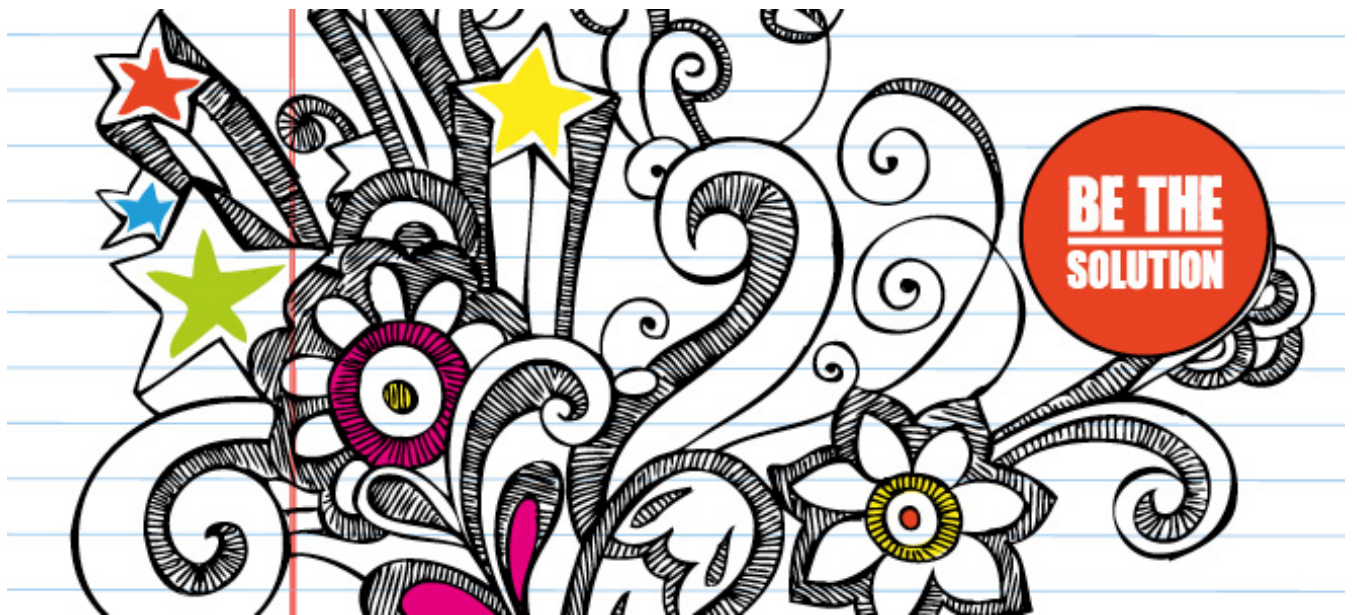


# ***CAMPAIGN TOOLKIT***



## **PREVENTION IS POSSIBLE!**

*Ending Sexual Violence Takes All Of Us*

*Sexual Assault Awareness  
& Action Month 2016*

# **SEXUAL ASSAULT AWARENESS/ ACTION MONTH**

Sexual Assault Awareness/Action Month is recognized each year during April both in the State of Washington and nationally. However, these materials have been created to use throughout the year to increase awareness of sexual violence in your communities.

The recognition of Sexual Assault Awareness Month is an annual event in Washington State. It is a time for individuals and communities to come together to raise awareness and to take action against sexual assault. The history of Sexual Assault Awareness Month (SAAM) stems from the early 1970s, when survivors of sexual violence came together and began to speak out against the atrocities they suffered. They held rallies and public speak-outs, and as a result created a movement to end sexual violence.

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## **STAY CONNECTED**

You may have noticed that the Campaign Toolkit has become shorter. We have moved the content that is relevant to each year's campaign out of the Toolkit and onto our website.

Please visit <http://www.wcsap.org/BeTheSolution> to find information about:

- Tips on working with the media
- Sample Public Service Announcements, letters to the media, and news releases
- Interactive tools from past years
- Community engagement tips and examples
- Tips for working with schools

Social networking can be a fun and effective way to unite the efforts of sexual assault programs across the state, please share any photos or event announcements with us!

Check out WCSAP's Facebook and Twitter pages for updates and resources throughout April.

- [www.facebook.com/WACSAP](http://www.facebook.com/WACSAP)
- <https://twitter.com/WCSAP>

# CAMPAIGN OVERVIEW

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This year's Washington State campaign has a flashback feel with a youthful look at creating boundaries for healthy and safe relationships with loved ones and friends. Youth will be able to utilize this year's campaign to reflect and understand the importance of personal boundaries. By focusing on developing and respecting boundaries, youth will be able to create environments that will increase awareness and prevention of sexual violence in our communities. WCSAP worked collaboratively with sexual assault programs in Washington State to seek guidance from youth to inform our choice in theme and content. This year we are excited that we will again be aligning with the National Sexual Assault Awareness Month Campaign theme created by the National Sexual Violence Resource Center (NSVRC).

The theme, "*Prevention is Possible!*" focuses on nurturing protective factors in pre-teens and teens, such as healthy relationships, confidence and competence, and creating healthy boundaries. This year's SAAM campaign is designed to give tools to adults that will open dialogue with youth about relationships and respecting others.

SAAM and *Be the Solution* continues to grow and be well received by all. Thank you for all of the innovative work you are doing and building a united front in ending sexual violence! WCSAP looks forward to hearing more from you about how the messaging worked for you this year, and how you would like to see it used in the future.

If we can be of any assistance, please don't hesitate to contact the WCSAP SAAM Committee. Wishing you all the best and a successful SAAM 2016!

**Jen Friedlander**  
Advocacy Specialist  
jen@wcsap.org

**Kat Monusky**  
Prevention Coordinator  
kat@wcsap.org

**Annette Saenz**  
Training Specialist  
annette@wcsap.org



Washington Coalition of Sexual Assault Programs  
4317 6th Ave SE, Suite 102 Olympia, WA 98503  
Phone: (360) 754-7583 • Fax: (360) 786-8707 • TTY: (360) 709-0305  
<http://www.wcsap.org/BeTheSolution>

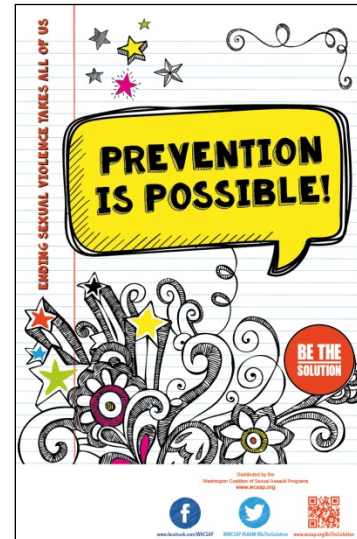
# COMMUNITY MATERIALS

## Campaign poster (12 x 18)

This poster represents the focus of this year's theme to focus on middle-school aged youth.

Along the bottom of the poster are ways to stay connected to the campaign through social media – Facebook & Twitter. The QR Code in the bottom right corner will allow anyone with an internet capable phone to scan the image and be taken directly to the *Be the Solution* webpage!

Additionally, there is space at the bottom of the poster to write in event details and agency contact information to make these items specific to your community. You can post them at local businesses, on bulletin boards, etc.



## Activity Flags (8.5 x 11)

This interactive tool asks people to imagine a world free from sexual violence and name how they help make prevention possible.

Take pictures of flags within your agency and share on social media, send pictures to WCSAP, hang flags for community members to see. Always make sure to get consent for taking and sharing photos first.

*Available in English, Spanish, and Russian*



# TEEN ACTIVITY FOLDER

All of the resources and activities described below are included in each Teen Folder. You can print more of them from our website: [www.wcsap.org/BeTheSolution](http://www.wcsap.org/BeTheSolution)

## Teen Bill of Rights

This handout outlines some basic rights that all teens have and can be used as a springboard for a larger conversation about rights and boundaries.

Developed by Ellen Hohenstein and Arline Kennedy and available in "Sexual Assault Risk Reduction Curriculum: A Comprehensive Guide for the Classroom Teacher or Community Educator" (2001). <http://www.mysati.com/Downloads/Curriculum.pdf>

## Your Own Bill of Rights

This activity allows participants create their own Bill of Rights. The "Your Own Bill of Rights" was developed by WCSAP for the SAAM Campaign.



## Fortune Teller

This game encourages participants to clarify what boundaries they have and how they communicate these boundaries with others. It is a great way to facilitate one-on-one conversations among participants and can spark a rich discussion with the whole group afterward. Each Teen Folder comes with 1 printed Fortune Teller. You also have additional Fortune Tellers in your box of materials. If you need additional copies, they can be printed from our website on 8.5 x 11 or 11 x 14 size paper.





# FOLDING YOUR FORTUNE TELLER

**Step 1:**  
Place the Fortune Teller handout face down



**Step 2:**  
Fold the paper in half by folding the bottom left corner to the upper right corner, then unfold so that the paper is flat again.



**Step 3:**  
Fold the paper in half by folding the bottom right corner to the upper left corner, then unfold again.



**Step 4:**  
Fold the paper in half by folding the left edge to the right edge and unfold again.



**Step 5:**  
Fold the paper in half again by folding the bottom edge to the top edge, then unfold.



**Step 6:**  
This side should be facing up after unfolding.



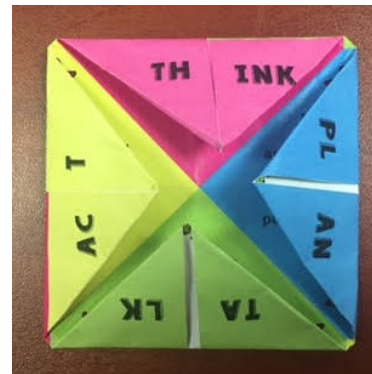
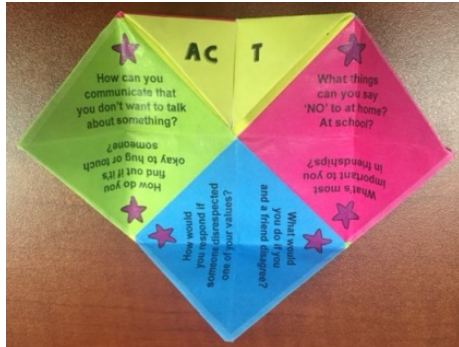
**Step 7:**  
Fold all four corners to the center.



**Step 8:**  
Turn the Fortune Teller paper over.

### Step 9:

Once again, fold all four corners to the center.



### Step 10:

Fold the bottom half to the top.

### Step 11:

Tuck your thumbs and forefingers in the four openings below. Now you're ready to play the game!



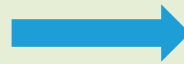


# PLAYING THE FORTUNE TELLER GAME

**Player A:  
Ask the questions**

**Player B:  
Replies to player  
A's questions**

"Choose a color" (Player A should hold the game closed so that player B sees only the four colors behind the BE THE SOLUTION logos.)



Calls out a color  
(Ex: "Blue")

Spell out "Blue", opening the game one way on "B" and the other way on "L", etc.



Calls out a word  
(Ex: TALK)

Once completed, ask Player B to choose one of the words inside: ACT, THINK, PLAN or TALK.

Spell out "TALK" while opening the game one way on "T" and the other way on "A".



Calls out a word  
(Ex: "PLAN")

Once completed, ask Player B to choose another word.

Opens one of the flaps with the word PLAN on it, and reads the text under the flap to reveal Player B's question. Player A reads the question (Ex: How do you find out if it's okay to hug or touch someone?)



Answers the question (Ex: I ask the person I want to hug if it's okay.)

# **ADDITIONAL TEEN ACTIVITIES & RESOURCE**

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We've included a few additional activities and resources for facilitators to go along with the Teen Activity Folder. These handouts are not included in the Teen Activity Folder, but are included to this Guide and can be printed by the facilitator.

## **"10 True Things Teen Sexual Assault Survivors Need to Know"**

As a facilitator you can frame this handout as something participants can use to support any loved ones in their lives or just valuable information to share. This can also be used to address sexual assault myths that arise in discussions. This item was developed by WCSAP for the WCSAP Teen Support Group Guide.

## **Solar System Activity**

This is a longer activity that can be used to introduce the concept that boundaries exist in all of our relationships. We suggest leaving 20 minutes or more for the completion of this activity, and building in discussion time afterwards. This can be a more emotional activity so the debriefing period afterwards can support participants in better integrating the activity. This item was developed by Home Alive; used with permission.

## **Boundary Activities**

This discussion guide and activity has sample questions to help participants identify boundaries that exist in their lives. The boundary activity helps participants explore the topic in a physical way which can support kinesthetic learners in remaining engaged in the presentation. This item was developed by WCSAP for the WCSAP Teen Support Group Guide.

# **10 TRUE THINGS TEEN SEXUAL ABUSE AND ASSAULT SURVIVORS NEED TO KNOW**

1. Sexual abuse or assault is NEVER your fault.
2. Even if you did something you should not have done (like drinking or going someplace you weren't supposed to), that NEVER justifies sexual abuse or assault.
3. When people go through an overwhelmingly scary experience, they sometimes just freeze and literally can't move or do anything. This is called "tonic immobility" and it is a biological reaction. If this happened to you, it does not mean you are weak or that you wanted to be victimized.
4. People who sexually abuse or assault children or teens often do sneaky things to gain their victims' trust. This is called "grooming." They make their victims feel special and then they take advantage of them.
5. You may feel there is something wrong with you, that you are dirty or disgusting because of what happened to you. That is just not true. Even if you had some sexual feelings during the abuse, that was just a normal body reaction, and doesn't mean you wanted it to happen.
6. People who abuse or assault children or teens don't usually use weapons like knives or guns. They use their power over the victim, fear and threats, seduction (convincing someone), ridicule, blame, secrecy, and shame. Because it is usually someone you know, they can figure out how to manipulate you.

7. Being forced to have sex does not take away your virginity. If you did not consent to having sex, you can still consider yourself a virgin if that matters to you. No matter what you have done sexually or what has been done to you, you always have the right to make a choice about sexual activity – every time, and with every partner.

8. Lots of people are sexually victimized more than once, often by more than one person. This does not mean that you have done something wrong or that it is your fault.

9. Survivors of sexual abuse and assault can go on to have healthy, loving relationships with people who respect and care about them. If someone you are seeing makes you feel bad about yourself because of what happened, that person is not worthy of a relationship.

10. Look around. One out of every four women and one out of every seven men has been sexually abused in their lifetime. You can't tell which ones. It can happen to anyone. What happened to you cannot be taken away, but it is just a little part of who you are. You are a unique individual, and you are a survivor.

*-- This resource was created by the Washington Coalition of Sexual Assault Programs and published in the WCSAP Teen Support Group Guide.*

# HOME ALIVE

## SOLAR SYSTEM

The Solar System exercise gives participants a visual snapshot of their relationship constellation. It gives them information on who is in their life and how close they feel to those people, as well as an opportunity to express for themselves some of the qualities, strengths and challenges of their individual relationships. More than anything, the Solar System offers a bird's eye view of our relationship life, and this perspective can bring valuable new awareness.

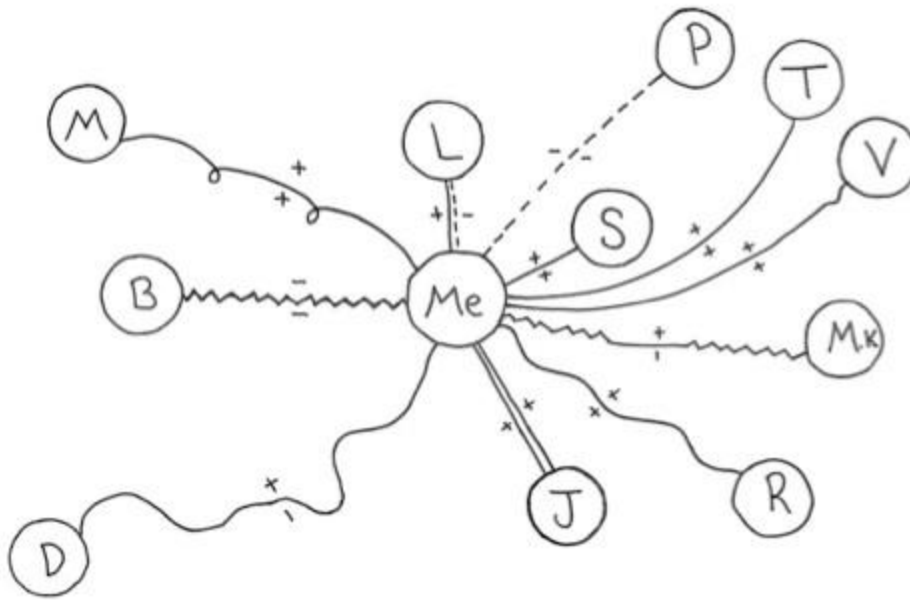
*This exercise can bring up difficult feelings for people. It can feel intense or hard for people to take stock of who they have in their life and how they have them. Some people will find it clarifying, hopeful, or reassuring to see how many people they are close with. Others can feel frustration or disappointment at the make-up of their support system. It can help the group to have the facilitator say, **after the exercise not before**, that this is an intense exercise that can bring up sadness or other feelings. Additionally, this is a very introspective exercise, so you may have to draw participants out a bit with several questions, a story or a few talking points.*

1. Have everyone choose their favorite color from an assortment of markers, crayons, or colored pencils made available to them. With this color draw a smallish circle in the center of the page. This is YOU. Label it with your name, with the word "me" or with a personal doodle that you identify with. Instruct the participants to do the same. You can tell them that there are several steps to this exercise, and that you will outline all of them together and then leave them time to go back and add more to each step.
2. Have the participants put that color back and tell them they are not allowed to use it for the rest of the exercise.
3. Have the participants choose 3-5 different colors.
4. **Choose 4-8 people** in your life, who are closest to you. Plot them on the paper at a position and distance significant to you. Draw circles (or other shapes) around them.
5. **Draw lines** connecting you to these different people. These lines are like spokes on a wheel connected to you. These lines can be thick and bold, thin, jagged, dotted, loopy, any line you want. This is an opportunity to draw lines that represent an aspect of the connection you have to different people. For example, if my relationship to a specific person is hot and cold, I might draw a dotted line to show both connection and distance.
6. Next, we will **illustrate the energy input and output** each relationship represents. The question you are answering is: in this moment, is this relationship giving me energy and support or draining my energy? Using (+/-) or arrows to show the energy giving and energy depleting for your relationships.
7. It is important to remember that this is a snapshot of your solar system *today*. This is not an audit for your last year and it is not an audit of the lifespan of your relationships.
8. Give 10 minutes for them to work independently, including a short break.

**For example:**



# HOME ALIVE



**Debrief Questions and Points (5-15 minutes):** Due to the intense nature of this exercise, it is important to debrief the experience with the class.

§ Why do you think I had you change colors? Answer: This is ME, this is YOU. Having ourselves in our own unique color helps solidify the idea of this line of distinction between ourselves and our world.

§ The bumper sticker for this exercise is: YOU ARE THE CENTER OF YOUR UNIVERSE. Why? Of course we all know this does not mean that you are the center of THE universe. But without YOU there would be no 'your universe.' It is okay and necessary for YOU to be at the center. It is more than necessary, it is accurate. When we start putting other people at the center of our universe, it can be really difficult to know what our boundaries are and where we can assert our needs, desires, and expectations.

§ What did you notice about your solar system?

§ What, if anything, surprised you?

§ What came up? What was it like to do this?

§ How is this like life?

## **Additional Debrief Questions/Ideas to Consider:**

- Is everyone in your universe in a place where you want them?
- Is there anyone who you want closer to you?
- Anyone who you want further from you?
- What can you do to bring people in who are currently far away?
- Are there any people who you find exhausting to be around?

# HOME ALIVE

- Any people who energize/revitalize you?
- What can you do to distance yourself from people who you don't want to be so close to you? Etc.
- What if everyone is far away?
- What if everyone is really close?
- There might be real/strategic/good reasons why everyone might be really far away or really close right now.
- Do you want your universe to look this way forever?
- Is the mapping of your universe currently serving you? Is it meeting your needs?
- Does the mapping of your universe match your values and intention?
- This is exercise not about passing judgments about other people's boundaries (i.e. "you have awful boundaries, my boundaries are better than yours"); this will look different for everyone.
- Encourage participants to repeat this activity on their own every few months or once a year to see how their universe may change!

*Every time I lead this exercise I tell this story as a closing; you could tell it by saying something like "the creator of this curriculum says..."*

*"When I was 19 or so, I did this exercise for the first time. It was from a book, or a therapist had me do it, I'm not quite sure. But looking at my whole relationship world on a piece of paper did something for me. I got to see, as if from a far off vantage point, the relationships I had in my life. The most impactful part for me was seeing the quality of the relationships I had in my life daily versus the relationships that were infrequent. What I realized when looking at my solar system was that the people I was putting most of my energy into were people who were not particularly kind or good friends. And the people who were on the margins of my solar systems were people who were really positive and really interested in me and who I was. I looked at that piece of paper and said to myself 'Oh! People who are mean are an exciting challenge, and people who like me are boring.' It was an 'a-ha' moment no talk therapy or self-help book could have evoked in me. After that, over the course of several years, I noticed myself thinking in terms of my solar system when deciding who to put energy into, which friendships to pursue, and how to spend my social time. It didn't happen overnight, but gradually I became more interested in people who were openly warm and interested in me. About 10 years later, I found my first solar system exercise, and before looking at it I quickly did another one. I got to compare them and see such a drastic change. Years later all of my close connections were with people who think I am wonderful, smart, special and amazing. There was nothing like seeing such a concrete testament to my growth and sense of self-worth."*

**Thanks to former Home Alive instructor and program director Becka Tilsen for sharing her description of this exercise.**

## SESSION FIVE – R.E.S.P.E.C.T.



**GOAL OF SESSION:** To help participants understand what it means to identify and enforce boundaries for their own safety and comfort and how a history of abuse might make this more challenging.



**CHECK-IN:** *Please share with the group an experience when you stood up for yourself or someone else. Why was this important? How did it make you feel?*



### HANDOUTS

#### *Personal Bill of Rights*

Ellen Hohenstein and Arline Kennedy

[Appendix D](#)





## LEARNING AND DISCUSSION

Prior to this discussion, read the article on boundaries listed in the *Resource* section to inform your facilitation of this topic.

Start the discussion by asking the group how they would define personal boundaries and what types of boundaries there are. Boundaries are guidelines or limits that guide each person's interactions with others. They are shaped by our values, beliefs, experiences, and needs; they also help to define us. Boundaries can be physical (don't touch me without asking) or non-physical (I choose who I spend time with).

Asking some questions will help participants to understand the concept of boundaries a little better:

- ♦ Is it okay for someone to read your journal? Why or why not?
- ♦ What would you do if I walked into your house and started going through your dresser drawers?
- ♦ Would you go up to a stranger and give them a big bear hug?
- ♦ Would you talk to your math teacher about your latest crush?
- ♦ Have you ever had to pull back from a friendship or relationship?
- ♦ Have you ever felt like someone was standing too close to you during a conversation?
- ♦ Have you ever noticed that people from different cultures have varying comfort levels about physical closeness?
- ♦ Have you ever had a friend who was so needy that you felt suffocated? Have you ever been THAT friend?
- ♦ How do you make decisions about sharing personal information with people?
- ♦ When does attention from someone feel good and when does it feel creepy?

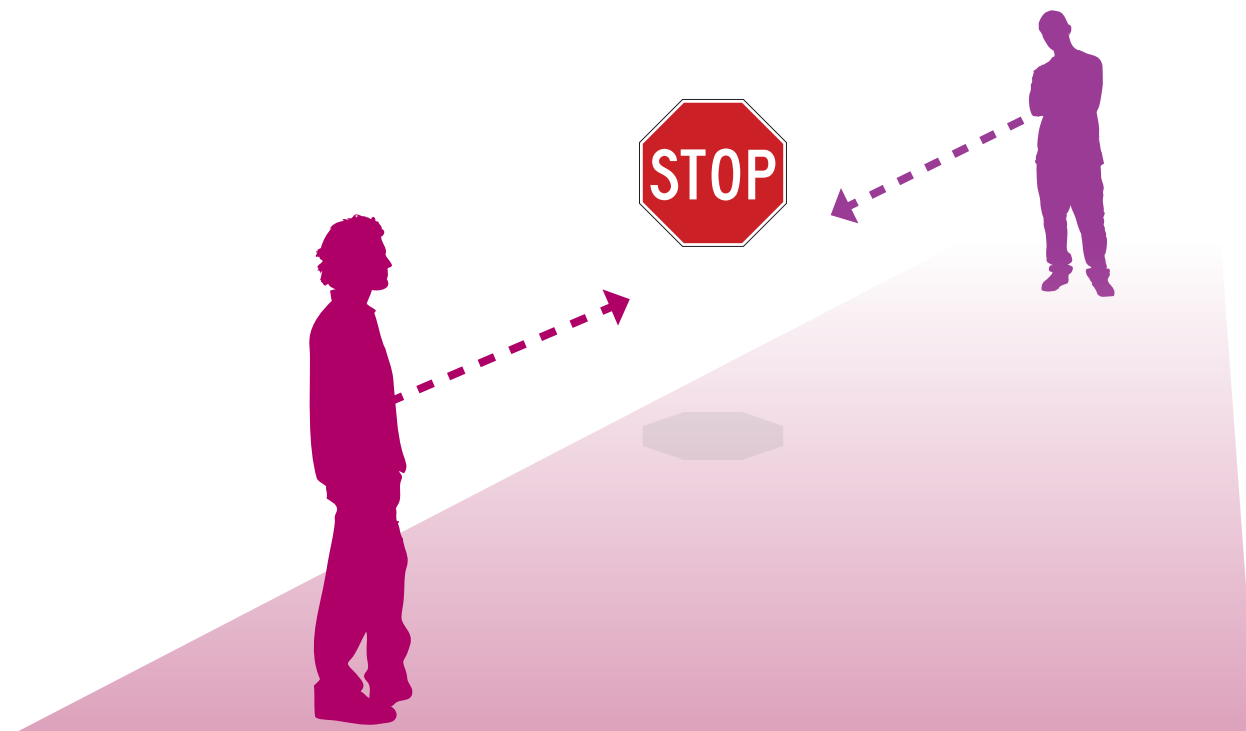
The following YouTube clips may also help to make the concept of boundaries more tangible for participants:

- ♦ **Draw The Line** (1 min, 20 secs)  
<http://www.youtube.com/watch?v=SFvt39-zPwk>
- ♦ **Project SOS Boundaries PSA** (30 secs)  
<http://www.youtube.com/watch?v=YCsUAHjM14k>

**ACTIVITY: Stop, You're Too Close!**

**Preparation:** Clear an area large enough for two people to stand at opposite ends of the room and have an unobstructed path to each other (about 18 feet, if you have a larger room).

1. Ask for two volunteers. Have them stand at opposite ends of the room, facing each other.
2. Ask the other participants to back out of the way and not say anything, but to watch the two volunteers.
3. Ask the volunteers to walk very slowly toward each other, looking at each other but not speaking. Instruct Person A to say STOP when the distance between the two people is about to become uncomfortable. Person B is to stop immediately, and the two people should continue looking at each other.
4. Then have the volunteers go back to their original spots and walk very slowly toward each other. This time Person B should say STOP whenever the distance begins to feel uncomfortable.
5. Repeat this with several other pairs of volunteers.





**Talking points:**

- ▶ If the two people stop and the person who gave the command is obviously feeling uncomfortable, ask them to take a couple of steps back, and then ask the participant, “Were you comfortable with the distance when you said STOP?” If the teen says, “no,” ask why it was difficult to say STOP earlier. Wait until after all participants have done the exercise to discuss this further.
- ▶ Discuss with the group some reasons why people have difficulty setting boundaries. Some possibilities:
  - ◆ not wanting to hurt the other person’s feelings
  - ◆ not having thought about it before, and therefore being unsure of your own feelings
  - ◆ not realizing you are uncomfortable until after it happens
  - ◆ being concerned about what other people may think of your boundaries
- ▶ Talk about some of the variables that make a difference in how comfortable people are with physical proximity, including:
  - ◆ how well the two people know each other
  - ◆ the relative size of the two people
  - ◆ the person’s gender or perceived gender
  - ◆ cultural norms
  - ◆ the perception of the other person’s mood or propensity for violence--in other words, you would not want to get too close to someone who looked angry or dangerous
- ▶ Discuss with the group how people react when you set boundaries. Do they try to make you feel stupid, uncool, or unreasonable?
- ▶ Be sure to explicitly say that power differentials make it very hard to set boundaries and this can lead to victimization. It is never the fault of the victim. As a society, we need to be sure that people learn to respect each other’s boundaries. Often, when boundaries are violated (as in sexual abuse or assault), people blame the victim for failing to set boundaries, when the blame actually lies with the perpetrator for failing to respect those boundaries or even to think or ask about them.