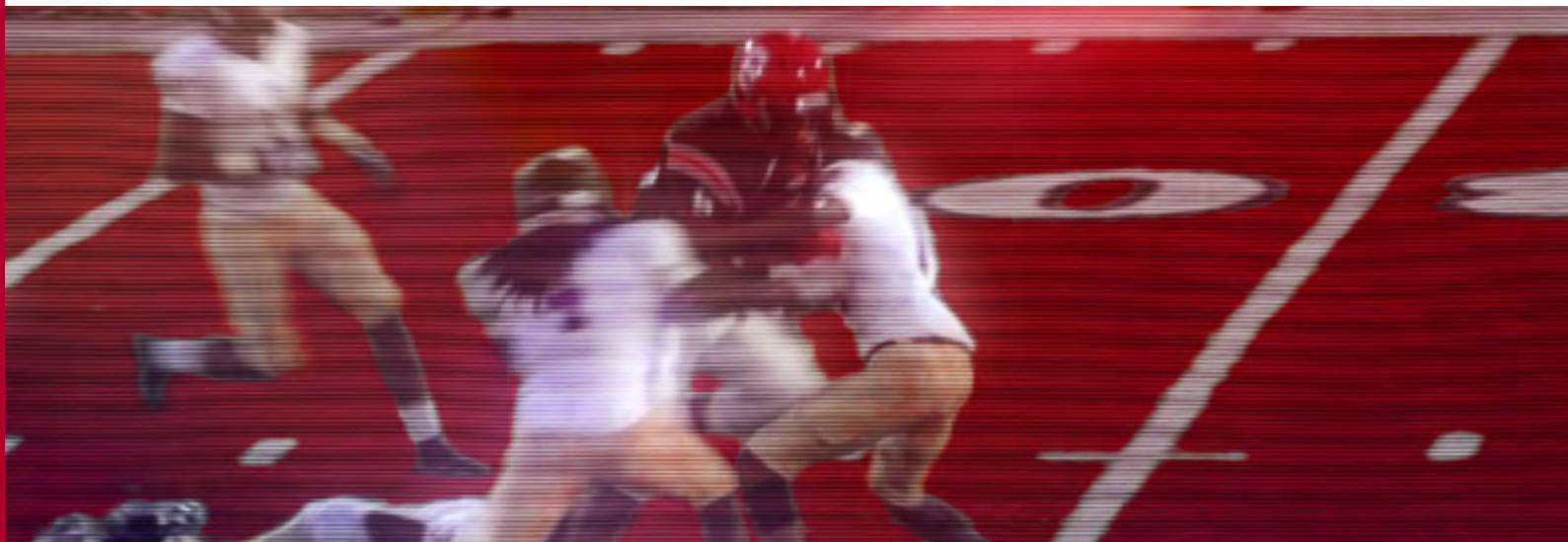
LET THEM KNOW WHAT ROLL RED ROLL IS AND THE ISSUE IT ADDRESSES. Language such as “this film is about a sexual assault that occurred and can be difficult to watch and talk about, regardless of whether you or someone you know has ever been affected by violence” can go a long way to better preparing them. Any group of people, athletes included, likely contains at least some folks who have experienced violence, know someone who has, or know someone who has committed sexual violence, if not have committed it themselves.



HAVE RESOURCES AVAILABLE BEFORE AND AFTER THE FILM FOR PARTICIPANTS. This can be local and national hotlines and websites regarding sexual violence, members of a local rape crisis center on hand to talk to anyone who might want to - either in person or online, and options for participants to take action against sexual violence.

IMMEDIATELY AFTER FILM/CLIPS:

Give your students a minute. Even if they don't seem like it or don't show it, the film is a powerful one and can bring a lot up for some students. Let your athletes 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.



BEFORE FACILITATING A DISCUSSION:

- > Watch the movie beforehand and think about what questions and discussion prompts might be most meaningful and effective for your athletes. 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 else might be available to help lead the discussion. Often discussions about sexual violence and rape are led by women, and speakers are often survivors. While important, we also encourage you to explore inviting men to join and lead discussions where possible, perhaps other athletes who have been outspoken about this issue. If appropriate invite someone from the team to help lead a discussion with preparation beforehand. A critical theme of **Roll Red Roll** is masculinity and specifically the culture of young male athletes. Think about who might be a good speaker from this perspective. Men, especially athletes, speaking out in support of women and other folks against sexual violence presents a powerful message, and can motivate others to action.
- > Think about what your concrete goals for having this discussion are, sketch them out, explore them a bit so you can design as powerful an experience for your athletes as possible.
- > Is there anything at your school or for your students that might be affected by or affect a screening and discussion of the film? For example, has there recently been a sexual assault involving students, or has an athlete been accused of sexual harassment or violence? Or ongoing issues, such as a series of assault accusations relating to a specific team, Title IX violations on campus, defensiveness on the part of athletes when talking about rape, or more. You might want to think carefully about the timing of the screening and the type of discussion in these contexts.



LEADING THE DISCUSSION:

Leading a discussion about sexual violence can be challenging, so identify and remember your concrete goals and prepare as much as you can. As a coach you know a lot (although probably not all) about your athletes - their lives, their challenges and strengths, the culture of the team, the status of sports at your school. This is a huge potential asset you possess when having these conversations. At the same time, be ready for and aware of how you feel if and when you discover something new about your team and the students on it. Lean on techniques and strategies that have worked for you in the past relating to other issues. Reach out to your peers and mentors at your school and elsewhere to remain accountable yourself to the team and to the discussion. Some additional strategies for leading a successful discussion include:

“I DON’T KNOW” IS OKAY

No one knows everything, and misinformation about this issue can be concretely harmful. Learn some key facts beforehand, and have info/resources on hand. It is best practice to offer students one hyper local resource (e.g. campus-based), a local resource (e.g. in the local community off school grounds), and a national hotline or other resource for information and/or support. Ideally, you could also have a local expert available who can explain the nuances of certain facts and data and answer more specific questions as well. Always offer to follow-up with anything that you cannot answer in the moment. Use the fact that you see and interact with your athletes often and regularly.

DISCLOSURES

It can and does happen that someone who watches the film is motivated to disclose their own experiences with sexual violence. This might happen during the discussion or even afterwards, one-on-one. Prepare for this possibility - have contact info for resources (both local and not local), listen respectfully to what is being shared, be aware of your own feelings and boundaries, and take care to not be judgemental in your reactions. If you are able to have an expert such as a victim’s advocate or social worker present for the screening and discussion after, that can make a big difference. If your job makes you a mandated reporter in situations like this, let participants know beforehand what that means.

PROBLEMATIC/INAPPROPRIATE REACTIONS/ COMMENTS/QUESTIONS:

Decide beforehand how you might handle the situation if something problematic comes up. People react to this issue in a variety of ways and for a variety of reasons. They might be reacting to content that is personal for them, they might be defensive and are trying to derail the conversation, or they might be struggling with things that they have done themselves. Feel free to listen and engage as appropriate, but try not to let the larger discussion become derailed. You can offer to talk with an individual student after the discussion in more detail, or ask others what they think about the question or comment that was made.

Another point to be aware of is secondary traumatic stress, which is the emotional duress that results when an individual hears about the firsthand trauma experiences of another. We must be conscious of the fact that Roll Red Roll could be describing something personal for students. In order to keep everyone safe it is important to practice trauma-informed care. Trauma-informed systems function according to at least four basic principles:

- > **REALIZE** the prevalence of traumatic events and the widespread impact of a trauma such as sexual assault.
- > **RECOGNIZE** that someone seeing the film may be deeply impacted.
- > **RESPOND** by making sure that you let them know beforehand that the film contains some hard things to watch and make sure they know they can come to you if they need to step out or talk after or during the showing of the film.
- > **RESIST RE-TRAUMATIZATION.** Never force the issue. If you notice that the person is upset, affirm them and have them excused as appropriate.



INITIAL QUESTIONS

It can be helpful to begin a discussion with your athletes with some open-ended processing questions. These give students some time to take in what they saw, process any feelings that have come up for them, and help you to gauge the room and students' initial reactions. You can do this as a large group, or in pairs/small groups with a large group report back.

Some general 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 assault committed in the film?”



OVERALL THEMES FOR DISCUSSION

We encourage you to let your team openly share their thoughts. The goal is to get their true perspective on these issues, and to challenge them (and ourselves!) in any problematic beliefs, language, or actions, towards the end of addressing sexual violence that occurs at your school and beyond.

Below is a list of key themes the film addresses and themes we have seen success in discussing, especially with student athletes. Each theme connects to a scene or clip from the film, and below you will find a summary of the suggested clip, background information for you, and suggestions for discussion. Feel free to use whichever themes are most prevalent or relevant for you, your athletes, your campus, etc. and to adapt the suggestions as appropriate. The more you can tailor conversations to your school and your athletes the more effective it will be. These themes can be used whether you are showing the entire film or selected clips, and whether you have one or multiple sessions to hold discussions with your athletes.

MYTHS AND REALITY OF SEXUAL ASSAULT

ASSOCIATED CLIP 1

In this clip, many different individuals provide their perspectives about the events on the night Jane Doe was assaulted in Steubenville, Ohio, and the days immediately following.

DISCUSS AND DEBUNK BASIC MYTHS ABOUT SEXUAL VIOLENCE AND SPORTS CULTURE.

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 athletes. Lastly, focusing on rape myths can be a simple and effective way of supporting athletes in taking action and making change at their school. Identify what myths are most prevalent and harmful for your athletes, what they sound like and how they present on school grounds, and then have them come up with ways of challenging those myths.

MYTH: "RAPE IS A WOMEN'S ISSUE/NOT MY 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 she 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/everyone’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?

MYTH: “MOST PEOPLE/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.
- Additionally, this myth is rooted in the outdated idea that when it comes to sex men are active and women are passive, which is problematic on many levels itself, as well as playing into harmful gender norms around sex, power, and more.

The reality:

- The reality is that women and others make false claims of rape as often as people do about other types of 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.
- We must also understand that part of the reason some people are quick to believe that claims of rape are false is that the numbers are so high, the reality so staggering. Sexual assault exists at epidemic levels in the U.S. and globally, and for most men in particular there is often a disconnect to that reality, even though we know that men and boys are also victims and survivors of rape. When we are all socialized to disbelieve the reality, and for a wide range of reasons so many of us are prone to do just that, it allows the epidemic to go ignored and minimized.
- No victim or survivor should ever feel pressured to report an assault if they do not want to. At the same time not knowing

when assaults happen makes it more difficult to address them and to create safer communities. It is on all of us to make it safer and more comfortable for victims to report what happened to them and get the help they need by believing them, especially in the context of sports culture and on college campuses, where there are numerous specific obstacles to reporting.



Additional questions for discussion:

- What concrete reasons cause so many survivors to not be believed? What does not believing sound like? Look like? How does it present at your school? Within your team? In sports culture more generally?
- What harms are done when we don't believe victims - to the individual, to your team, to your school?

MYTH: "SHE MUST HAVE DONE SOMETHING TO PROVOKE/DESERVE IT"

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 athletes 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.

INTERRUPTING SEXUAL VIOLENCE: FARRAH & NODIANOS POLICE INTERVIEWS

ASSOCIATED CLIP 5

Several people, including prosecutor Marianne Hemmeter and defense attorney Walter Madison, frame the crimes within the context of social media. Several of the students who were complicit in the assault also explain their roles that evening.

EXPLORE THE RESPONSIBILITIES OF BYSTANDERS/EVERYONE TO CHALLENGING SEXUAL VIOLENCE.

Sexual violence is an issue which affects pretty much everyone in one way or another, whether we are aware of it or not. And so we all have opportunities to interrupt beliefs, language, and actions which support, promote, cover up for or collude with sexual violence. This clip highlights two concrete examples where Farrah or Michael could have intervened, and the rest of the film shows many more opportunities where parents,

the coach, school staff and administration, and the community as a whole could have done something more.



Discussion Prompts:

- What if anything could these two students or any others in the film have done to intervene when the assault was taking place? What opportunities and obstacles were there to intervention?
- How do you imagine you might react if you were at the same party as Farrah and Michael? Would you have done something? If yes, what? If no, why not?
- What could have been done before the assault, before the party, the previous year, etc. to have potentially avoided this assault from occurring?
- What could you as individual athletes and as a team do right now and moving forward to minimize the chance of something like this happening here?

THE PROBLEM WITH VICTIM BLAMING

ASSOCIATED CLIP 1

In this clip, many different individuals provide their perspectives about the events on the night Jane Doe was assaulted in Steubenville, Ohio, and the days immediately following..

Discuss how athletes can role model not blaming survivors for being assaulted or raped, and how to model supporting survivors instead, on social media and in person.

Multiple people in the film 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.

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 accused of lying about the rape as seen in the film; 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 violence .

Discussions about how we can all be safer are fine, but blaming victims for violence done to

them is not. Victim blaming is often tied to a person's identity as well. Women of color, lesbian, bisexual and transgender 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. This must be taken into account when discussing and challenging these issues on your campus and within your programs.

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.



Discussion Prompts:

- How are people taught not to believe or support survivors when they report sexual violence? Where does this come from?
- How did seeing the tweets from the night of the sexual assault influence how you feel about this case? How did hearing from the community members make you feel about this case? Are these behaviors acceptable of you and your teammates?
- What is victim-blaming?
- Have you ever seen, heard, or even 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?
- What would you do if you saw social media posts like those in the film being shared online?
- How can we respect others' autonomy and boundaries online and when sharing media?
- If you were one of the people receiving these texts, how might you have intervened?
- We heard from two more groups of people in the community with very different viewpoints. Which of these opinions do you relate to the most? Which of these opinions do you think contribute most to preventing sexual violence in our school and community?
- What role does sports culture at your school play in promoting or challenging victim blaming? How would you feel if an athlete was accused of sexual violence at your school? How would different sectors of the school respond? How could athletes/the athletics program (we all) respond better?
- What are some things you as an individual and as a team can do to model support for survivors of violence?
- Below are some examples of common victim blaming and ways of potentially redirecting such statements. Go over them with your students, and discuss what statements they feel are most prevalent or harmful at their school, and how they might personalize ways of redirecting them.

VICTIM-BLAMING STATEMENT

EXAMPLE OF REDIRECTING

“She must have done something
To provoke it.”

Committing sexual violence was the choice of the person who committed the act. Victims and survivors do not provoke the violence that occurs.

“Look at what she was wearing/
talking/drinking/doing.”

What a survivor or victim does, wears, drinks, or talks about does not imply consent for sexual activity.

“She was asking for it”

By definition, no one can ask to be raped or sexually assaulted. This idea that someone was “asking for it” is why violence continues to exist in our culture, because it takes accountability away from the person who perpetrated violence. How can we shift from blaming the victim to hold people who perpetrate violence accountable?

“Why did she wait so long to report?
Why wait until after someone else
has reported to report their own
experience?”

Sexual violence is traumatic, and often the reporting process or telling others can be traumatic, too, when others do not respond in an affirming, supportive way. It can take many years for a survivor to report or tell their story of violence, if they choose to do so at all. Also, for women of color, reporting to law enforcement can bring additional obstacles or harm.

TECHNOLOGY, EMPATHY, AND RAPE CULTURE

ASSOCIATED CLIPS 4-5

Clip 4 Summary: This clip consists of the video that was posted online and is referred to as the “Nodi Video.”

Clip 5 Summary: Several people, including prosecutor Marianne Hemmeter and defense attorney Walter Madison, frame the crimes within the context of social media. Several of the students who were complicit in the assault also explain their roles that evening.

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, to respect or devalue women, girls, and others, to build empathy or encourage violence against them?



Discussion Prompts:

- How did you feel watching Nodi and others’ language/joking in the video leaked by Anonymous?
- What role does technology play in the culture of the school? In athletic culture on at school? In your life individually?
- What roles did technology play in what happened in the film? Social media? Anonymous?
- Photography and video recording? Blogging? Online organizing?
- What are some ways that technology was used to make the situation worse? What are some ways that technology played a positive role?
- How do you think different people in the film reacted to the Anonymous leak of the video from the party?
- How might things have gone differently had technology not been involved to the extent it was?
- Have you ever heard language like this? Have you ever used it yourself? How would you feel/respond if a teammate used this language?
- Some people feel that “a joke is just a joke.” Do you agree or disagree? What potential harm is done by jokes and language such as that which is documented in the film?
- How do you think different kinds of “locker room talk” contributed to what we saw in the Nodi video?
- Another layer to this violation is the pictures that were taken of Jane Doe. What would you do if you saw a teammate taking and/or sharing similar photos non-consensually?

THE CRIMINAL JUSTICE SYSTEM AND SEXUAL VIOLENCE

ASSOCIATED CLIP 5

Several people, including prosecutor Marianne Hemmeter and defense attorney Walter Madison, frame the crimes within the context of social media. Several of the students who were complicit in the assault also explain their roles that evening.

Law enforcement and the criminal justice system have long been the primary tool used to try and hold those who choose to commit sexual violence accountable. At the same time, the serious problems with those systems and the way that we as a society undervalue and ignore issue of gender violence in all its forms means that all too often sexual violence goes

unreported and continues to occur at epidemic levels. Because issues of race, sexual orientation, immigration and international student status, and others are large parts of our student's lives, we have to include awareness and discussion of these topics and more when looking critically at how the criminal justice system can help and hurt our efforts to prevent sexual violence and support survivors of it.

Law enforcement culture and the criminal justice are deeply intertwined with a history of racism in the United States against people of color, for example the history of black men being falsely accused of rape, often leading to violence and murder. Sports culture is also a part of our larger culture in the United States and globally, and so factors such as these must be discussed when looking for effective and fair ways to address sexual violence. Laws, policies, and punishments associated with them are a low bar when it comes to culture change and ending violence. We must be aware of them and can use them as appropriate, but we must also strive to do better for ourselves and others. All too often education around sexual violence or harassment especially in an academic context is framed as “what is the bare minimum we need to do to avoid getting sued”, which hopefully is obviously a problematic approach.



Discussion Prompts:

- What thoughts came to mind when the defense attorney was interviewed? Do you agree or disagree with him? How does what he's saying contribute to rape culture?
- How can student athletes play a role in preventing sexual violence?
- How can coaches and athletic administrators support you in being role models for preventing sexual violence?
- How does preventing violence and being non-violent off the field and outside of games benefit the team?
- What did you think and feel when watching the video of the court proceedings?
- What role if any do you think Trent and Malik's race played in what happened in court and the outcomes?
- Do you feel justice was served by the court proceedings and trial? Why or why not?

MASCULINITY, SPORTS, AND SEXUAL VIOLENCE: ADDRESSING RAPE CULTURE HEAD ON

ASSOCIATED CLIPS 3-4

Clip 3 Summary: Shawn, a fellow student, and Rachel Dissell, a journalist, use their voices to reveal the truth about what happened to Jane Doe and to reveal a pattern of dangerous behavior on the team that school officials knew about and ignored.

Clip 4 Summary: This clip consists of the video that was posted online and is referred to as the “Nodi Video.”

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, including in the context of sports and athletics. 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.

What about masculinity and sports culture in America? At your school? In your program? A more specific aspect of this theme to explore in relation to **Roll Red Roll** is how athletics and sports/football culture intersect with masculinity and sexual violence.



Discussion Prompts:

- 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.
- Identify and share concrete examples of where football culture and masculinity overlapped in the film.
- 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 the clips listed above?
- 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?
- How did you feel watching Mark being interviewed about the assault? How did you feel when he admitted what had happened to them?
- What does masculinity look like at your school? In your sport? On your team? What does it mean to be an athlete at school, of any gender?
- Can women and girls also promote unhealthy norms of masculinity? If yes, how so?
- What are some ways that men and boys police each other in terms of masculinity? What does that look like at your school, within athletics, on your team?
- 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 in Steubenville?
- Do you think this story would have been different if the students involved had not been on the football team? How?

- How does football/sports 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?
- Identify and discuss examples of professional athletes that typify different aspects of what it means to be a man. Discuss examples of athletes who speak out against sexual violence and other forms of gender-based violence. What about athletes who have allegedly committed violence - how has that impacted them, their teams, and the people they harmed?

LOCKER ROOM TALK AND SUPPORTING SURVIVORS

ASSOCIATED CLIP 2

The digital activist group Anonymous holds a rally in front of the courthouse in support of Jane Doe, and at the rally many women tell their stories of surviving sexual violence.

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.

The way we engage with our peers when no one is watching can set expectations and norms for others that we may not realize. Joking about sexual violence or objectifying people when having locker room conversations can signal to your teammates that it’s okay to behave that way, even if you think it’s not okay to be violent. Additionally, since anyone can be a survivors of sexual assault, and since rape is underreported by women, men, transgender and other folks, you never know who might be a victim, even in the locker room.

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.



Discussion Prompts:

- 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?
- 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 townsfolk sharing their stories of experiencing violence during the #OccupySteubenville rallies?
- Have you ever heard language like this? Have you ever used it yourself?
- What does the phrase “locker room talk” mean to you? How does that compare to how it is used in popular culture?
- How did you feel watching survivors of rape share their stories of the violence committed against them?
- What are some concrete examples of language used on campus for sex, for women, for survivors of sexual assault, for those who choose to commit violence?

CREATING A CULTURE OF ANTI-VIOLENCE

ASSOCIATED CLIP 3

Shawn, a fellow student, and Rachel Dissell, a journalist, use their voices to reveal the truth about what happened to Jane Doe and to reveal a pattern of dangerous behavior on the team that school officials knew about and ignored.

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.

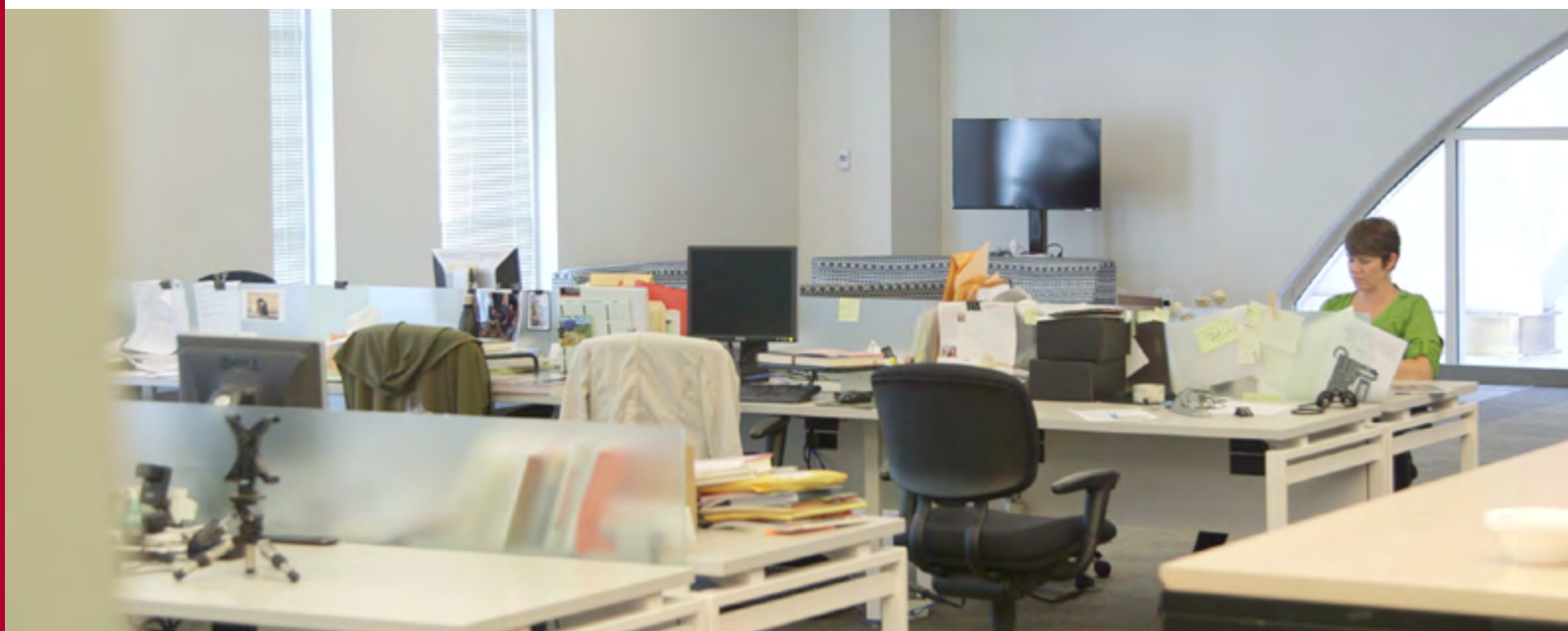


Discussion Prompts:

- 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.
 - Shawn or any of the other boys present on the leaked video should have done something to actually stop the assault.
 - Any of the school officials or coaches should have done something about the previous assault in April of that year.
 - The town/school board should have held the school/officials accountable for the environment they created.
- How can teams and student athletes model violence prevention for their peers and communities?
- How can sports teams create a culture of anti-violence?
- What other thoughts do you have after watching this film and having this discussion?
- How do you intend to prevent sexual violence and promote a culture of respect on this team? How will you hold each other accountable?

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

- > **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.



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

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.

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.

MEN STOPPING VIOLENCE

<https://www.menstoppingviolence.org>

Men Stopping Violence organizes men to end male violence against women and girls through innovative training, programs, and advocacy. Visit for resources, internships, trainings, and other opportunities to learn strategies to create safer communities for women and girls.

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

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.

CALCASA

<http://www.calcasa.org>

The California Coalition Against Sexual Assault (CALCASA) provides leadership, vision and resources to rape crisis centers, individuals and other entities committed to ending sexual violence. CALCASA works through a multifaceted approach of prevention, intervention, education, research, advocacy and public policy.

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.

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.

NATIONAL SEXUAL ASSAULT RESOURCE CENTER

<https://www.nsvrc.org>

RAINN

<https://www.rainn.org>

ANTI-VIOLENCE PROJECT (AVP)

<https://avp.org>

Support specifically for LGBTQ folk.

BLACK WOMEN'S BLUEPRINT

<https://blackwomensblueprint.org>

Community support for black women.

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.

THE MOUNT SINAI SEXUAL ASSAULT AND VIOLENCE PREVENTION PROGRAM (SAVI)

<https://www.mountsinai.org/patient-care/service-areas/community-medicine/sexual-assault-and-violence-intervention-program-savi>

Free and confidential counseling, and community education. childhood sexual experiences on the lives of adult men.



ROLL RED ROLL



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