Creating Safe Spaces for Survivors
YPAR + EMPOWER

YPAR Research meets action and activism through solidarity
Sexual Harassment & Assault
Creating safe spaces for survivors

YPAR Research: Valena Greene
Gaining Clarity: Why is Sexual Assault and Harassment a Problem?
Anecdotal Evidence

“I have been sexually harassed in this school, at other schools, and outside of schools in stores. I’m in 9th grade and my whole school career I have had experiences with witnessing sexual assault or being assaulted.”
- Female student at Centennial

“As a woman, I’m sorry I have shoulders that distract you from your work; I’m sorry my body is driving you men crazy enough to make rules that we can’t wear certain things...The last time I reported someone for touching me they got to stay home for a day and play videogames.”
- Female student at Centennial

I joined Empower because...
Definitions

Harassment
- Catcalling in the halls
- Talking about someone’s body
- “You’re looking thick today”
- Asking unsolicited questions
- Unwanted photos
  - (sending AND taking)

Assault
- Unwelcome touching/grabbing
- Continuing an action despite being told “No” once
- Grabbing someone’s clothes
  - (pulling down/up)
Examples of Consent

<table>
<thead>
<tr>
<th>Consent</th>
<th>Not consent</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yes”</td>
<td>“No”</td>
</tr>
<tr>
<td><em>Consistent</em> enthusiasm</td>
<td>“Stop”</td>
</tr>
<tr>
<td>Continuous</td>
<td>“I don’t want to”</td>
</tr>
<tr>
<td>Positive body language</td>
<td>Silence</td>
</tr>
<tr>
<td></td>
<td>Lying still</td>
</tr>
<tr>
<td></td>
<td>Avoiding touch</td>
</tr>
</tbody>
</table>
Have you or anyone you know experienced sexual harassment while attending a Unit 4 high school?

113 responses

- Yes: 61.1%
- No: 33.6%
- No response: 5.3%

How common is sexual harassment overall?

1 in 3 women ages 18 to 34 has been sexually harassed at work.
Research Data From Survey

Do you think that sexual HARASSMENT is a problem at your school?

113 responses

Scale:
1 = Not a problem
5 = Major problem
Research Data From Survey

Have you or anyone you know experienced sexual ASSAULT while attending a Unit 4 high school?
113 responses

- Yes: 53.1%
- No: 41.6%
- No response: 5.3%
Research Data From Survey

Do you think that sexual ASSAULT is a problem at your school?
113 responses

<table>
<thead>
<tr>
<th>Scale</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17</td>
<td>15%</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>35.4%</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>26.5%</td>
</tr>
<tr>
<td>4</td>
<td>22</td>
<td>19.5%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

Scale:
1 = Not a problem
5 = Major problem
Why we need Empower:

“When I walk through the halls, I feel like I have to constantly pull my shirt down to cover my butt. Bending down to use the water fountain as a group of people walk by is the most stressful thing because I never know what they might say to/about me.”

Female student at Centennial

“While walking down the hallways I hear inappropriate comments being yelled at to anybody and everybody. After having been yelled inappropriate comments at, I feel the need to keep my head down, earbuds in and try to ignore what is going on around me.”

Female student at Centennial

“Almost all of my closest friends have experienced sexual assault, and only one of them has reported it (after multiple incidents). It is one of the worst experiences that a person goes through, yet we are taught ‘it’s not a big deal’ and to shake it off or take it as flattery.”

Female student at Centennial

“A close friend of mine has experienced sexual assault, and it was difficult to see how little the school did for her. Rather than punishing the perpetrator, the victim had to work around her attackers schedule instead of him working around hers. The treatment is unfair and biased, and more needs to be done for victims.”

Female student at Centennial
Why is Empower valuable?
How do we change the numbers?

Step 1
Educate

Step 2
Provide resources

Step 3
Unify
YPAR: The solution

How do we support our survivors?

EMPOWER
Empower - Timeline

- **Empower Club Created**
  - And approved by Building Council
- **Present to DEA Committee**
  - and pitch policy change for sexual harassment
- **Sexual Assault Awareness Month at Centennial**
  - Posters + Poems
- **Take Back the Night**
  - Writers Read In @ Library
- **Summer Meeting / Future Planning**

- **Start Social Justice Seminar Class**
- **Start YPAR Research**
- **Present to Ethnography Conference**
- **Present to DEA Committee**
  - and pitch policy change for sexual harassment

Dates:
- Sept
- Oct
- Nov
- Dec
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul
- Aug
YPAR: Consent Should be Taught in Schools

YPAR Research: Aliya Acree, Vy Truong, & Aditi Mehta
Survey Background

- Interviewed ages
  - 7th Grade
  - College Juniors
- Both Central + Centennial Students Surveyed
- Google Form

- Empower will continue both surveys to collect data on:
  - Consent Education/Understanding
  - Sexual Harassment/Assault Statistics
Taught Consent

- 32% Problem
- Empower will work to educate about consent
  - Posters
  - All School Presentations (Freshmen Orientation)
  - Integrate with Health + curriculum already in place
Taught Consent

Where have you been taught consent?
111 responses

- 38.7% Home
- 26.1% Health Class
- 11.7% School class other than health
- 8.1% Social Media
- 6.3% I haven't
- 4.5% multiple places
- 3.6% I was never taught by anyone I learned after the fact
- 2.7% Feminist Twitter accounts
- 1.8% Multiple places (home, health, other...
Taught Consent

- Lack of School Based Answers
- Empower
  - Social Media not enough
  - Informal education not enough
  - Not taught soon enough
  - Learning after incidents instead of before
How much Unit 4 students really know

- Only 91% can identify that this situation has consent.
  - Basic level
Your partner becomes nervous while participating in sexual activity. You both have initially consented but your partner has changed their mind and said no. You ask repeatedly until they agree.

- 22% of students cannot identify that consent cannot be given here.
How much Unit 4 students really know

- Your partner is under the influence of alcohol and or drugs.
  - 12% of students cannot identify that there can be consent cannot be given here.
Your partner tells you no so you stop no matter what stage you are in and decide to just chill instead.

- 81% of students can identify that this moment is **consensual** and an example of listening to denial.
Your partner asks you to stop even though they consented initially but you only stop once they get upset.

- 21% of students can’t identify that this moment is sexual assault.
How much Unit 4 students really know

- Your partner initially consented they then changed their mind. They have become distraught after telling you no but you keep going.
  - 7% of students cannot identify this as sexual assault.
How much Unit 4 students really know

- Your partner is asleep or unconscious.
  - 5% of students cannot identify this as **sexual assault**.
Failing to educate young students on what consent means leads to higher instances of sexual violence.
Empower Plan of Action

- Give education on consent
  - More interactive, Less heteronormative
  - Creating a workshop for staff to become better allies for victims
  - Show documentaries with discussion afterward

- Make more local resources known
  - R.A.C.E.S + Courage Connection + UIUC FYCARE

- Sexual Assault Awareness Month (April)
  - Speak Out / Read In
  - Education about consent
  - Clothesline project
Empower Plan of Action

- End dress code regulations that add to rape culture
  - Present at DEA about dress code changes
  - Change the idea that bodies are “distracting” and to be “controlled”

- Join National Movements
  - Know your IX
  - It’s On Us

- Women’s History Month

- Self care as a radical political act
  - Art therapy, Movies, Check-in, Support
Sample of Consent Education:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Main Concepts</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>• Using helpful phrases:</td>
<td>• Singing songs related to consent</td>
</tr>
<tr>
<td></td>
<td>○ “No means no”</td>
<td>• Practicing sharing and respectful ways of getting what you want</td>
</tr>
<tr>
<td></td>
<td>○ “This is _____'s body and this is your body. Please only put your hands</td>
<td>• Coloring yes and no cards</td>
</tr>
<tr>
<td></td>
<td>on your own body.”</td>
<td>• Learning alternatives for hugs (fist bumps, hand shakes, bows, waves,</td>
</tr>
<tr>
<td></td>
<td>• Practice respectful refusals</td>
<td>etc.)</td>
</tr>
<tr>
<td></td>
<td>• Setting boundaries</td>
<td>• Emotion cards</td>
</tr>
<tr>
<td></td>
<td>○ Tickling, hugs, kisses, etc.</td>
<td>• “Meet the (principal, counselor, etc) day”</td>
</tr>
<tr>
<td>Kindergarten - 3rd</td>
<td>• Continue incorporate things taught in preschool</td>
<td>• Identify body parts</td>
</tr>
<tr>
<td></td>
<td>• Learning trust in adults</td>
<td>• How to identify good platonic relationships through a scenario game</td>
</tr>
<tr>
<td></td>
<td>• Learning to interpret emotions and reactions</td>
<td>○ “This person shares their toys and says only nice things. Are they a</td>
</tr>
<tr>
<td></td>
<td>• Learning how to react to the word no</td>
<td>good or bad friend?”</td>
</tr>
<tr>
<td></td>
<td>• Learning to respectfully say no</td>
<td>• Practicing defense tactics</td>
</tr>
<tr>
<td></td>
<td>• Setting everyday boundaries: personal space</td>
<td>• Role playing: how not to be a bystander</td>
</tr>
<tr>
<td>4th &amp; 5th</td>
<td>• Learn about the body and changes that come with puberty</td>
<td>• Practicing communication</td>
</tr>
<tr>
<td></td>
<td>• How to interpret your gut and trusting it</td>
<td>• Body positive activities: writing good things about yourself</td>
</tr>
<tr>
<td></td>
<td>• Knowing by a person's manner if they are uncomfortable</td>
<td>• Creating a physical copy of personal boundaries for reference</td>
</tr>
<tr>
<td></td>
<td>• How to react when told no</td>
<td></td>
</tr>
</tbody>
</table>
| Middle School | • General genderfluid comprehensive sex ed  
|              | • Learning about all types of relationships and how to maintain healthy relationships  
|              | • Applying early consent to sexual activities  
|              | • Defining consent  
|              | • The risks and benefits of sexual activities  
|              | • Discovering and welcoming different gender and sexual identity  
|              | • Discussion on media portrayal of consent: porn, movies, songs | • Introducing the continuum of physical interactions and drawing the line of respect  
|              | | • Role playing: peer pressure situations  
|              | | • Brainstorming refusal skills for given scenarios.  
|              | | • How to use birth control  
|              | | • Demonstrations on how to use all types of birth control  
|              | | • Internet safety activity: deleting cookies, privacy settings, safe interactions with strangers  
| High School | • Learning times when you can't consent: drugs, age & power limitations  
|            | • How to accept no as an answer  
|            | • How to say no powerfully, how to deflect pressure  
|            | • Talking about sexual assault and domestic violence, providing resources  
|            | • Early red flags for relationships and how to leave  
|            | • Consequences of not obtaining consent  
|            | • Bodies are not here for your pleasure only, there are people in those bodies  
|            | • Learning ways to break the cycle  
|            | • The different types of sexual violence | • More serious and applicable scenarios  
|            | | • Coming up with alternative activities other than sex  
|            | | • Field trip to local shelters  
|            | | • Interacting with outside groups that focus on consent: RACES  
|            | | • Debate on a given sexual scenario and if it's consensual  
|            | | • Classroom bonding, getting to know your peers  
|            | | • How to confront your friends when they are being disrespectful |
We don’t want to be a part of the problem. Remember, 1 day of suspension for perpetrators correlates to the statistic 1 out of 100 rapist spend 1 day behind bars.
Sources

Leslie, Keith. “Ontario’s New Sex Ed Curriculum Will Teach Consent in Grade 2.”
*Global News*, 23 Feb. 2015,

*Teaching Consent in Your Classroom | SexInfo Online*, UCSB,
www.soc.ucsb.edu/sexinfo/article/teaching-consent-your-classroom.