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## **Sexual Assault Prevention Program**

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A Comprehensive Manual for Men's and Women's Programming on  
College Campuses

*A Peer Education Model for Greek Life and Athletics*

Written by:

Dara Raboy-Picciano, LCSW

Edited by Brandy Hubbard

Randall Edouard

Dara Raboy-Picciano



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# A Three Tiered Educational Approach to Sexual Assault Prevention

Tier One: Empathy-Based Program

Tier Two: Awareness-Based Program

Tier Three: Bystander-Based Program

Created by Dara Raboy-Picciano, Jack Causseaux, Juan  
Rosario, Ian Bel, Peter Pandazis, and Rich Reynoso



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## **Tier Two: Awareness Based Program** **(Sexual Consent)**

The Second Tier is an **Awareness-Based Program** in which the peer educators use “The Consent Game” (Raboy-Picciano & Rosario, 2005) to thoroughly explore the meaning of consent. The Consent Game is designed to promote discussion around consent through the use of scenarios in a way that gets participants talking about their biases, personal acceptance or rejection of rape myths, and cultural constructs around sexual consent and sexual assault. What we learned through educational programming was that students knew the definitions of sexual assault and consent, but when it came time to apply these definitions through the use of scenarios they were not able to do so. The Consent Game gave students the opportunity to explore in depth the meaning of consent, through practical application, and challenge deeply held beliefs in a non-threatening way. This tier also utilizes the research of David Lisak and his video “The Undetected Rapist” to help educate students on predatory behaviors, using the most current knowledge.

### **Outline**

- ❖ Pre-questionnaire





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- ❖ Introduction to 20:1
  
- ❖ Disclaimer
  
- ❖ Definitions: What is Sexual Assault? What is Consent?
- ❖ (Hand out “Know the Facts”)
  
- ❖ Introduce and Play “The Consent Game”
  
- ❖ Read/Review Statistics: “Rape Fact Sheet” from David Lisak
  
- ❖ Introduce and Play DVD: “The Undetected Rapist”
  
- ❖ Discuss the Video: Read/Review “The Undetected Rapist” findings from Lisak’s research
  
- ❖ Conclusion
  
- ❖ Questions, Comments and Discussion
  
- ❖ Post-questionnaire



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## Overview of Tier Two

The basic aspects of the program are to...

- ❖ Explore and discuss the definitions of sexual assault
- ❖ Explore and discuss the definitions of consent
- ❖ Acknowledge personal biases and myths about sexual assault and consent
- ❖ Challenge those personal biases and myths about sexual assault and consent
- ❖ Watch and discuss “the undetected rapist” video
- ❖ Explore and discuss Dr. David Lisak’s study and its findings; “Rape Fact Sheet” and “The Undetected Rapist” findings
- ❖ Discuss questions
- ❖ Target audience: Gender specific

### Introduce the program:

→“Thank you for having us, we are 20:1. You may have seen our shirts or slogans around campus, and you may have wondered why our shirts say “Your mother, your sister, your girlfriend.” We will explain that later in the program.”

→“We are here today to talk to you about what we as college students can do to prevent sexual assault.”

→”To the men in the audience...

...We are not here to blame you as men or to preach to you. In fact as (fraternity, Athletes, ROTC, etc. men we are here to talk to you about your role as leaders on this campus. In that leaders role or as emerging leaders other students look to you as an example of good character, someone to turn to in need, and someone who is a role model. It is because of your affiliation with this group that we come to you with the hope that you will take this message on and be leaders in your communities in the fight against sexual assault.

...We want also want you to be prepared if a person comes to you after being sexually assaulted.





...Again, no blame, we assume you don't want to rape someone, we are here to show you that as men on campus you can help make a difference and prevent sexual assault."

**Provide the Disclaimer:**

→ "Some parts of the presentation can be graphic. You may know someone that is a survivor of sexual assault. If at any point you feel uncomfortable, please feel free to step outside for a moment."

→ "According to the National Crime Victimization Survey, statistics show that over 90 percent of the time rape survivors are female and 99 percent of the time offenders are male. During the program we will refer to the perpetrator as male and the victim as female. However, victims and offenders can be of either gender."

→ "If anyone would like to speak further about the subject in a private manner, please call one of our community resources - we will provide you that information in a few minutes."

**Discuss the definition of sexual assault:**

→ Ask the audience for their definition of sexual assault. Have a discussion.

→ Give the audience the definition (speak clearly and slowly). "Sexual Assault is non-consensual sexual *intercourse* and non-consensual sexual *contact*."

→ Now read each one individually. Again, speak clearly and slowly:

"Non-Consensual Sexual Intercourse is:

Any sexual intercourse (anal, oral, or vaginal),

However slight,

With any object,

By a man or woman upon a man or woman,

Without effective consent."

"Non-Consensual Sexual Contact is:

Any sexual touching (including disrobing or exposure),

However slight,





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With any object,  
By a man or woman upon a man or woman,  
Without effective consent.”

\*National Center for Higher Education Risk Management (NCHERM)

### ***Discuss the definition of consent:***

→Ask the audience for their definition of consent. Have a discussion.  
→Pass out the “know the facts” handout (colored bookmark). Point out the community resources and phone numbers. With the audience, read the “WHAT IS CONSENT?” definitions from the handout...

#### Effective Consent:

→“Effective Consent is informed, freely and actively given, mutually understandable *words or actions* which indicate a willingness to participate in mutually agreed upon sexual activity.”

”Consent is not effective if it results from the use of physical force, threats, intimidation or coercion.”

”Consent for one act of sex is not consent for another act of sex.”

#### Incapacitated Sex:

→”Incapacitated sex is: to have sex with someone who you know to be, or should know to be incapable of making rational, reasonable decisions about a sexual situation is a violation of New York State Law.”

“Both parties being drunk does not cancel the need for consent.”

“Consent is not the absence of a “no”, but the presence of a “yes””

”The person that is initiating the sexual act is responsible for establishing consent”

\*Emphasize the word “incapacitation”, not just the use or presence of alcohol or drugs.

### ***“... So what does this all mean?”***

“Consent can be established if the following four conditions are present:

1.Both participants are fully conscious



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2. Both participants are equally free to act
3. Both parties have clearly communicated their willingness/permission AND
4. Both parties are positive and sincere in their desires.”

\*\*Berkowitz, 2002

**KEY POINTS of CONSENT (be sure to say these throughout the presentation):**

- “Consent is not the *absence* of a “no”, but the *presence* of a “yes””
- “Stop, Ask, Clarify”
- “Consent for one act of sex is not consent for another act of sex.”
- “The person that is initiating the sexual act is responsible for establishing consent”

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**“The Consent Game©” Dara Raboy-Picciano, Juan Rosario ©2005**

Purpose of the Consent Game:

A tool to facilitate discussion with students, faculty, professional and paraprofessional staff around issues of consent and sexual assault.

How It Works:

Most people know the definitions of Sexual Assault and Consent but when it comes to the practical application, personal biases and myths may emerge. Through the use of this game, with real life scenarios, trained facilitators can begin to challenge those biases and myths in a fun non-threatening way.

Types of Scenarios used:

Scenario 1: **Proceeding from one form of sexual activity to another**

Scenario 2: **Coercion**



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### Scenario 3: **Incapacitated Sex**

Other Scenarios: Same sex relationships, First time meeting someone, Trusted friend, Intimate partner

#### How to Play:

- ✓ Pick three “contestants” from your audience
- ✓ Have three chairs in the front of the room for each contestant to sit in
- ✓ Each contestant gets a Red Light, Green Light and Yellow Light (circle of paper)
- ✓ Explain the rules of the game to the contestants and audience

#### Rules of the Game:

1. Read the scenario one sentence at a time. After each sentence, pause and ask the contestant to hold up either a green, yellow or red light to indicate whether or not the person in the scenario has *consent* to proceed.
2. After each light is held up the peer educator will ask the contestants to explain why they are holding up their color light.
3. Once the contestants give an explanation, the audience will be given a chance to comment or ask questions.
4. The peer educators will then read the next line in the scenario and proceed the same way.

\*\*\* Peer educators will facilitate discussion throughout the scenario.

At the end of the scenario, new contestants will be chosen for the next scenario.

(Scenario's take about 20 minutes to process. It's nice to have prizes for contestants)

#### Role of the Peer Educator:



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- ❖ Facilitate discussion
- ❖ Bring out talking points
- ❖ Challenge perspectives
- ❖ Challenge victim blaming
- ❖ Challenge rape myths
- ❖ Challenge rigid gender biases, beliefs and gender roles
- ❖ Give the facts: Hand out “Know the Facts”

If you have questions or would like a consultation please contact Dara Raboy-Picciano, LCSW at [piccian@binghamton.edu](mailto:piccian@binghamton.edu) or Juan Rosario, MPA. *The Consent Game*©. Dara Raboy-Picciano and Juan Rosario ©2005

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### ***Introduce & Play “The Consent Game”:***

→“We’re going to play a game called “*The Consent Game*” to get a clear picture of what consent looks and sounds like. Let me explain how it works. Think of life like a long winding road with many intersections. There are points or intersections in our daily lives that we have to make decisions. Some decisions are small and obvious, other times it’s not so clear. We’re going to read a short story and stop after each sentence. When we stop we want you to decide if you think the person in the story has consent to proceed. Should they: GREEN - keep going, straight through or YELLOW - slow down and proceed with caution, be ready to stop at any minute or RED - put on the brakes and stop. Does that make sense? Any questions?”

→“We need 3 volunteers to be contestants in our game.” Hand each person 3 colored circles and briefly explain the game again. “We’re going to read a story and stop after each sentence. You decide if the person in the story has consent to proceed. If you think they do, hold up green. If you’re not sure, hold up yellow. If you think they don’t have consent, hold up red. Any questions before we start?”

### **Scenario 1: Proceeding from one form of sexual activity to another**



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Rose and Miguel had been going out for several months. They had “hooked up” in the past. Rose has expressed to Miguel on several occasions that she desires to remain a virgin until marriage. They often sleep at each other’s rooms, in the same bed. On some of these occasions they kiss and hold each other. On at least one occasion the touching went further to touching genital areas. On this night, Rose and Miguel decided to take their relationship to the “next” level. Rose and Miguel began to engage in oral sex. Both parties were actively enjoying this activity. Miguel then placed Rose on her back and proceeded to intercourse. Rose stared blankly off and became silent.

### Scenario 2: Coercion

Kim and Lee had been dating for a semester. Kim is a freshman and Lee is a senior. They were “hooking up” in Lee’s room one afternoon after class. Kim felt like things were going too fast. Lee tells Kim, “I thought you really liked me” and “I thought this could be a special time”. Kim really likes Lee, but doesn’t want to move too quickly. Lee begins to question whether or not Kim trusts him. He also says things like, “we’ve been going out for a semester, and it’s time you made me happy.” He continues to say things like, “I’ve been waiting for such a long time, you’re lucky I’m still with you”. He also says “come on, Kim, it will be special.” After some time, Kim gives in to his requests.

### Scenario 3: Incapacitated Sex

Rich and Keisha are out at a bar with some mutual friends. The two are acquaintances through these friends. After several drinks the two are seen dancing together. As the evening progresses Rich and Keisha’s friends want to leave for another party. Noticing that Rich and Keisha are having a good time, the friends take off to the other party. An hour later Rich asks Keisha if she wants to leave. Rich and Keisha look around for their friends and realize they have left. Rich offers to give Keisha a ride home. Keisha feeling dizzy and light headed accepts the ride. Once at Keisha’s home, Keisha invites him in for another drink. Rich and Keisha are really hitting it off. They have several more drinks while talking. Rich leans over and begins to kiss Keisha. The couple moves from the



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couch to the bed where they proceed to take off their clothes. Keisha slurs her speech and falls off the bed. Rich helps her back on the bed and proceeds to intercourse. Keisha is out of it, so Rich hurry's up and finishes.

**Introduce David Lisak Research**, "The Undetected Rapist", by explaining his research with acquaintance offenders and giving the following stats from his fact sheet:

→ "There's a common assumption about men who commit sexual assault on a college campus: that they made a one-time, bad decision. But psychologist David Lisak says this assumption is wrong - and dangerously so. Lisak started with a simple observation. Most of what we know about men who commit rape comes from studying the ones who are in prison. But most rapes on college campuses are never reported or prosecuted. So Lisak, at the University of Massachusetts, Boston, set out to find and interview men he calls "undetected rapists." Those are men who've committed sexual assault, but have never been charged or convicted. He found them by, over a 20-year period, asking some 2,000 men in college questions like this: "Have you ever had sexual intercourse with someone, even though they did not want to, because they were too intoxicated [on alcohol or drugs] to resist your sexual advances?" or: "Have you ever had sexual intercourse with an adult when they didn't want to because you used physical force [twisting their arm, holding them down, etc.] if they didn't cooperate? **About 1 in 16 men answered "yes" to these or similar questions.**"

## FOR MEN'S AND WOMEN'S PROGRAM

In addition, the majority of undetected rapists are serial rapists who also commit other forms of serious interpersonal violence. In a study of 120 undetected rapists in the Boston area<sup>16</sup>, 63% were serial rapists.



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These 76 serial rapists had, on average, attacked 14 victims, and were responsible for:

- ❖ 439 rapes and attempted rapes
- ❖ 49 sexual assaults
- ❖ 277 acts of sexual abuse against children
- ❖ 66 acts of physical abuse against children

### ***RAPE FACT SHEET***

David Lisak, Ph.D.  
University of Massachusetts Boston  
[davelisak@aol.com](mailto:davelisak@aol.com)

## **FOR WOMEN'S PROGRAM**

→"We're going to show a video called "the undetected rapist" that shows Dr. Lisak interviewing one of his study participants. This interview is a *reenactment* based on the ACTUAL TRANSCRIPTS with this man. Afterwards we'll get your reactions and discuss it."

### ***DISCUSS BOTH MEN'S AND WOMEN'S PROGRAM***

**Some facts about the undetected rapist that answered David Lisak's survey:**

- ❖ are extremely adept at identifying "likely" victims, and testing prospective victims' boundaries;
- ❖ plan and premeditate their attacks, using sophisticated strategies to groom their victims for attack, and to isolate them physically;
- ❖ use "instrumental" not gratuitous violence; they exhibit strong impulse control and use only as much violence as is needed to terrify and coerce their victims into submission;



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- ❖ use psychological weapons – power, control, manipulation, and threats – backed up by physical force, and almost never resort to weapons such as knives or guns;
- ❖ use alcohol deliberately to render victims more vulnerable to attack, or completely unconscious.
- ❖ What does all this mean?

### **AT BINGHAMTON:** Examples Predatory Behavior

- ❖ The different color cup to target a specific woman
- ❖ The cup with a color code on the bottom of it
- ❖ The “Prep Room”: where the alcohol is
- ❖ The “Alibi Room” : the dance floor
- ❖ The “Set up”: Rooms up stairs
- ❖ Other examples?
- ❖ If you see or hear about this behavior, what should you do about it?

### **FOR WOMEN’S PROGRAM ONLY**

#### **About Perpetration and Conviction:**

The vast majority of rapists are never prosecuted for their crimes. The attrition rate between the commission of the crime and the prosecution of it reveals starkly how unpunished is the crime of rape.

**Approximately 85% of rape victims do not report their victimization to criminal justice authorities.**

**Approximately %15 report  
10% result in the filing of charges.**

**Perhaps 40% of those cases result in some sort of conviction.**

#### **Ask how many is this? Reactions?**

This attrition rate means that studies of incarcerated rapists cannot be generalized to the vast majority of rapists who are never reported or prosecuted. Twenty years of research on this latter group – so-called “undetected rapists,” has revealed a group of sexual predators who have escaped detection by the criminal justice system.



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## Statistics For Men's and Women's Program:

Read each clearly and slowly:

\*National Statistics about Sexual Violence on College Campuses  
([www.nyu.edu/sch/promotion/svstat.html](http://www.nyu.edu/sch/promotion/svstat.html))

- ❖ 1 in 4 college women report experiences that meet the legal definitions of rape or attempted rape.
- ❖ 1 in 5 college women are raped during their college years.
- ❖ 80-90% of sexual assaults are perpetrated by individuals known to the survivor.
- ❖ National Institute of Justice Study: Survivors of rape knew their attackers as...
  - Fellow classmates (35%), Friends (34%), Boyfriends or ex-boyfriends (23%), Acquaintances (2%)
- ❖ Nearly 60% of rapes occur in the survivor's residence hall.
- ❖ Fewer than 5% of attempted/completed rapes are reported to law enforcement...
  - 81% of on-campus and 84% of off-campus sexual assaults are NOT reported to the police
- ❖ 1 in 12 college men admitted to committing acts that met the legal definition of rape.
- ❖ 35% of men report some likelihood that they would rape if they could be assured they wouldn't be caught or punished.
  
- ❖ **REMEMBER: . AS (fraternity, Athletes, ROTC, etc. men you are leaders on this campus. Other students look to you as an example of good character, someone to turn to in need, and someone who is a role model. It is because of your affiliation with this group that we come to you with the hope that you will take this message on and be leaders in your communities in the fight against sexual assault.**



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**Ask the audience what they think 20:1 stands for.**

**“Our program name 20 to 1 represents a national statistic. Approximately 20 women are sexually assaulted every hour.**

**Recite the most up-to-date statistic on rape survivors. “Unfortunately the most recent numbers are even higher than when this program was formed in 2004.**

**Today that number is closer to 23 or 24, so in the hour that we have been presenting to you, about 23 women have been assaulted.**

**End by saying “remember sexual assault can happen to anyone”, turn around to show the back of your shirt and say “your mother, your sister, your girlfriend”.**

***Questions, Comments, Discussion***

***Post Questionnaire***

**For more information about The Awareness Based Program contact  
Dara Raboy-Picciano at [piccian@binghamton.edu](mailto:piccian@binghamton.edu)**



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