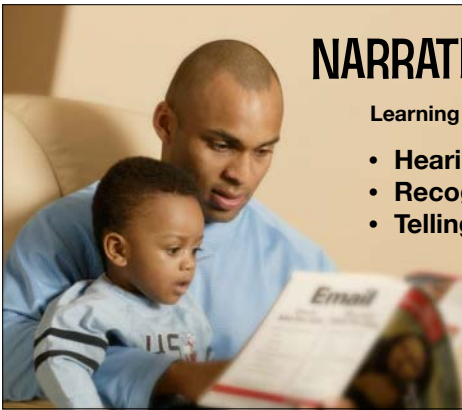




My prevention efforts tend to focus predominantly on two educational theories: 1) Transformative Learning 2) Narrative Learning. Essentially this equates to using stories to facilitate a change in perspective leading to understanding and empathy.

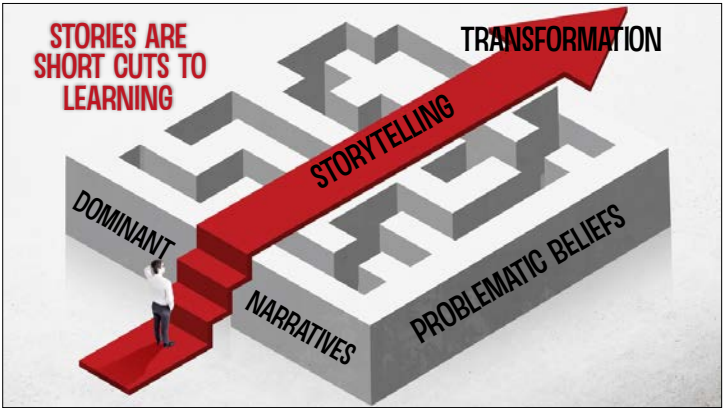


NARRATIVE LEARNING

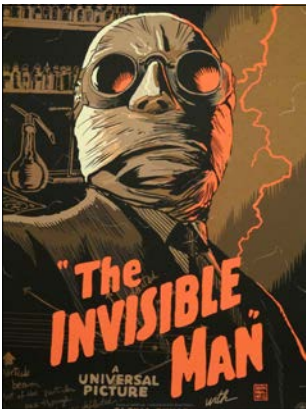
Learning through Storytelling

- Hearing Stories
- Recognizing Stories
- Telling Stories

Storytelling encourages **empathy** within the listener, and creates space for **critical thinking**.



Story telling can be used as a shortcut to creating transformative learning.



DOMINANT NARRATIVE can be used to describe the lens in which history is told by the perspective of the dominant culture.

This term has been described as an "invisible hand" that guides reality and perceived reality.



From the 1970 children's book "I'm Glad I'm a Boy!: I'm Glad I'm a Girl!" by Whitney Darrow

I use this story to highlight how gender binary and strict adherence to traditional gender roles is harmful or limiting to us all.

<https://www.youtube.com/watch?v=-RzTKSO0Ti4>

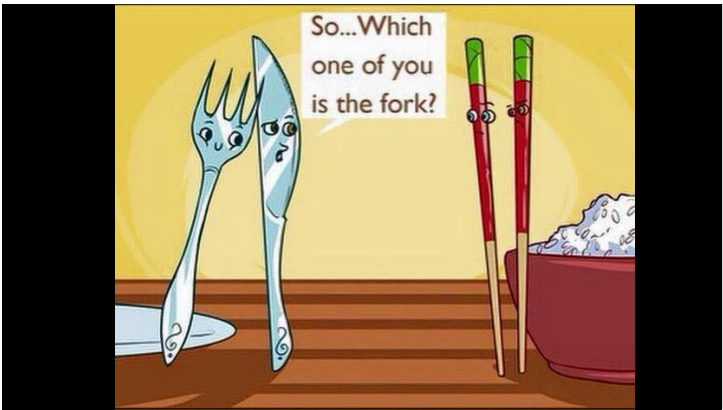


Updated slide from the actual presentation. I ask students to compare and contrast the sets of images in this slide and the next. These old ads from the 50s are obviously recognizable as sexist and often students will view sexism or gender-based harm as an issue in the past that has been successfully overcome at a societal level, but when contrasted to the current ads in the next slide, we can see that not only do sexist narratives still exist, but that they have actually become more violent and sexualized.

I use these two sets because because the body language and stances are similar between the old and the new.



Fashion ads from 2016

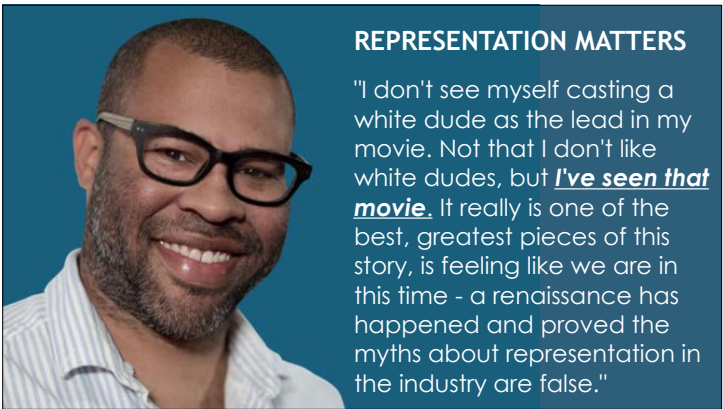


This cartoon illustrates that the dominant narrative in mainstream US society is that there will always be an inherent gender-based power differential in all relationships - even same sex relationships - the cliché being that someone will ask "Which one of you wears the pants?"

It's as if we, as Americans don't even have a framework for healthy, egalitarian dating relationships.



The dominant narrative also assumes an "everyman" perspective, making straight, white cisgendered men not only the central protagonist in the majority of our stories, but it also positions him as the "default" human being. This effectively minimizes the validity of other character's identity and importance.



This is a recent quote from director, Jordan Peele and helps to illustrate why representation in media and story telling matters. If there is one thing we can learn from history it's that when we omit certain types of people from our stories that it then becomes easier and acceptable to excuse violence against them - because we never viewed them as fully human to begin with.

NAME 3 CULTURES YOU IDENTIFY WITH



DISCUSS THE STORIES ABOUT SEX
REPRESENTED BY THOSE CULTURES.

I often have workshop participants take part in an activity where they identify 3 cultures they identify with and then discuss the stories and values about sex represented by that culture. This slide shows 3 examples that one participant shared...

“THINGS ARE GETTING
MYSTERIOUS”

That same participant was able to identify that he was receiving conflicting messages from the various cultures he was a part of and commented “Things are getting mysterious”. This is transformative learning action. He is starting to challenge his own dominant narratives and gain new understanding and perspective on the world.

NAME 3 CULTURES YOU IDENTIFY WITH.

I SHOULD BE A MEDIA SUB-CULT.

DISCUSS THE STORIES ABOUT SEX
REPRESENTED BY THOSE CULTURES.

Here is the simple instructions for the activity. Have participants share in small groups and then reconvene as large group. Ask if anyone noticed stories or values from one culture that were incompatible with another of their culture's. Are people able to identify stories and values that might be problematic and Rape Culture supportive?



Intro to Medi Literacy



Media often does literally construct our culture. We are often overwhelmed by it.

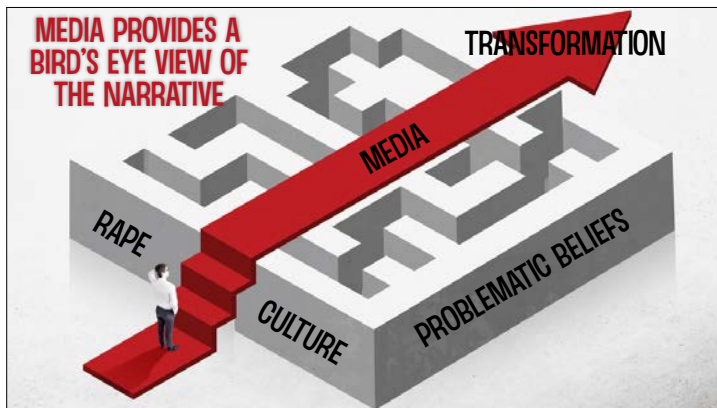


Media literacy helps us to decode the messages behind the media.

A societal belief that places **blame** for sexual assault on the victim, while **normalizing** the sexual violence of the perpetrator.

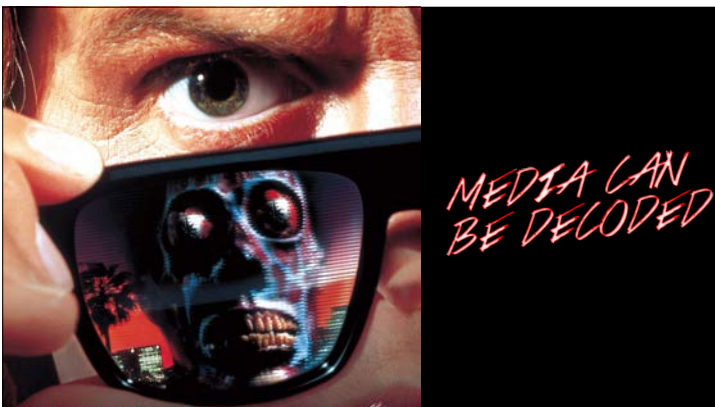


Rape culture defined. There are other definitions, but I like this one because it gives us to prompts to focus on when we are decoding media: victim blaming and normalization of perpetration.



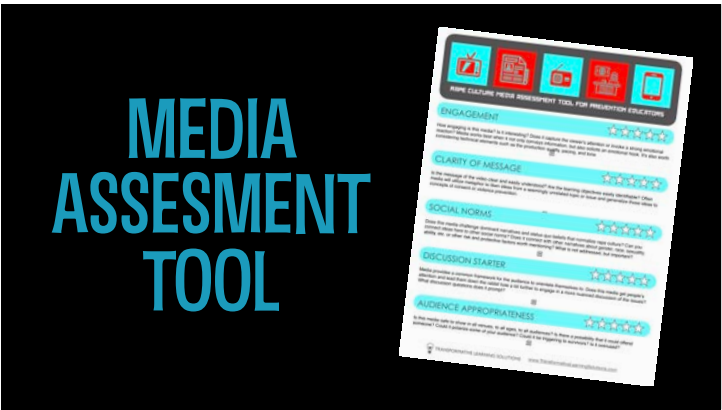
Media can be used like story telling as a short cut. Media literacy activities create a place for individuals to explore concepts of Rape Culture because it doesn't put us on blast individually. We are all collectively consuming media and this give us a shared "bird's eye view" that allows us to critic society and social norms without initially escalating defensiveness in individuals who may not be completely open to our message of prevention.

There is certainly a time and place for critique of individuals' behavior.



Fun way to introduce concept of media decoding from film "They Live"

<https://www.youtube.com/watch?v=Jl8AMRbqY6w>



Media assessment tool can be used to help you select appropriate and effective media clips for use in prevention education.



The link below goes to a video about media theorist, Stuart Hall who popularized the term “decoding” as it relates to media literacy.

https://www.youtube.com/watch?v=FWP_N_FoW-I



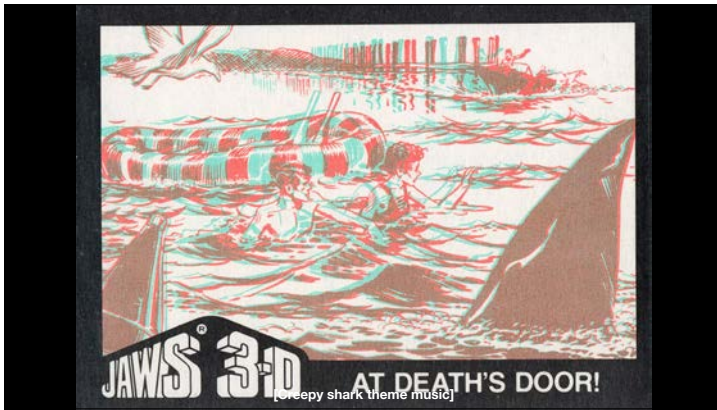




Many of the concepts appearing in the following slides are taken from The Media Literacy Project, a now defunct organization. I like their stuff the best as far as introduction to basic media literacy concepts.

<https://www.youthconnectionscoalition.org/content/wp-content/uploads/2014/07/Intro-to-Media-Literacy.pdf>





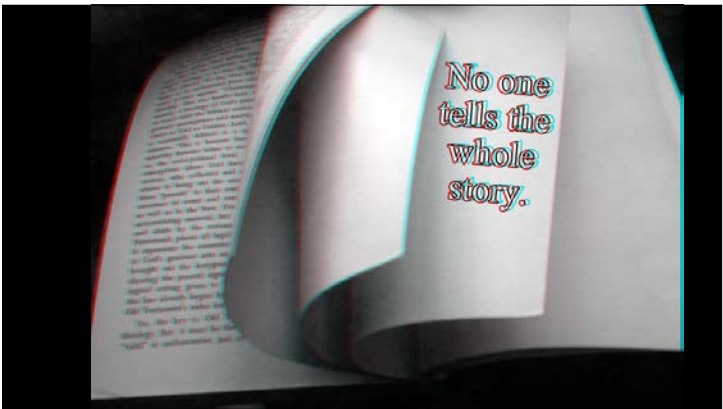
If a hororo movie like Jaws can get into our head and make us scared to go swimming in a pool, wehre there are logically no sharks present it helps to illustrate that we are not impervious to the effects of media. This stuff gets into our heads. So while the act of consuming sexual violent media doesn't necessarily mean we will commit acts of sexual violence - it's certainly influencing our perception of the world at some level.











LIQUOR IS QUICKER

This is the “adventure” we decided on for the training. The phrase “liquor is quicker” comes from a website, www.tvtropes.com that catalogs tropes - or chunks of plot narrative in pieces of media. The phrase eludes to the notion that in TV and movies it is a common plot device to utilize alcohol as a shortcut or means to getting sex - often without consent or at least without explicit consent. Stories that utilize this trope are supportive of Rape Culture in that they often normalize perpetration by portraying alcohol facilitated rape as a “normal” way to navigate sexual relationships.

ALCOHOL AS AMERICAN MATING RITUAL



I talk about alcohol as hardwired into our narratives about dating, sex, and romance in our culture. The default romantic dinner often involves wine and candles.



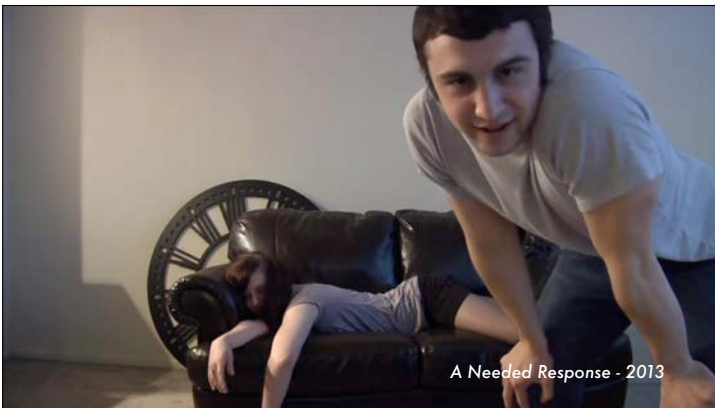
I use this clip from the TV show Family Guy to illustrate our mainstream narrative of date rapists. They are often though as overtly creepy and obviously predatory like the character of Quagmire. These types of folks are less common than an acquaintance rapist.

<https://www.youtube.com/watch?v=-pFU6zjGe8w>



This clip from Superbad is perhaps a more accurate representation of common occurrences of alcohol facilitated Date Rape. Jonah Hill's character is a blatant predator, but we see how his peer pressure and normalization of using alcohol as a tactic to coerce girls into sexual situations that are ultimately exploitive and abusive becomes almost acceptable to Michael Cerra's character. This is how the process of normalization of perpetration works.

<https://www.youtube.com/watch?v=tihmB8IDNHI>



This clip, entitled A Needed Response went viral in 2013 and was made by college student to challenge not only Rape Culture but Toxic Masculinity. It inverts the trope of the "frat bro" or "college party guy" transforming the narrative alcohol facilitated date rape into a story of care that promotes care and concern for someone who is vulnerable due to intoxication. This clip can also generate discussion about gender constructs and target messaging due to the use of the term "real men".

<https://www.youtube.com/watch?v=eZxv5WCWivM>



The image on the right is an older campus awareness campaign poster that essentially reinforces Rape Culture by slut shaming and victim blaming. The image on the right is from a more recent campus campaign that targets perpetrators and challenges harmful victim blaming narratives that may lead to some victims not feeling supported to reach out for help.

SKILL BUILDING ACTIVITY: CONSENT

It is important that we not only talk about consent in our prevention efforts, but provide opportunities for skill building and practice.



This clip from the very clunky "sex ed talk" from the movie Mean Girls is unfortunately what many of us have received as sex ed. Comprehensive, sex positive, non-shaming sex ed is key to helping reduce incidents of sexual violence. If young people aren't given access to adequate information from adults they will go look for that info elsewhere - often finding info that is less than accurate or healthy.

<https://www.youtube.com/watch?v=SfoRaVvIK0I>



This is my favorite model for talking about consent. the FRIES model created by Planned Parenthood. It's very comprehensive and goes into much more detail than just talking about affirmative consent as an "enthusiastic yes".

CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

Planned Parenthood*

Shout out to Planned Parenthood! This is their original graphic. Sadly some schools are comfortable with us showing their material.



This is one of my favorite clips for discussing consent and date rape. It's a bit old and the actors have British accents and it's fairly graphic, but it very accurately represents what a real life situation might look like.

The boyfriend states at the end of the video, "Go on you're going to have to show me something to get me ready now." This statement I feel, really encapsulates the concept that sexual assault is about power and control and not someones over amped sexual feelings. Challenging students to unpack what he means by this has lead to some very transformative and rich discussions in class.

<https://www.youtube.com/watch?v=RzDr18UYO18>

DO YOU WANT TO
TOUCH THE WIENER?



And finally, our skills building activity. It doesn't hurt to incorporate some fun and play into your prevention efforts. I often say that when folks are laughing they're learning, because it shows they are paying attention.

You don't need to wear a hot dog costume for this one. It's actually base on an activity created at UC-San Diego called "Can I? Do You?". I'll share the instructions along with the other materials.

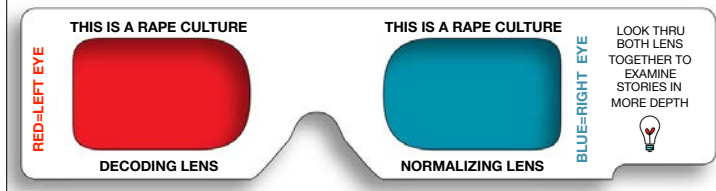
CONTINUE THE ADVENTURE WITH YOUR 3D GLASSES @



TRANSFORMATIVE LEARNING SOLUTIONS
TYLER OSTERHAUS - EDUCATOR, ADVOCATE, ARTIST

www.tylerosterhaus.com

www.TransformativeLearningSolutions.com



Please feel free to contact me with any questions you have. I'm passionate about prevention education and would love to help you any way I can. —

osterhaus.tyler@gmail.com
