



**It's On Us Playbook on Sexual Assault Prevention & Healthy Relationships
for Male Student Athletes
*Facilitators Guide***

Overview

The goal of the Facilitator's Guide is to provide a starting point for coaches, athletes, player development employees, and SAAC members who are implementing *It's On Us Playbook on Sexual Assault Prevention & Healthy Relationships for Male Student Student Athletes* (The Playbook). This document contains background information on the motivation for creating The Playbook, a summary of the contents and learning objectives for The Playbook prevention education workshops ("workshops"), and tips for effective workshop facilitation.

Background

Over the last two years, It's On Us has conducted and published three major research studies, [*Engaging Men Part I: National Campus Sexual Assault Attitudes & Behaviors*](#), [*Prevention is a Team Sport*](#), and [*Engaging Men Part II*](#), exploring how to most effectively engage college men in campus sexual assault prevention.

These studies produced several key findings specific to college men who participate in NCAA/NJCAA/NAIA programs. As a result of both federal and NCAA policies, male college athletes receive more prevention education than non-athletes and subsequently are generally more aware of and more comfortable talking about the issues of campus sexual assault and dating violence. Additionally, male athletes were more likely to self-report experiencing sexual or dating violence at some point in their lifetime. However, the research also demonstrated that – despite receiving more prevention education – male athletes were generally less likely to correctly identify whether certain behaviors were unhealthy or abusive than their non-athlete peers.

Male athletes are critical to combatting campus sexual assault and must be effectively engaged in prevention education that leads to true attitudinal and behavioral changes. Conducting effective prevention education programming for this student population comes with unique challenges because of the combination of academic and athletic pressures faced by male athletes, the social stigmas surrounding high-profile instances of domestic and sexual violence cases involving athletes, and the use of irrelevant programming by institutions. At the same time, male athletes are traditionally seen as harbingers of campus culture, often serving as high-profile leaders within a campus who possess the ability to influence broader socio-cultural beliefs and behaviors among their peers, including those related to sexual assault.



What Is A Workshop?

The Playbook contains five distinct workshops covering the following topics: (1) sexual assault awareness and consent; (2) healthy, unhealthy, and abusive relationships; (3) active bystander intervention; (4) navigating breakups; and, (5) recognizing and healing from trauma.

Each workshop is approximately 25-40 minutes in length and includes icebreakers, questions for discussion, and opportunities for the athletes to share their own experiences.

The workshops also contain pre- and post-surveys, which we strongly encourage facilitators to ask athletes to complete as part of It's On Us's ongoing evaluation of the program's efficacy.

The workshops are intended to be facilitated within an individual team setting, with no more than 50 athletes participating. For teams of more than 50 athletes, we recommend that the teams be split into two groups (e.g., for football teams, splitting athletes between offense and defense).

Workshop Learning Objectives

Each workshop covers a distinct topic related to sexual assault prevention, building healthy relationships, and healing from trauma. Below are the key learning objectives for each of the workshops.

The Ball is in Your Court: Consent 101: This is the foundational workshop of The Playbook and should be completed prior to athletes participating in the four additional prevention programs. The remainder of The Playbook's content builds on the knowledge athletes gain through participation in this first workshop. Athletes who complete this workshop will be able to:

- Define consent, including verbal and non-verbal consent.
- Correctly identify situations in which consent has or has not been given.
- Understand the scope and impact of campus sexual violence.
- Correctly describe behaviors that constitute sexual assault, dating violence, domestic violence, stalking, and harassment.
- Know how to navigate rejection.

You're Locked In: What Are Healthy Relationships?: This workshop addresses the spectrum of relationship experiences and how to set and respect boundaries in relationships. Athletes who complete this workshop will be able to:

- Correctly identify if a relationship behavior is healthy, unhealthy, or abusive.
- Proactively address feelings of insecurity in a relationship.
- How to navigate conflict and fight "fair" in relationships.
- How to set their own and respect the boundaries of others in their relationships.



Step Up to the Plate: Active Bystander Intervention: This workshop addresses the critical sexual assault and dating violence prevention topic of active bystander intervention. Athletes who complete this workshop will be able to:

- Define what it means to be an active bystander.
- Identify situations in which an active bystander can and should step in to stop a situation from becoming violent.
- Identify the best active bystander method for themselves – and when a situation requires more than just one active bystander to get involved.

Calling a Timeout: All About Breakups: This workshop addresses breakups – from why they happen to how to cope with a breakup in a healthy and respectful manner. Athletes who complete this workshop will be able to:

- Understand the complex reasons why relationships end.
- Know how to end a relationship in a healthy and respectful manner.
- Know how to end an unhealthy or abusive relationship in a way that is safe.
- Have the tools and knowledge to cope with a breakup and get closure for a relationship that has ended.
- Know how to support a friend or teammate going through a breakup.

Active Recovery: Recognizing and Healing from Trauma: This workshop addresses the various types of trauma someone may experience in their lifetime and what resources are available to support someone recovering from a traumatic experience. Athletes who complete this workshop will be able to:

- Identify the types of trauma that someone can experience.
- Recognize the symptoms of trauma manifesting in themselves or others.
- Seek support for themselves or others who have experienced some form of trauma.
- Effectively respond to someone else's disclosure of a traumatic experience.

Effective Workshop Facilitation

Setting the Tone

All of the workshops contained in the playbook include icebreakers at the start of the programs. Some of the icebreakers are humorous, while others are more serious. The goal of icebreakers is to allow the athletes to relax, open up, and begin building a rapport with the workshop facilitator.

The tone of the workshop is vital to having an impactful conversation. As a facilitator, in some situations beginning with a humorous tone can help athletes become comfortable discussing a difficult topic. In other scenarios, it can be more beneficial to share a personal experience with harm to help shift the conversation to a more serious tone. It is important for the facilitator's



approach to be responsive to the topic being discussed and the learning objectives of the individual workshop.

Sexual violence is a difficult and oftentimes triggering topic to discuss. During the workshops, it's important to create space for athletes to voice their current perspectives, thoughts and opinions. This will allow the facilitator to educate or encourage participants to think about the topics in a positive and action-oriented manner.

All workshop conversations should be oriented towards how athletes have the power to positively influence one another, and their broader campus community, towards creating a culture in which sexual violence isn't tolerated and survivors are supported.

Before the Workshop

It's On Us recommends the following steps are taken to ensure a successful workshop.

- During the planning stage, collaborate with coaches to determine a time and date that works well for their team. Avoid holding the workshop right after practice or late at night after a day of classes/games/tough practices.
 - Ask coaches when it would be easiest for their athletes to focus and effectively absorb the workshop information.
 - Create a workshop schedule that takes advantage of their off-season or free time (like rest days or film days).
- Limit workshops to a maximum of 50 athletes. More than 50 athletes in a workshop can make it challenging to facilitate discussions and answer their questions.
- Likewise, there should be a minimum of 15 student attendees to avoid students feeling put on the spot or pressured to answer questions.
- Ask coaches and captains to promote participation in the workshop in a positive light. As leaders, they set the tone for their teams, and athletes will be more likely to show up excited and ready to participate if their coaches or captains are enthusiastic about The Playbook.
 - *Recommendation:* When introducing a program to mixed gender teams, separate women's and men's teams and have women choose which equivalent It's On Us public workshops they would like to attend and give The Playbook to the men.
- Take time to get familiar with the workshops and make them your own! Practice with a friend or in front of a mirror so you feel comfortable with your pacing.
- If athletes are registering for your training, make sure you send a reminder email to them the day before or the day of the event.
- Contact Kyle.Richard@civcnation.org for help practicing the workshops and he'll answer any questions you may have about the workshops.



Workshop Materials Checklist

It's On Us recommends having the following materials on hand for facilitation of the workshops:

- | | |
|---|--|
| <input type="checkbox"/> Audio/Visual Equipment | <input type="checkbox"/> Post-It Notes |
| <input type="checkbox"/> Access to Wifi | <input type="checkbox"/> Butcher block paper |
| <input type="checkbox"/> Whiteboard and Dry Erase Markers | <input type="checkbox"/> Pens, Pencils or Marker |

During the Workshop

- Give a warm welcome to players as they come in – ask them their names and positions if possible.
- Provide a content warning in the beginning that makes it clear they are allowed to leave the workshop if the program upsets them in any way.
- Add in personal stories, anecdotes, or examples relevant to the athletes when beneficial and appropriately fits within the training.
 - Use local examples (“That bar down the street!”).
 - Do not use other people’s stories without their permission.
 - Keep stories to less than 3 minutes to be thoughtful of time.
 - Let the students know that if they’re sharing personal stories they should avoid details like locations and the names of other people involved in the story.
- Do not call on students or force them to actively participate - it’s unfair to put people on the spot to answer difficult questions about sensitive topics.
- Be thoughtful of your tone.
 - When discussing abuse or scenarios of abuse, you should be serious and empathetic.
 - When telling stories or talking about lighthearted subjects like healthy relationships, you can be more energetic.
- Be ready with examples and answers if students don’t participate in the activities.
 - Sometimes giving an example helps students remember a similar situation or gives them more time to think about the questions.
- Recommendations for difficult situations:
 - If someone says something that is disrespectful - ask them where those feelings are coming from and redirect that conversation into a teaching moment instead of engaging or escalating the discussion.
 - If someone discloses an experience of abuse - thank them for sharing their story, validate their feelings, remind others in the room to not repeat what was shared outside of the workshop, and gently return to the training.



- If someone brings up a story from the news or media it's okay to let them know that you shouldn't comment without knowing all of the details and redirect to related subject matter within the training.
 - Example: High profile incidents related to sexual violence that involve professional athletes or notorious incidents such as the Duke Lacrosse Scandal.

After the Workshop

- Ask athletes to scan the QR code to sign up to receive updates, access to The Playbook materials, and other reminders.
- Discuss what the rest of the training schedule looks like and why it's broken up the way it is (working around their busy schedules to make these subjects effective and accessible).
- Provide campus/local resources in case they need support or want to report after receiving the training such as Title IX offices, health services, or peer support groups.
- Check in with athletes between workshops to see how they feel about the content and if it's been helpful to them.

How to Use Slido for Icebreaker Facilitation

It's On Us uses the online platform [Slido](#) for the facilitation of The Playbook's icebreaker activities. The primary point of contact at a Playbook partner institution will receive an invitation and institution-specific instructions from It's On Us to join our Slido once a contract has been signed.

Questions?

If you or another member of your team has a question about The Playbook, please contact It's On Us's Associate Director of Men's Engagement & Special Projects, Kyle Richard, at Kyle.Richard@CivicNation.org



2024 Virtual Train the Trainer Schedule - with Kyle Richard

Training 1 - Wed Jan. 3rd & Tue at 5pm | Mon Feb. 5th & Tue. 6th at 5pm ET

Training 2 - Mon Jan. 8th & Tue 9th at 5pm | Mon Feb. 12th & Tue 13th at 5pm ET

Trainings 3 & 5 - Tue Jan. 16th at 5pm | Mon Feb. 19th & Tue 20th at 5pm ET

Training 4 - Mon Jan. 22nd & Tue 23rd at 5pm | Mon Feb. 26th & Tue 27th at 5pm ET

Sample Recommended Workshop Agenda

Training 1 - (Mandatory) Within 2 weeks after arrival on campus for summer camp or fall semester

Training 2 - At least 2 weeks of separation of other trainings - before the end of October

Training 3 - Anytime before the end of September, at least 2 weeks of separation of other trainings

Training 4 - Anytime before school breaks (Any part of academic year)

Training 5 - Anytime through academic year