



NAVY

WILL ▶

# ABOVE BOARD

FACILITATOR GUIDE



# TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>1</b>
Purpose .....	1
Learning Objectives .....	1
Course Length .....	2
Course Materials .....	2
Facilitator Preparation .....	3
Facilitator Tips.....	4
Using this Guide.....	4
<b>MODULE 1: CAMPUS .....</b>	<b>6</b>
Background.....	6
Welcome .....	7
Decision Point 1: Speaking Up .....	8
Reflection: Victim Blaming.....	15
Reflection: Reporting Options.....	17
Decision Point 2: Crossing a Line.....	19
Reflection: Recognizing the Signs.....	24
Decision Point 3: Intervening.....	26
<b>MODULE 2: CRUISE .....</b>	<b>40</b>
Background.....	40
Reflection: Coming Aboard .....	41
Decision Point 1: Taking Advice .....	42
Decision Point 2: Setting Boundaries .....	47
Decision Point 3: Enjoying Weekend Liberty .....	54
Decision Point 4: The Bet.....	59
Decision Point 5: Going Back to the Ship .....	64
Decision Point 6: Considering Reporting Options .....	77
<b>APPENDIX A: TECHNICAL SOLUTIONS AND SUGGESTIONS.....</b>	<b>86</b>
<b>APPENDIX B: DECISION DIAGRAMS .....</b>	<b>88</b>



# INTRODUCTION

## Purpose

The objective of this training is to teach sexual assault prevention and response (SAPR) skills early in a midshipman's academic career. During the school year, units are immersed in their academic setting, thus somewhat removed from active duty unless they are on Career Orientation and Training for Midshipmen (COTRAMID), or summer cruise. *Above Board* fills in those knowledge gaps about how reporting procedures and regulations change in these environments and how the Navy values are expected to be upheld, regardless of whether the midshipmen are considered on or off duty.

The aim of *Above Board* is to help prevent sexual assault among midshipmen in the Naval Reserve Officer Training Corps (NROTC) by enhancing awareness of sexual assault, providing practice in successful intervention, and modeling the traits necessary for functioning effectively in different social environments. The *Above Board* target audience is underclass midshipmen in NROTC programs.

The playable character, Paige, is a sophomore NROTC student at a state university on the East coast. There are two parts to Paige's story. Module One takes place on campus during Paige's sophomore year, and Module Two takes place on board ship during and shortly after her 2<sup>nd</sup> class cruise.

*Above Board* is a decision-making tool that lets midshipmen practice making tough decisions in situations involving sexual assault, prevention, and response. The "choose your own adventure" scenarios include realistic situations that midshipmen may face both on and off duty. Midshipmen will make decisions for the playable character and then experience the consequences of those decisions, both good and bad. *Above Board* gives midshipmen the opportunity to live an experience and exercise decision-making skills in a no-risk environment.

## Learning Objectives

Within the context of the simulation, the learning objectives are for midshipmen to:

- Define sexual assault and sexual harassment.
- Describe the relationship between sexual assault and sexual harassment.
- Explain Navy policies on sexual assault and sexual harassment and how they may differ from campus, NROTC, or civilian policies.

- Explain how differing expectations of behavior and understanding of sexual assault definitions, policies, and penalties can cause a harmful disconnect when moving from a campus to an active duty environment.
- Recognize warning signs for possible perpetrators of sexual assault.
- Recognize and reduce enabling behavior associated with victim blaming, setting boundaries, lack of intervention, etc.
- Describe strategies for intervening in social environments.
- Describe strategies for assisting a peer who has been the victim of sexual assault.
- List reporting procedures in campus (civilian), NROTC, and active duty environments.
- List resources for medical and behavioral health assistance for victims in each environment.
- Describe strategies for reducing the stigma associated with sexual assault.
- Explain the role that alcohol or other drugs can play in sexual assault.
- Describe the destructive outcomes of sexual harassment and assault on the victim and broader culture of the campus, the NROTC unit, and the Navy.
- Describe strategies for coping with the demands and competing priorities of disparate environments (campus, NROTC, active duty) to develop a fully integrated identity with an emphasis on honoring the Navy's core values and aligning behaviors with those aimed at reducing sexual harassment and assault.

## Course Length

The entire course is approximately 2 hours (depending on the options chosen):

- Module One is 25 to 30 minutes of video and 30 minutes of discussion.
- Module Two is 28 to 30 minutes of video and 30 minutes of discussion.

## Course Materials

- *Above Board* facilitator's web link or offline downloadable package
- Facilitator's Guide
- PC computer, monitor, or video projector
- Screen if projecting



## Facilitator Preparation

1. Before facilitating this course, ensure *Above Board* can be played properly. It is playable on all mobile devices and personal computers, with a few requirements:
  - Android 4 or higher
  - iOS 6 or higher
  - Internet Explorer 9 or later
  - Chrome, Safari, Firefox or Opera
2. Start the program. When not accessing the program through a web link, *Above Board* comes as a downloadable application. After downloading the program from the provided link, follow these instructions to launch the offline version:






### Windows Users

- Unzip the downloadable package.
- Open Windows Explorer (My Computer) and browse to the unzipped contents.
- Click on the “Above Board.exe.”

### Apple Users

- Unzip the downloadable package.
- Open Finder and browse to the unzipped contents.
- Click on “Above Board.app.”

3. Review *Above Board in full* prior to conducting training, to ensure familiarity. Here’s how to navigate the program.

Icon	Description
	Moves to the next screen. You have to click NEXT to leave text screens.
	Moves to the previous screen.
	Plays or pauses the video.
	Movie clips automatically play to conclusion, but clicking and dragging this bar allows you to move back and forth within the clip.
	Like a pause button that allows you to move back and forth within the clip without playing it. Also brings up the Volume Control, along with options for Maximize/Minimize Screen, Return to Main Menu, and Sexual Assault Resources.



Goes to full-screen mode.



Clicking on it gives you a toggle to drag along a bar to raise or lower the sound volume.

4. Explore different outcomes to get an idea of how the interactive simulation works and the content covered. Appendix B's decision diagrams can be used before or during the training for a quick visual reference of how the decisions play out to different outcomes.
5. Test the projection and audio systems before the training starts and allow time for troubleshooting. See Appendix A: Technical Solutions and Suggestions for more information.

## Facilitator Tips

While going through the interactive simulation with students, ensure to:

- Explore alternative outcomes at decision points.
- Suggest that students choose the “wrong” option occasionally just to see what happens.
- Answer questions and encourage discussion.

## Using this Guide


This guide will help lead students through the interactive simulation. Play the video until you come to a decision point or pause for reflection. At decision points, discussion questions will help students weigh the options. Poll the class and choose an option. Each decision is color-coded to make it easier to follow the flow of that branch until you reach the key points for that decision. Many scenarios give you the option to go back to review an alternative decision, if desired.

The following graphic prompts help to navigate the guide:

Icon	Description
	DECISION POINT: Indicates where students must choose what to do next.
	SCRIPT: Provides a complete narrative to be shared verbatim.
	KEY POINTS: Key content to be covered for each video segment.
	DISPLAY SLIDE: Review the content on the text screen with students.
	WATCH VIDEO
	QUICK QUESTION: Looking for a few quick answers, not an in-depth discussion.
	DISCUSSION QUESTIONS: Prompting broader, open-ended discussion around teaching points. Common answers appear below in italics, including possible responses if not already provided or suggested by students.
	STOP: At the end of each module is a list of key points (linked to learning objectives) that should be covered before moving on to the next module.



# MODULE ONE: CAMPUS



Paige Mendez  
East Coast, USA

19 year old, sophomore in college preparing for her 2<sup>nd</sup> class summer cruise

US NAVY ORGANIZATION	NROTC PROGRAM
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## Background

Above Board tells the story of MIDN Paige Mendez, a 19-year-old sophomore NROTC student at a state university on the East coast. She joined NROTC to “do something bigger” with her life. Not many people in her family have gone to college, so she is driven to succeed as both a good student and a good officer. Paige feels she was so serious during her freshman year that she missed out on the whole college experience. She wants to be professional, but she just wants to be a college student too.

Module One focuses on Paige’s college experience, while Module Two continues her story with her summer cruise.

## Welcome



### KEY POINTS:

- Welcome students.
- Introduce yourself.



### SCRIPT:

This interactive training, *Above Board*, will give you a chance to make decisions for and experience consequences for the playable character Paige Mendez. Paige is a 19-year-old sophomore midshipman. She's going to face some personal and professional challenges related to sexual harassment and sexual assault.



### KEY POINTS SCRIPT:

This simulation will ...

- Help make you more aware of sexual assault.
- Let you practice applying strategies for preventing sexual assault, intervening, and helping a victim of sexual assault.
- Show you how to function effectively in different environments and situations.



### WATCH VIDEO



DISPLAY SLIDE: Read slide, "The identity crisis ..."

*(Click the Continue arrow.)*



DISPLAY SLIDE: Read slide, "You'll face a lot ..."

*(Click on "Special Note for Victims of Sexual Assault.")*

*(Read "Special Note for Victims of Sexual Assault" text.)*

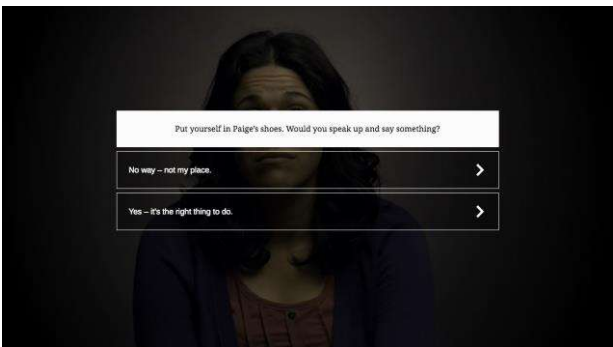
*(Close "Special Note for Victims of Sexual Assault" text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO: Stop at first decision point.

## Decision Point 1: Speaking Up



### VIDEO SUMMARY:

In SAPR training, Brittany and Jeremy make jokes. Everyone, including the LT, laughs. Paige feels uncomfortable and thinks the freshmen look uncomfortable too. She's not sure how to respond since, as she observes, laughing makes you disrespectful while objecting makes you a "prude."



### WATCH VIDEO



### QUICK QUESTIONS:

- Is Paige making a big deal out of nothing?
- Do you act in different ways with different groups of people?



### DISCUSSION QUESTIONS:

How does leadership affect the way people react?

- ✓ *"Leaders set the example."*
- ✓ *"If leaders act as if a behavior is acceptable, then it assumed to be acceptable."*

How do you balance being a college student with being in the NROTC program?

- ✓ *"I act differently when I'm at NROTC."*
- ✓ *"I try to act the same wherever I am."*
- ✓ *"I try to live up to Navy values."*

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**Put yourself in Paige's shoes. Would you speak up and say something?**

- **No way—not my place. →Page 9**
- **Yes—it's the right thing to do. →Page 10**



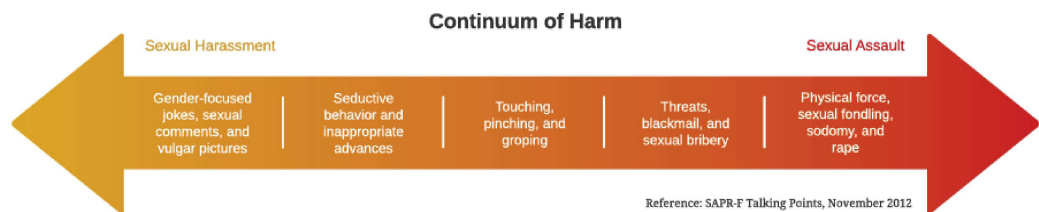
## CHOICE OF “No way—not my place.”

### SCRIPT:

The two interviews with Jake and Paige show that there’s a disconnection between what’s being taught and what the culture has defined as acceptable behavior.



DISPLAY SLIDE: Read the slide, “The first step to preventing sexual assault ...”



DISPLAY SLIDE: Read the slide, “According to a 2015 study ...”

(Click “Intervention Methods” button.)

(Read the “Intervention Methods” text.)

(Close the “Intervention Methods” text.)

(Click “Title IX Definition: Sexual Harassment” button.)

(Read the “Title IX Definition: Sexual Harassment” text.)

(Close the “Title IX Definition: Sexual Harassment” text.)



Go to KEY POINTS

## CHOICE OF **“Yes—it’s the right thing to do.”**

(Poll the group on which option to choose, and then click on a choice.)



DECISION POINT:

**How?**

- **Speak up in the moment. →Page 11**
- **Wait until the training is over and say something to the midshipman who made the comments. →Page 12**
- **Talk to the LT after the training is over. →Page 13**

## CHOICE OF “Speak up in the moment.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “This is an effective use of ...”

*(Click “Intervention Methods” button.)*

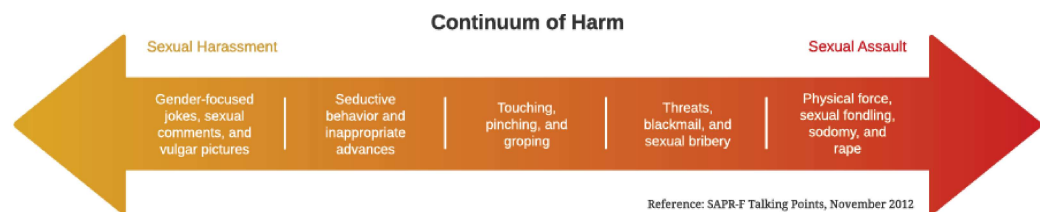
*(Read the “Intervention Methods” text.)*

*(Close the “Intervention Methods” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “The first step ...”



*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “According to a 2015 study ...”

*(Click on “Title IX Definition: Sexual Harassment” button.)*

*(Read the “Title IX Definition: Sexual Harassment” text.)*

*(Close the “Title IX Definition: Sexual Harassment” text.)*



SCRIPT:

Any of the ways Paige chose to intervene were effective.



Go to KEY POINTS



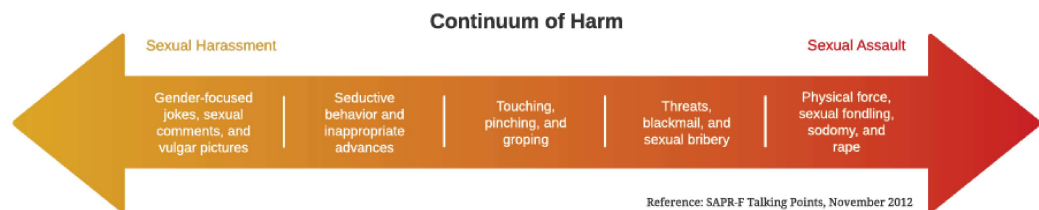
## CHOICE OF “Wait until the training is over ...”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “The first step to preventing ...”



*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “According to a 2015 study ...”

*(Click “Intervention Methods” button.)*

*(Read the “Intervention Methods” text.)*

*(Close the “Intervention Methods” text.)*

*(Click on “Title IX Definition: Sexual Harassment” button.)*

*(Read the “Title IX Definition: Sexual Harassment” text.)*

*(Close the “Title IX Definition: Sexual Harassment” text.)*



SCRIPT:

Any of the ways that Paige chose to intervene were effective.



Go to KEY POINTS

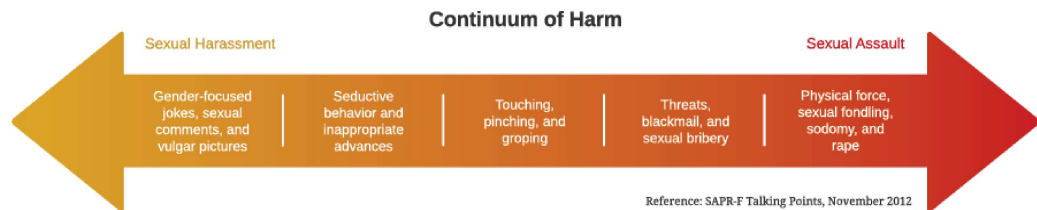
## CHOICE OF “Talk to the LT after the training is over.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “The first step to preventing ...”



(Click on the Continue arrow.)



DISPLAY SLIDE: Read the slide, “According to a 2015 study ...”

(Click “Intervention Methods” button.)

(Read the “Intervention Methods” text.)

(Close the “Intervention Methods” text.)

(Click on “Title IX Definition: Sexual Harassment” button.)

(Read the “Title IX Definition: Sexual Harassment” text.)

(Close the “Title IX Definition: Sexual Harassment” text.)



SCRIPT:

Any of the ways Paige chose to intervene were effective.



Go to KEY POINTS



#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

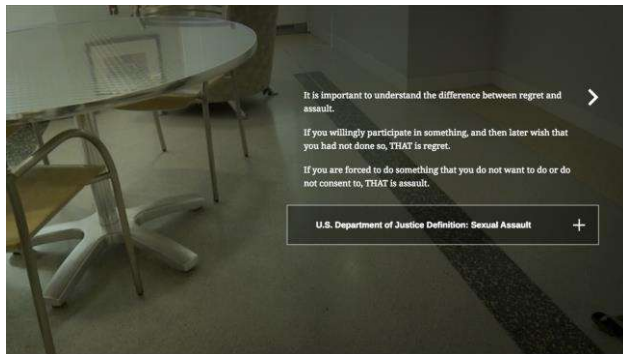
- The Continuum of Harm shows how this type of teasing can lead to inappropriate comments and harassment and from there to sexual assault.
- The behavior in question was Jeremy and Brittany's joke, and using intervention strategies can be effective.
- Intervention strategies include direct intervention, distraction, indirect intervention, and appealing to protocol.
- As a Navy professional, you might choose to object to this kind of teasing as being entirely inappropriate in any environment, not just SAPR training.

*(Click on the Continue arrow.)*

---



## Reflection: Victim Blaming



### VIDEO SUMMARY:

Paige and her friends talk about Brittany's boyfriend Jeremy and his sister. She left school pregnant, amid allegations of assault. Allison criticizes her, saying "regret isn't rape." Paige reflects on her silence, admitting she has some sympathy for Allison's point of view. Jeremy's sister, Paige thinks, should have been "smarter about stuff."



### WATCH VIDEO



### QUICK QUESTION:

- Do you think people do things to put themselves in potentially dangerous situations?



### DISCUSSION QUESTIONS:

What is your definition of sexual assault?

- ✓ *"Any type of contact of a sexual nature that occurs without explicit consent."*

How does your opinion of the victim shape your definition of sexual assault?

- ✓ *"I'm more apt to believe someone I like and respect."*
- ✓ *"How I feel about the victim shouldn't affect whether I believe them or not."*



DISPLAY SLIDE: Read the slide, "Victim blaming is ..."

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, "It is important ..."

*(Click on "U.S. Department of Justice Definition: Sexual Assault.")*

*(Read the "U.S. Department of Justice Definition: Sexual Assault" text.)*

*(Close the "U.S. Department of Justice Definition: Sexual Assault" text.)*



Go to KEY POINTS



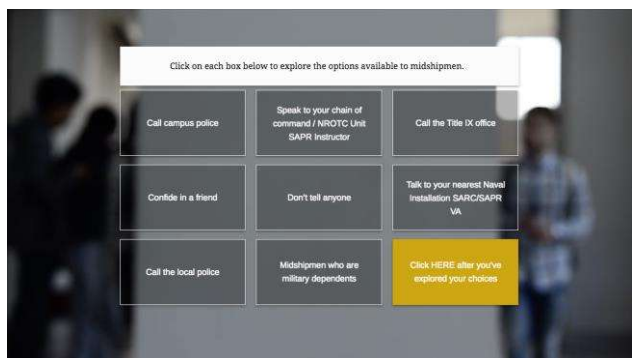
#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

- The enabling behavior in this case was Allison holding Jeremy's sister at fault for what happened to her.
- Methods like direct or indirect intervention or distraction could be used here to challenge what Allison said.

*(Click on the Continue arrow.)*

---

## Reflection: Reporting Options



### VIDEO SUMMARY:

The conversation continues, and they all debate what they would do in the case of sexual assault and what options are available. They disagree about what to do and realize that no one is clear about their options. Paige admits she has “no idea.”



### WATCH VIDEO



### DISPLAY SLIDE: “Click on each box below ...”

*(Click on and read “Call campus police...” then click on the Continue arrow.)*

*(Click on and read “Speak to your chain of command ...” then click on the Continue arrow.)*

*(Click on and read “Call the Title IX office ...”)*

*(Click on “Know Your Rights.”)*

*(Read “Know Your Rights” text.)*

*(Close “Know Your Rights” text and click on the Continue arrow.)*

*(Click on and read “Confide in a friend...” then click on the Continue arrow.)*

*(Click on and read “Don’t tell anyone ...” then click on the Continue arrow.)*

*(Click on and read “Talk to your nearest ...” then click on the Continue arrow.)*

*(Click on and read “Call the local police ...” then click on the Continue arrow.)*

*(Click on and read “Midshipmen who are military dependents ...” then click on the Continue arrow.)*

*(Click on “Click Here after you’ve explored your choices.”)*



### DISPLAY SLIDE: Review the summary of eligibility and resources.

*(Click on and read “Sexual Assault Resources,” then close text.)*



### DISCUSSION QUESTIONS:

- What are the advantages of these different reporting options?
- What are the disadvantages of these different reporting options?

*INSTRUCTOR NOTE: Responses will vary. Instructor should contribute only to clarify factual information without influencing student responses.*



### Go to KEY POINTS



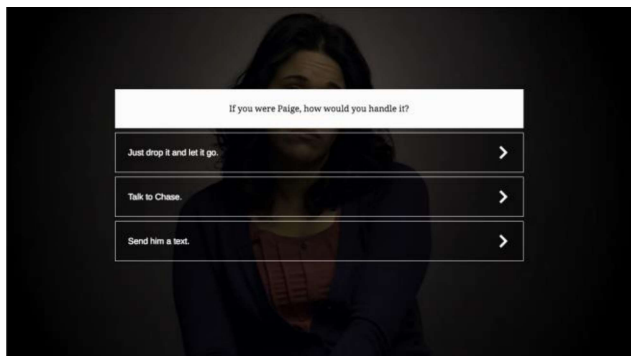
#### KEY POINTS SCRIPT:

- Strategies for assisting peers include listening without judgment, being ready to educate about reporting options and resources, respecting someone's decision about reporting or not reporting what happened, and helping with the emotional aftereffects of sexual assault.
- We reviewed the various reporting procedures in campus, NROTC, and active duty environments.
- We also saw that there is medical and behavioral health assistance for victims in each environment.

*(Click on the Continue arrow.)*

---

## Decision Point 2: Crossing a Line



### VIDEO SUMMARY:

Paige is drinking and dancing with Chase. She moves in and puts her hands on his butt. He pulls away and tells her to watch it. She retreats to the bathroom, wondering if apologizing would make things worse. In an interview with Chase, he notes that her drinking was not an excuse. What bothered him was that, if the tables were turned, he'd be in serious trouble for doing to a woman what Paige did to him.



### WATCH VIDEO



### QUICK QUESTIONS:

- Do you think what you saw was sexual assault?
- Can you see yourself or your friends in this situation?
- Would your opinion change if the genders were flipped?



### DISCUSSION QUESTIONS:

As a member of NROTC, you are a leader. What kind of conduct is expected of leaders?

- ✓ *"Leaders are proactive."*
- ✓ *"Leaders set the example."*
- ✓ *"If there's a problem, address the problem."*

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**If you were Paige, how would you handle it?**

- **Just drop it and let it go. →Page 20**
- **Talk to Chase. →Page 21**
- **Send him a text. →Page 22**

## CHOICE OF “Just drop it and let it go.”



WATCH VIDEO



SCRIPT:

Chase was hoping for an apology. Although he doesn't report her, their working relationship is now affected.



DISPLAY SLIDE: Read the slide, “Part of being a leader is ...”

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Even though sexual assault ...”



Go to KEY POINTS



## CHOICE OF **“Talk to Chase.”**



WATCH VIDEO



SCRIPT:

Notice that the issue appears to be closed.



DISPLAY SLIDE: Read the slide, “Paige confronted the problem ...”

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Even though sexual assault ...”



Go to KEY POINTS

## CHOICE OF “Send him a text.”



WATCH VIDEO



SCRIPT:

Notice that other people now know what happened between them.



DISPLAY SLIDE: Read the slide, “Part of being a leader is ...”

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Even though sexual assault ...”



Go to KEY POINTS



#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

- The Department of Justice’s definition of sexual assault is “any type of sexual contact or behavior that occurs without the explicit consent of the recipient.” Unwanted contact is often portrayed as male against female, but assault is not confined to any one gender or sexual orientation. It can happen to anyone.
- The Continuum of Harm shows how sexual harassment may lead to sexual assault.
- The stereotypical belief that only men commit sexual assault is an enabling behavior. Chase’s reaction to what Paige did shows he did not consent, which made her realize she had crossed a line.
- While Chase noted that Paige’s drinking was not an excuse, the alcohol lowered her inhibitions, leading to her inappropriate behavior.

*(Click on the Continue arrow.)*

---

## Reflection: Recognizing the Signs



### VIDEO SUMMARY:

Later at the party, Paige sees Jeremy and Brittany in a corner. She thinks that Brittany looks uncomfortable, but Kim doesn't believe anything is wrong.



WATCH VIDEO

### CUSTOM SCREEN:

- Click on Jeremy's head and display "unwanted touch from potential aggressor."
- Click on Jeremy's elbow and display "dominating body posture from potential aggressor."
- Click on the cup in Jeremy's hand and display "being coaxed by potential aggressor to drink more."
- Click on Brittany's head and display "avoiding eye contact with potential aggressor."
- Click on Brittany's arm and display "submissive body posture from potential victim."
- Click on third person and display "on the lookout for someone to rescue them."
- Click "Continue."



DISPLAY SLIDE: Read the slide, "As friendships develop ..."

*(Click on the Continue arrow.)*

DISPLAY SLIDE: Read the slide, "Recognition is just ..."

*(Click on "Intervention Methods.")*

*(Read "Intervention Methods" text.)*

*(Close "Intervention Methods" text.)*



### DISCUSSION QUESTIONS:

- Are these signs always present?
- Do you see enough in this situation to make you want to take action?
- Would you be inclined to act on it?



Go to KEY POINTS



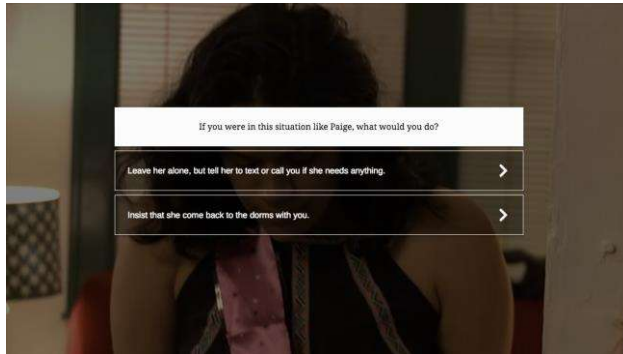
#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

- The six warning signs included: Jeremy's aggressive posture and his urging her to drink more, Brittany's submissive posture, avoidance of eye contact, avoidance of his touch, and her looking around for possible rescue.
- The four intervention strategies are: direct intervention, distraction, indirect intervention, and appealing to protocol by reporting your observations.
- Alcohol played a role by impairing Brittany's ability to give meaningful consent.

*(Click on the Continue arrow.)*

---

## Decision Point 3: Intervening



### VIDEO SUMMARY:

Paige tells Brittany that she's leaving, and Jeremy tries to convince Brittany to stay with him. Brittany tells Paige she'll catch up with her tomorrow.



### WATCH VIDEO



### DISCUSSION QUESTIONS:

What is your responsibility to intervene? At what point does your responsibility end?

- ✓ *"It ends when they say they don't need my help."*
- ✓ *"It ends when I think they're capable of meaningful consent."*
- ✓ *"It doesn't end until they're back safely in the dorm."*

What can intervening in this situation do to a friendship? Is that a risk that you think most people are willing to take?

- ✓ *"It can end the friendship."*
- ✓ *"Most people won't take that risk."*
- ✓ *"If I'm living up to Navy values, I should take that risk."*

What if the person in this situation was not a friend? Does that make you more or less inclined to act?

- ✓ *"I'm less inclined to act if I don't know the person."*
- ✓ *"If I don't know the person, I may be misinterpreting the situation."*
- ✓ *"It shouldn't matter whether I know the person or not. I should act based on what I see happening."*

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**If you were in this situation like Paige, what would you do?**

- **Leave her alone, but tell her to text or call you if she needs anything. →Page 27**
- **Insist that she come back to the dorms with you. →Page 33**

## CHOICE OF “Leave her alone...”



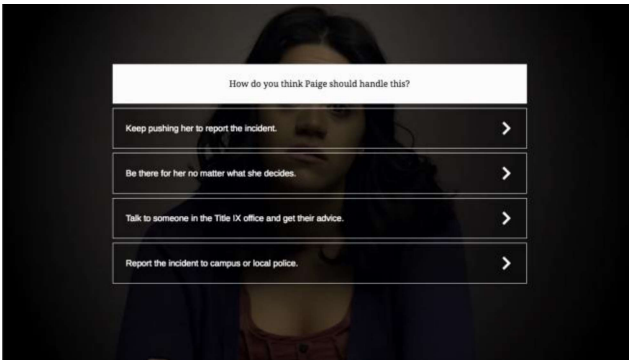
WATCH VIDEO



DISPLAY SLIDE: Read the slide, “At what point ...”

*(Click on the Continue arrow.)*





## VIDEO SUMMARY:

Brittany texts Paige that she's spending the night at Jeremy's. Paige realizes from the text that Brittany is really drunk. Paige finds out the next day that Jeremy assaulted Brittany.



## WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



## DECISION POINT:

**How do you think Paige should handle this?**

- **Keep pushing her to report the incident. →Page 29**
- **Be there for her no matter what she decides. →Page 30**
- **Talk to someone in the Title IX office and get their advice. →Page 31**
- **Report the incident to campus or local police. →Page 32**

## CHOICE OF **“Keep pushing her to report the incident”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Don’t push it ...”

*(Click “Consent” button.)*

*(Read “Consent” text.)*

*(Close “Consent” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Sexual assault is ...”



QUICK QUESTION:

- Are you willing to endanger or end a friendship by pushing someone to report a sexual assault?
- What are the potential side effects of pressuring someone who has just been assaulted?



Go to KEY POINTS

## CHOICE OF “Be there for her no matter what she decides.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “You were right not to push it ...”

*(Click “Consent” button.)*

*(Read “Consent” text.)*

*(Close “Consent” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Sexual assault is ...”



Go to KEY POINTS

## CHOICE OF “Talk to someone in the Title IX Office...”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Your friend has just ...”

*(Click “Consent” button.)*

*(Read “Consent” text.)*

*(Close “Consent” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Sexual assault is ...”



QUICK QUESTION:

- What do you think are the possible side effects of reporting an assault that someone else told you about?



Go to KEY POINTS

## CHOICE OF **“Report the incident to campus or local police.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “As a friend ...”

*(Click “Consent” button.)*

*(Read “Consent” text.)*

*(Close “Consent” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “Sexual assault is ...”



QUICK QUESTION:

- Does reporting an assault against a person’s wishes take power away from someone who has already been victimized?



Go to KEY POINTS

CHOICE OF **“Insist that she come back to the dorms with you”**

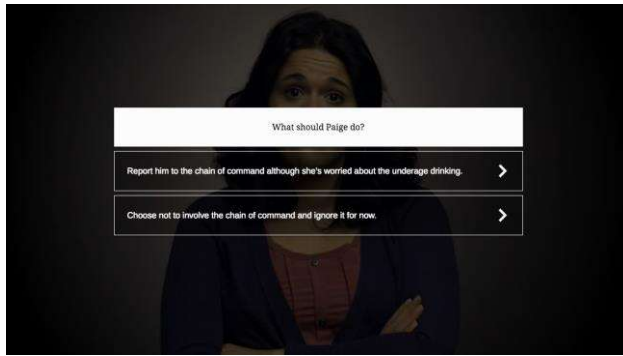


WATCH VIDEO



DISPLAY SLIDE: Read the slide, “At what point ...”

*(Click on the Continue arrow.)*



## VIDEO SUMMARY:

Jeremy keeps calling and texting until Brittany turns off her phone. In the morning, Paige finds out that Jeremy is threatening to release a topless photo of Brittany unless she agrees to talk to him. He also has a photo of Paige and Brittany drinking at the party.



## WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



## DECISION POINT:

**What should Paige do?**

- **Report him to the chain of command although she's worried about the underage drinking. →Page 35**
- **Choose not to involve the chain of command and ignore it for now. →Page 36**



## CHOICE OF “Report him to the chain of command although...”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Although some may not see ...”



QUICK QUESTION:

- How likely would you be to report if alcohol is involved?



DISCUSSION QUESTION:

How does the fear of being punished for collateral misconduct (such as fraternization, curfew violations, drug use, or underage drinking) affect your decision?

*INSTRUCTOR NOTE: Responses will vary. Instructor should contribute only to clarify factual information without influencing student responses.*



Go to KEY POINTS

## CHOICE OF “Chose not to involve the Chain of Command...”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Although some may not see ...”



DISCUSSION QUESTIONS:

What’s the best way to avoid being in Brittany’s situation?

Does it seem fair to you that a victim of sexual assault could be punished for collateral misconduct?

*INSTRUCTOR NOTE: Responses will vary. Instructor should contribute only to clarify factual information without influencing student responses.*



Go to KEY POINTS



KEY POINTS SCRIPT FOR THIS DECISION POINT IF JEREMY ASSAULTED BRITTANY:

- The Department of Justice's definition of sexual assault is "any type of sexual contact or behavior that occurs without the explicit consent of the recipient." Unwanted contact is often portrayed as male against female, but assault is not confined to any one gender or sexual orientation. It can happen to anyone.
- The Continuum of Harm shows how sexual harassment may lead to sexual assault.
- The stereotypical belief that only men commit sexual assault is an enabling behavior. Chase's reaction to what Paige did shows he did not consent, which made her realize she had crossed a line.
- While Chase noted that Paige's drinking was not an excuse, the alcohol lowered her inhibitions, leading to her inappropriate behavior.



KEY POINTS SCRIPT FOR THIS DECISION POINT IF JEREMY BLACKMAILED BRITTANY AND PAIGE:

- Jeremy's threat is a form of sexual harassment. On the Continuum of Harm, sexual harassment can be a precursor to sexual assault.
  - Living the Navy values meant coming forward and doing the right thing, despite their worry about being punished for collateral misconduct.
-



#### VIDEO SUMMARY:

Paige reflects on her year and what she's learned about being there for other people and changing the culture. If students made the decision not to speak up at the SAPR training, then they see the freshmen joking around in the next training. If students chose not to speak to Chase, then Paige is reprimanded by the LT about her behavior at a party.



WATCH VIDEO



DISPLAY SLIDE: Read slide, "As you prepare ..."



SCRIPT

Decisions that seem small at the time can have long-term ramifications.

---



STOP!

**Before moving on to Module 2, make sure you have covered the following:**

*INSTRUCTOR NOTE: Elaborate now on any topics not thoroughly discussed.*


- What sexual harassment and sexual assault is and the relationship between them
- How Navy policies on sexual harassment and sexual assault may differ from campus, NROTC, or civilian policies
- Warning signs around potential perpetrators of sexual assault
- How to recognize and reduce enabling behavior associated with victim blaming, setting boundaries, lack of intervention, etc.
- Strategies for intervention in social environments
- Strategies for assisting a peer who has been a victim of sexual assault
- Reporting procedures on campus, NROTC, and active duty environments
- Resources for medical and behavioral health assistance for victims in each environment
- Strategies for reducing the stigma associated with sexual assault
- The role that alcohol or other drugs can play in sexual assault
- Destructive effects of sexual harassment and assault on the victim, campus, NROTC unit, and the Navy
- Developing a fully integrated Navy identity

*(Click on the Continue arrow.)*

*(Stay on the menu page, "You have completed Part 1 of Paige's story.")*

---

## MODULE TWO: CRUISE



Paige Mendez  
East Coast, USA

19 year old, sophomore in college on her 2<sup>nd</sup> class summer cruise

US NAVY	NROTC
ORGANIZATION	PROGRAM

### Background

The story of MIDN Paige Mendez, a 19-year-old sophomore NROTC student at a state university on the East coast, continues on her first summer cruise.

## Reflection: Coming Aboard



### VIDEO SUMMARY:

Paige reflects on how it feels to be onboard a ship.

### “” SCRIPT:

- The first part of Paige’s story took place in a campus environment.
- The second part makes the transition to an active duty environment on board ship for Paige’s first summer cruise.
- We’ll see Paige continue to face challenges related to sexual harassment and sexual assault, this time in a different environment.
- On your summer cruise, you are in an active duty status. You are held to the same standard and subject to all the same discipline as active duty sailors.

*(Instructor Note: If necessary, briefly describe summer cruise.)*

*(Click on “Continue to Part 2: Paige’s 2<sup>nd</sup> Class Cruise.”)*



### WATCH VIDEO



DISPLAY SLIDE: Read the slide, “As a midshipman ...”



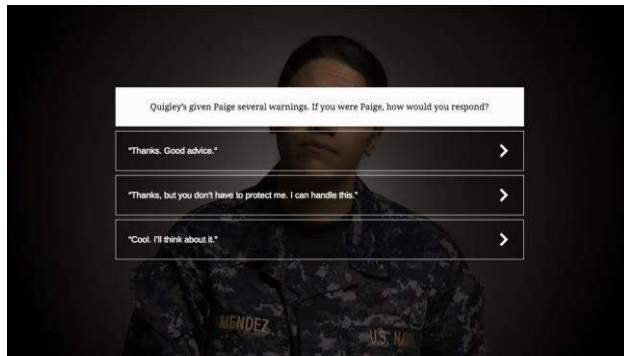
### KEY POINTS SCRIPT:

- Some of the language or behavior of college life or your NROTC unit is not appropriate in this environment.
- You may find it tough to work with both commissioned officers and enlisted sailors. As a midshipman, you are somewhere in the middle.

*(Click on the Continue arrow.)*



## Decision Point 1: Taking Advice



### VIDEO SUMMARY:

Paige meets MM2 Matt Quigley. He gives her advice about setting clear boundaries with the enlisted sailors. He also urges her not to put herself in compromising situations alone. Paige feels like he's talking down to her. All she wants to do is learn how to do her job.



### WATCH VIDEO



### QUICK QUESTIONS:

- Would this conversation be different if Paige were male?



### DISCUSSION QUESTIONS:

Have you given any thought to professional boundaries?

- ✓ *"I'm still a student."*
- ✓ *"I'm trying to figure out how to present myself as an officer all the time."*

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**Quigley's given Paige several warnings. If you were Paige, how would you respond?**

- **"Thanks. Good advice." →Page 43**
- **"Thanks, but you don't have to protect me. I can handle this." →Page 44**
- **"Cool. I'll think about it." →Page 45**

## CHOICE OF “Thanks, good advice”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “It’s hard to feel like ...”



Go to KEY POINTS

## CHOICE OF **“Thanks, but you don’t have to protect me...”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “It’s hard to feel like ...”



Go to KEY POINTS

## CHOICE OF “Cool. I’ll think about it.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “It’s hard to feel like ... “



Go to KEY POINTS



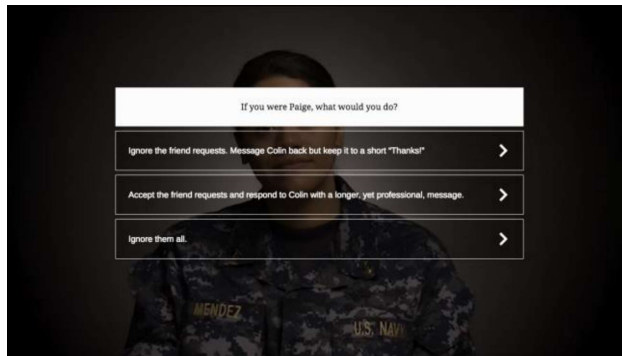
KEY POINTS SCRIPT FOR THIS DECISION POINT:

- Recognize and follow good advice.
- Identify and recognize how to set boundaries.

*(Click on the Continue arrow.)*

---

## Decision Point 2: Setting Boundaries



### VIDEO SUMMARY:

When Paige finds three friend requests, part of her thinks that Quigley was right. But part of her thinks it's nice that they're treating her as part of the group rather than an outsider. She also receives a text message from Colin, who offers to show her around. She thinks the message and requests are probably harmless.



### WATCH VIDEO



### QUICK QUESTIONS:

- Is this kind of interaction on social media considered fraternization?

(Poll the group on which option to choose, and then click on a choice.)

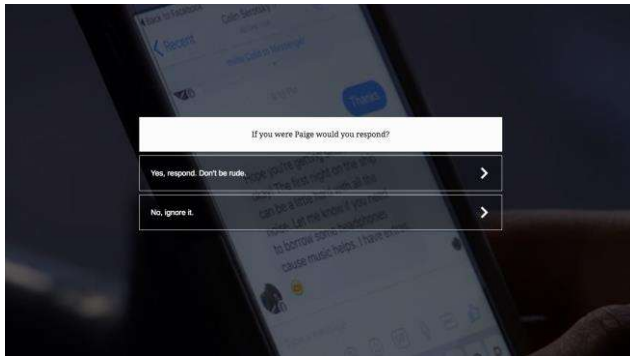


### DECISION POINT:

If you were Paige, what would you do?

- **Ignore the friend requests. Message Colin back, but keep it to a short "Thanks!" →Page 48**
- **Accept the friend requests and respond to Colin with a longer, yet professional message. →Page 51**
- **Ignore them all. →Page 52**

## CHOICE OF “Ignore the friend requests...”



### VIDEO SUMMARY:

Colin immediately responds with another text.



### WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**If you were Paige, would you respond?**

- **Yes, respond. Don't be rude. →Page 49**
- **No, ignore it. →Page 50**

## CHOICE OF “Yes, respond. Don’t be rude.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Developing camaraderie with ...”

*(Click on “Fraternization.”)*

*(Read “Fraternization” text.)*

*(Close “Fraternization” text.)*



Go to KEY POINTS



## CHOICE OF “No, ignore it.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Developing camaraderie with ...”

*(Click on “Fraternization.”)*

*(Read “Fraternization” text.)*

*(Close “Fraternization” text.)*



Go to KEY POINTS

## CHOICE OF **“Accept the friend requests and respond to Colin...”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Developing camaraderie with ...”

*(Click on “Fraternization.”)*

*(Read “Fraternization” text.)*

*(Close “Fraternization” text.)*



Go to KEY POINTS

## CHOICE OF “Ignore them all.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Developing camaraderie with ...”

*(Click on “Fraternization.”)*

*(Read “Fraternization” text.)*

*(Close “Fraternization” text.)*



Go to KEY POINTS



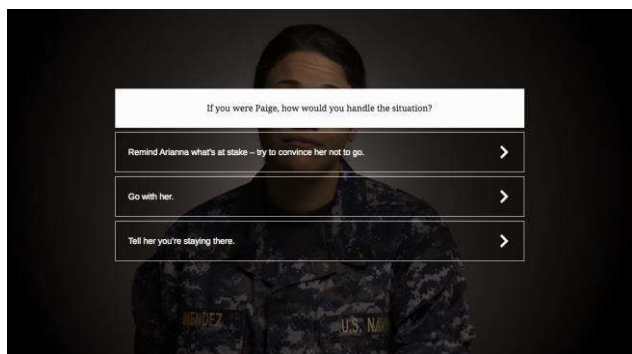
KEY POINTS SCRIPT FOR THIS DECISION POINT:

- Social media, among other things, can hinder a midshipman from establishing boundaries.
- Midshipmen must be aware of professional identities and make sure social media is used in a responsible way that doesn't enable vulnerability.

*(Click on the Continue arrow.)*

---

## Decision Point 3: Enjoying Weekend Liberty



### VIDEO SUMMARY:

Paige planned to spend her first weekend liberty with two other midshipmen. Danielle ends up visiting family, while Arianna wants to go to the off-base apartment of one of the enlisted men to watch a movie and hang out. She invites Paige to go with her. Paige is worried about fraternization. Arianna says she is happy to go by herself, but Paige thinks going alone to hang out with guys she barely knows is a bad idea. Arianna responds that Paige should come with her then. Paige feels like “I’m damned if I do, damned if I don’t.”



### WATCH VIDEO



### DISCUSSION QUESTIONS:

In this unique situation, what kinds of social interaction are appropriate?

- ✓ *“Go as a group to a public place. A midshipmen should not be somewhere alone with an enlisted Sailor.”*

How can alcohol potentially change the risks associated with the situation?

- ✓ *“It impairs the judgment of everyone involved.”*

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**If you were Paige, how would you handle the situation?**

- **Remind Arianna what’s at stake. Try to convince her not to go. →Page 55**
- **Go with her. →Page 56**
- **Tell her you’re staying here. →Page 57**

## CHOICE OF “Remind Arianna what’s at stake...”



WATCH VIDEO



SCRIPT:

What should we try next?

(Poll the group on which option to choose, and then click on a choice.)



DECISION POINT:

If you were Paige, how would you handle the situation?

- Tell her you’re staying here. →Page 57
- Go with her. →Page 56

## CHOICE OF **“Go with her.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Historically, the Navy relies on ...”



Go to KEY POINTS

## CHOICE OF “Tell her you’re staying here.”



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Historically, the Navy relies on ...”



Go to KEY POINTS





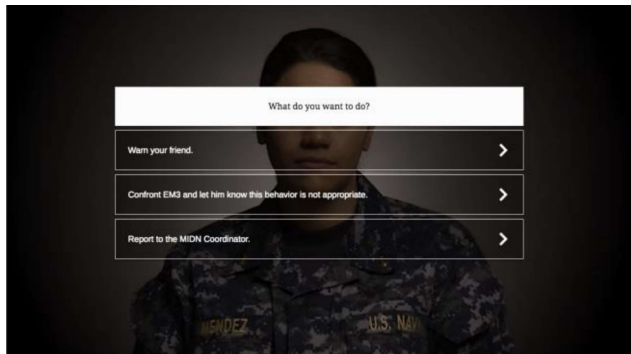
#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

- It's important to identify and recognize situations that may enable fraternization. Know how to acknowledge the risks.
- More social freedom exists in a campus environment, but understanding the rules about fraternization in an active duty environment is critical.

*(Click on the Continue arrow.)*

---

## Decision Point 4: The Bet



### VIDEO SUMMARY:

At a movie night onboard ship, Arianna leaves when one of the enlisted men puts his hand on her back and waist. It's a line she doesn't want to cross. Paige finds out that there's a "midshipman bet" going on among the men. Whoever hooks up with a midshipman first wins the money.



### WATCH VIDEO



### QUICK QUESTIONS:

- Is this type of behavior a big deal?



### DISCUSSION QUESTIONS:

SAPR policy says this behavior is considered sexual harassment. How? Why?

- ✓ *"This conduct could interfere with a person's work performance."*
- ✓ *"It can potentially create an intimidating, hostile, or offensive working environment."*

Would you view this behavior any differently in an active duty environment than you would on campus?

- ✓ *"It contributes to a culture where people are objects to be won, and that's dangerous no matter where it happens."*

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

What do you want to do?

- **Warn your friend. →Page 60**
- **Confront EM3 and let him know his behavior is not appropriate. →Page 61**
- **Report to the MIDN Coordinator. →Page 62**

## CHOICE OF “Warn your friend.”



WATCH VIDEO



DISPLAY SLIDE: Read slide, “Paige opted to warn ...”

*(Click on “U.S. Navy Definition: Sexual Harassment.”)*

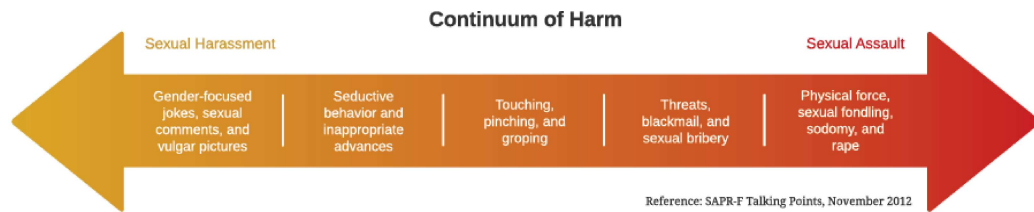
*(Read “U.S. Navy Definition: Sexual Harassment” text.)*

*(Close “U.S. Navy Definition: Sexual Harassment” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read slide, “Recall that the ...”



Go to KEY POINTS

## CHOICE OF “Confront EM3 and let him know his behavior...”



WATCH VIDEO



DISPLAY SLIDE: Read slide, “You are encouraged ...”

(Click on “U.S. Navy Definition: Sexual Harassment.”)

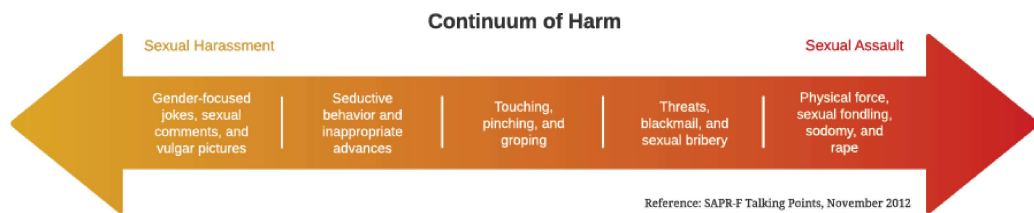
(Read “U.S. Navy Definition: Sexual Harassment” text.)

(Close “U.S. Navy Definition: Sexual Harassment” text.)

(Click on the Continue arrow.)



DISPLAY SLIDE: Read slide, “Recall that the ...”



Go to KEY POINTS

## CHOICE OF “Report to the MIDN Coordinator.”



WATCH VIDEO



DISPLAY SLIDE: Read slide, “Reporting this behavior ...”

*(Click on “U.S. Navy Definition: Sexual Harassment.”)*

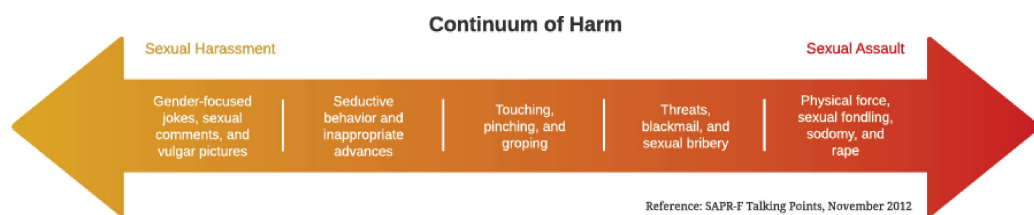
*(Read “U.S. Navy Definition: Sexual Harassment” text.)*

*(Close “U.S. Navy Definition: Sexual Harassment” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read slide, “Recall that the ...”



Reference: SAPR-F Talking Points, November 2012



Go to KEY POINTS



#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

- Sexual harassment may be a precursor to sexual assault.
- The bet treated the midshipmen as objects to be won. Paige recognized this behavior and confronted it.
- Whether in a campus environment or an active duty environment, this type of behavior is unacceptable and destructive. Setting professional and personal boundaries may not stop the behavior altogether, but it may lessen its impact.
- Unless this behavior is reported, leadership may not be aware of its existence. Without intervention, nothing may be resolved related to the culture onboard ship.

*(Click on the Continue arrow.)*

---

## Decision Point 5: Going Back to the Ship



### VIDEO SUMMARY:

A group from the ship goes out to a bar. Paige and Colin spend some time together, drinking and having a good conversation. As the night wears on, the bar gets increasingly rowdy, and Colin offers to walk Paige back to the ship. While she hadn't planned on being alone with a man from her division, she's not feeling as if the bar is all that safe either.



### WATCH VIDEO



### DISCUSSION QUESTIONS:

What risks exist in this situation?

- ✓ *"She'll be leaving the safety of the group."*
- ✓ *"Colin could expect intimacy from Paige back on the ship."*
- ✓ *"Leaving with Colin could cause gossip in the unit."*

How does alcohol play a part in this situation?

- ✓ *"It's affecting the judgment of the people in the bar."*
- ✓ *"Alcohol is lowering inhibitions and putting both Colin and Paige at risk for poor decisions."*

(Poll the group on which option to choose, and then click on a choice.)

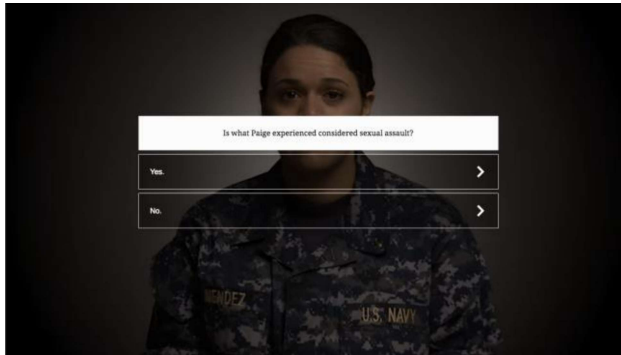


### DECISION POINT:

**What do you want to do?**

- **Let him walk you back to the ship. →Page 65**
- **Stay with the group. →Page 73**

## CHOICE OF “Let him walk you back to the ship.”



### VIDEO SUMMARY:

Paige goes back with Colin to the ship, and he assaults her. She is able to stop him. She calls Quigley and tells him what happened.



### WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**Is what Paige experienced considered sexual assault?**

- **Yes. →Page 66**
- **No. →Page 67**



## CHOICE OF “Yes.”



DISPLAY SLIDE: Read the slide, “You’re right. Serotsky’s ...”

*(Click on “U.S. Navy Definition: Sexual Assault.”)*

*(Read the “U.S. Navy Definition: Sexual Assault” text.)*

*(Close the “U.S. Navy Definition: Sexual Assault” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “It is okay ...”

*(Click on the Continue arrow.)*

## CHOICE OF “No.”



DISPLAY SLIDE: Read the slide, “Actually, this is ...”

*(Click on “U.S. Navy Definition: Sexual Assault.”)*

*(Read the “U.S. Navy Definition: Sexual Assault” text.)*

*(Close the “U.S. Navy Definition: Sexual Assault” text.)*

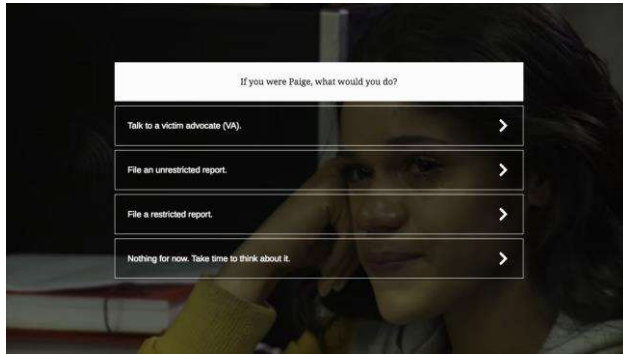
*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “It is okay ...”

*(Click on the Continue arrow.)*

## Decision Point 6: Considering Reporting Options



### VIDEO SUMMARY:

Quigley and Paige continue to talk. Paige is reluctant to say anything because she doesn't want to mess up Serotsky's career. Quigley asks her what she wants to do.



### WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**If you were Paige, what would you do?**

- **Talk to a Victim Advocate (VA).** →Page 69
- **File an unrestricted report.** →Page 70
- **File a restricted report.** →Page 71
- **Nothing for now. Take time to think about it.** →Page 72

*(Instructor Note: For this decision point, you must review all options then go to KEY POINTS.)*

## CHOICE OF **“Talk to a Victim Advocate (VA).”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Restricted reporting ...”

*(Click on “Benefits and Limitations of Restricted Reporting.”)*

*(Read the “Benefits and Limitations of Restricted Reporting” text.)*

*(Close the “Benefits and Limitations of Restricted Reporting” text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”

*(View additional options.)*



**IF YOU HAVE REVIEWED ALL OPTIONS:** Go to KEY POINTS

## CHOICE OF **“File an unrestricted report.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Unrestricted reporting ...”

*(Click on “Benefits and Limitations of Unrestricted Reporting.”)*

*(Read the “Benefits and Limitations of Unrestricted Reporting” text.)*

*(Close the “Benefits and Limitations of Unrestricted Reporting” text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

Go to KEY POINTS

## CHOICE OF **“File a restricted report.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Restricted reporting ...”

*(Click on “Benefits and Limitations of Restricted Reporting.”)*

*(Read the “Benefits and Limitations of Restricted Reporting” text.)*

*(Close the “Benefits and Limitations of Restricted Reporting” text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

Go to KEY POINTS

**CHOICE OF “Nothing for now, take time to think about it.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There are a number ...”

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

Go to KEY POINTS

## CHOICE OF **“Stay with the group.”**



WATCH VIDEO



DISPLAY SLIDE: Read slide, “The choices Paige made ...”

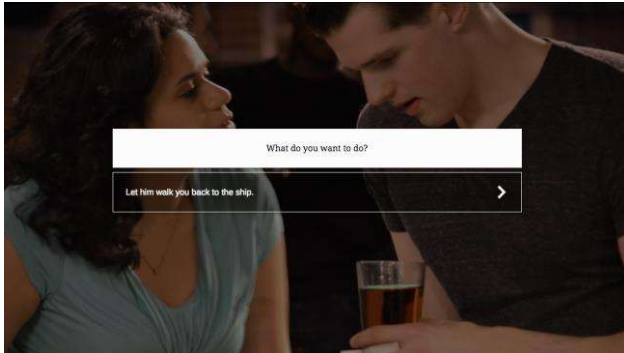
*(Click the Continue arrow.)*

*(Click to play out the outcome where Colin walks Paige back to the ship.)*

*(Follow that decision flow on the next page.)*



REQUIRED ALTERNATIVE CHOICE OF **“Let him walk you back to the ship”** TO PLAY OUT OTHER OUTCOME.



#### VIDEO SUMMARY:

Paige goes back with Colin to the ship, then he assaults her. She is able to stop him. She calls Quigley and tells him what happened.



#### WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



#### DECISION POINT:

**Is what Paige experienced sexual assault?**

- **Yes. →Page 75**
- **No. →Page 76**

## CHOICE OF “Yes.”



DISPLAY SLIDE: Read the slide, “You’re right. Serotsky’s ...”

*(Click on “U.S. Navy Definition: Sexual Assault.”)*

*(Read the “U.S. Navy Definition: Sexual Assault” text.)*

*(Close the “U.S. Navy Definition: Sexual Assault” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “It is okay ...”

## CHOICE OF “No.”



DISPLAY SLIDE: Read the slide, “Actually, this is ...”

*(Click on “U.S. Navy Definition: Sexual Assault.”)*

*(Read the “U.S. Navy Definition: Sexual Assault” text.)*

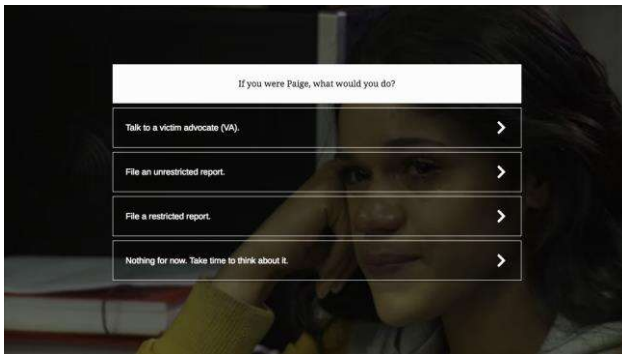
*(Close the “U.S. Navy Definition: Sexual Assault” text.)*

*(Click on the Continue arrow.)*



DISPLAY SLIDE: Read the slide, “It is okay ...”

## Decision Point 6: Considering Reporting Options



### VIDEO SUMMARY:

Quigley and Paige continue to talk. Paige is reluctant to say anything because she doesn't want to mess up Serotsky's career. Quigley asks her what she wants to do.



### WATCH VIDEO

(Poll the group on which option to choose, and then click on a choice.)



### DECISION POINT:

**If you were Paige, what would you do?**

- **Talk to a Victim Advocate (VA).** →Page 78
- **File an unrestricted report.** →Page 79
- **File a restricted report.** →Page 80
- **Nothing for now. Take time to think about it.** →Page 81

*(Instructor Note: For this decision point, you must review all options then go to KEY POINTS.)*

## CHOICE OF **“Talk to a Victim Advocate (VA).”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Restricted reporting ...”

*(Click on “Benefits and Limitations of Restricted Reporting.”)*

*(Read “Benefits and Limitations of Restricted Reporting” text.)*

*(Close the “Benefits and Limitations of Restricted Reporting” text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

Go to KEY POINTS

## CHOICE OF **“File an unrestricted report.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Unrestricted reporting ...”

*(Click on “Benefits and Limitations of Unrestricted Reporting.”)*

*(Read “Benefits and Limitations of Unrestricted Reporting” text.)*

*(Close the “Benefits and Limitations of Unrestricted Reporting” text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

Go to KEY POINTS

## CHOICE OF **“File a restricted report.”**



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “Restricted reporting ...”

*(Click on “Benefits and Limitations of Restricted Reporting.”)*

*(Read “Benefits and Limitations of Restricted Reporting” text.)*

*(Close the “Benefits and Limitations of Restricted Reporting” text.)*

*(Click on the Continue arrow.)*



WATCH VIDEO



DISPLAY SLIDE: Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

Go to KEY POINTS

**CHOICE OF “Nothing for now, take time to think about it.”**



**WATCH VIDEO**



**DISPLAY SLIDE:** Read the slide, “There are a number ...”

*(Click on the Continue arrow.)*



**WATCH VIDEO**



**DISPLAY SLIDE:** Read the slide, “There is no right ...”



**IF YOU HAVE REVIEWED ALL OPTIONS FOR THIS DECISION POINT:**

**Go to KEY POINTS**





#### KEY POINTS SCRIPT FOR THIS DECISION POINT:

- Colin's forcible contact after Paige clearly said "stop" is sexual assault. "No" means "no" at any point. The actions by both parties leading up to this point have no bearing on the ability to stop the behavior at any time.
- Quigley provided support to Paige by assuring her that what happened was assault and that there was no excuse for Colin's actions. He also listened to her and asked her what she wanted to do.
- Midshipmen have reporting options in an active duty environment that they wouldn't have on campus or as a civilian.
- No matter what environment, it is important to always support the victim in their decisions, as each situation is unique and there is no right or wrong answer. Encourage the victim and offer help, but honor the victim's choice.

*(Click on the Continue arrow.)*

---



#### VIDEO SUMMARY:

Paige reflects on her cruise and says that the stakes are higher and everything has consequences. She realizes that she's a future Naval officer no matter what the current environment.



WATCH VIDEO



DISPLAY SLIDE: Read slide, "This training contains ..."

---



STOP!

**Before finishing on to Module 2, make sure you have covered the following:**

*INSTRUCTOR NOTE: Elaborate now on any topics not thoroughly discussed.*

- What sexual harassment and sexual assault is and the relationship between them
  - How Navy policies on sexual harassment and sexual assault may differ from campus, NROTC, or civilian policies
  - How different expectations of behavior and understanding of sexual assault definitions, policies, and penalties can cause a harmful disconnect when moving from a campus to active duty environment
  - Warning signs around potential perpetrators of sexual assault
  - How to recognize and reduce enabling behavior associated with victim blaming, setting boundaries, lack of intervention, etc.
  - Strategies for intervention in social environments
  - Strategies for assisting a peer who has been a victim of sexual assault
  - Reporting procedures on campus, NROTC, and active duty environments
  - Resources for medical and behavioral health assistance for victims in each environment
  - Strategies for reducing the stigma associated with sexual assault
  - The role that alcohol or other drugs can play in sexual assault
  - Destructive effects of sexual harassment and assault on the victim, campus, NROTC unit, and the Navy
  - Developing a fully integrated Navy identity
-

## Conclusion

*(Click on the Continue arrow to see a successful completion message and the option to return to the main menu or to return to the beginning to explore other choices.)*



SCRIPT:

- We have successfully completed Paige's story.
- Thank you for your attention and participation.
- Good work.

---

◀THE END▶

# APPENDIX A: TECHNICAL SOLUTIONS AND SUGGESTIONS

This section answers technical questions, helps to trouble-shoot problems, and offers suggestions to create a technically better presentation of *Above Board* in a classroom setting.

## Projecting for a Large Audience

*Above Board* can be projected onto a screen for large audiences, if the classroom/auditorium is set up to project multimedia. If the classroom auditorium is only set up to use or project TV/VCR images, and you want to project the simulation, there are two options.

1. Large computer monitor (21" or more) for a small group.
2. Computer projection system with LCD projector for large groups.

## Graphics/Color Issues

*Above Board* is designed to work best in a screen resolution of at least 1024 by 768, with at least High Color (16 bit) color palette/depth.

## Playback Problems

### Video Skips and Hesitations

*Above Board* is not made for older computers. Skips and hesitations in the video indicate that part of your computer is not processing quickly enough. This is generally caused by a lack of either CPU processor speed, amount of physical memory (RAM), or both.

If you have the minimum system requirements, you may be able to improve performance by closing all other applications and/or decreasing your desktop resolution. You can also try playing the simulation in the minimized screen version rather than full screen.

If you are playing *Above Board* from the web link and don't have a stable Internet connection, you might notice choppiness and stalling in the video as well. If you know you're going to be in an area with poor Internet service, it's best to download the offline version beforehand.

### No Sound

Double-check the wires—be certain that the speakers have electricity, that all the connections are in the right places, and that the speakers are turned on and the volume is up.

If you still do not have sound, contact your computer support technicians and tell them you may have a problem with your sound card or speakers.

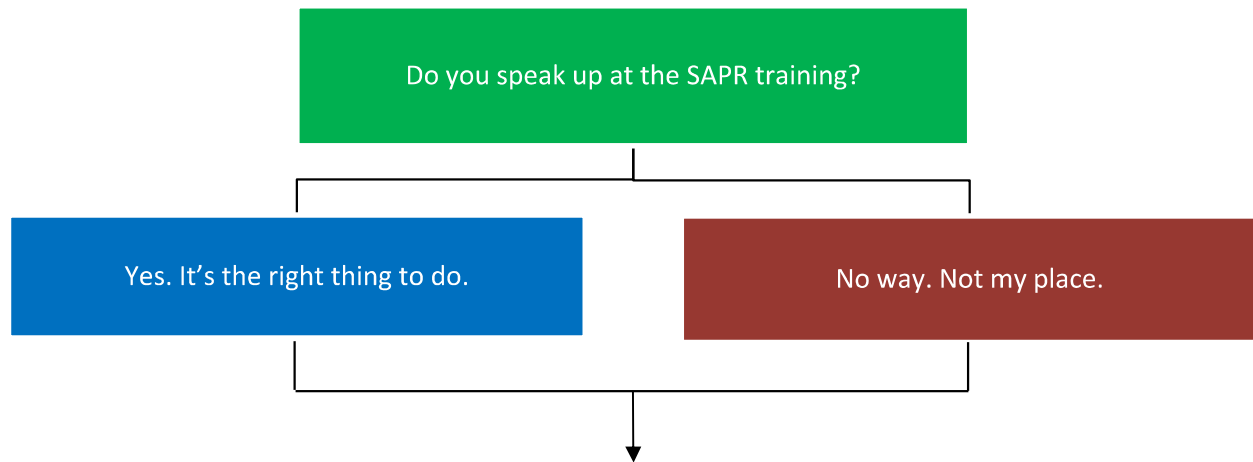
# APPENDIX B: DECISION DIAGRAMS

## Key to Diagrams

Green Box	Question
Red Box	The choice has a negative effect on the outcome
Blue Box	The choice has a positive effect on the outcome
Orange Box	The choice has no effect on the outcome

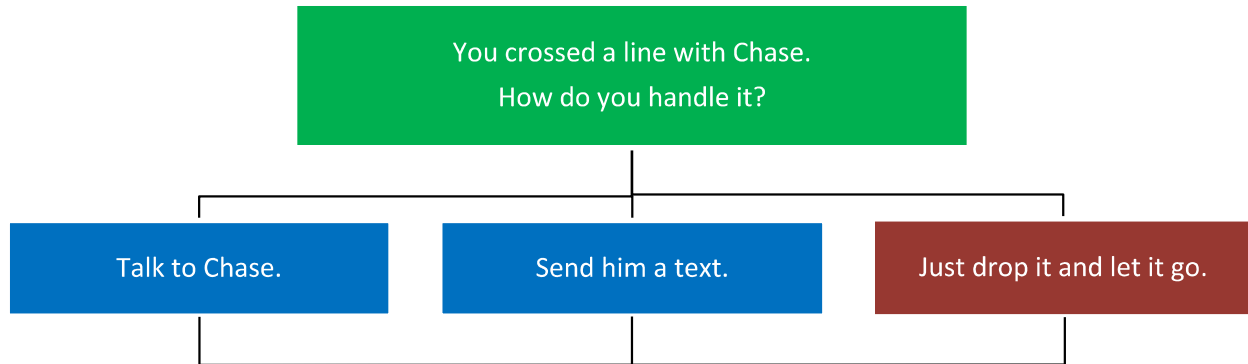
## Module One: Campus

Brittany and Jeremy make jokes at SAPR training. Paige feels uncomfortable and thinks the freshman are uncomfortable too.

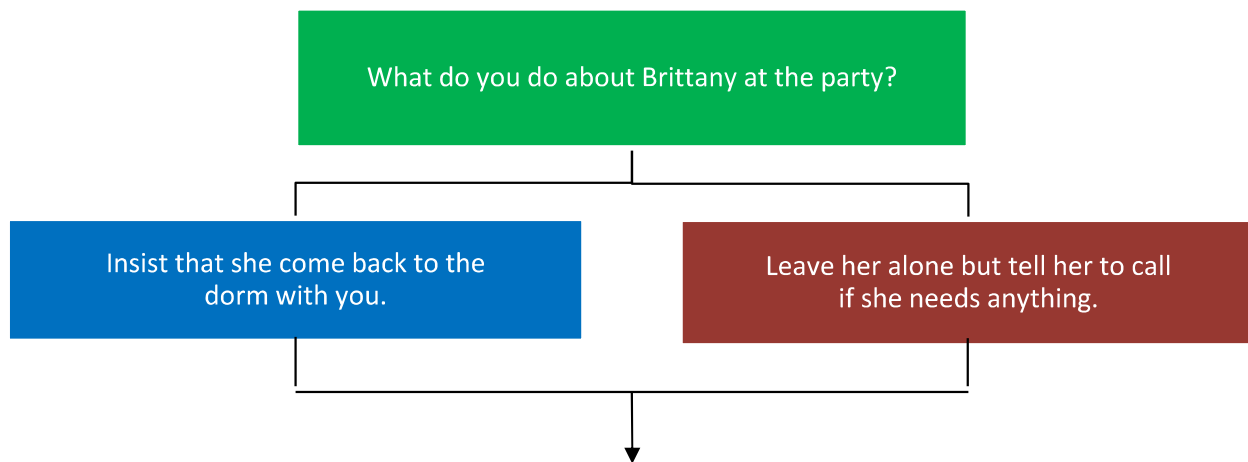


*If participants decide to speak up, a follow-up question is asked about how they speak up. Any of the options given produce positive results.*

Paige is drinking at a party and celebrating her birthday. She dances closely with Chase, who keeps pushing her hands away. Paige puts her hands on Chase's butt, and he backs away, telling her to watch it.

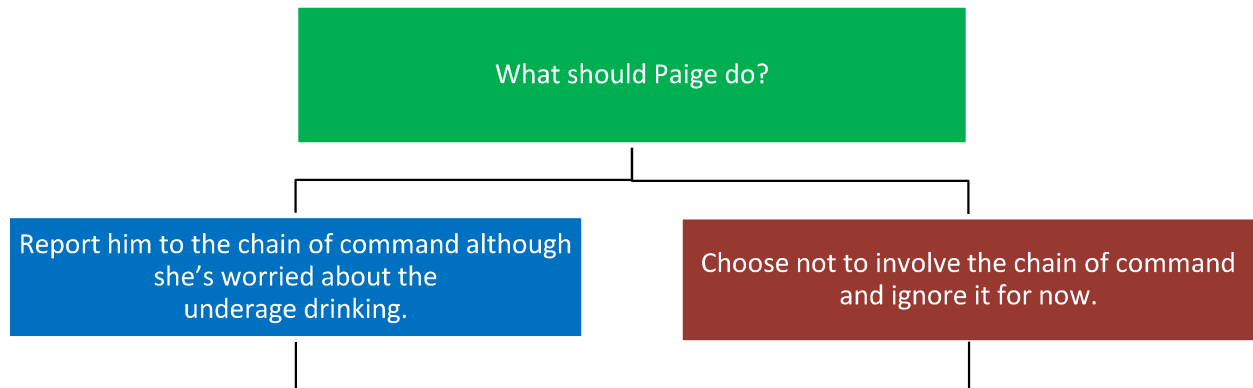


At the party, Paige is ready to leave and tries to get a drunk Brittany to leave with her. Brittany says she'll stay with Jeremy and catch up with Paige tomorrow.

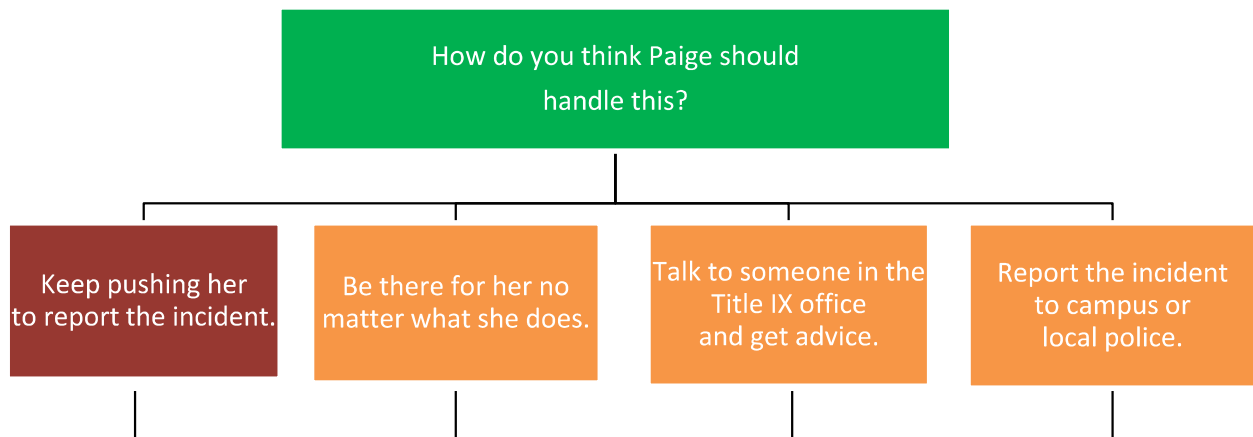


*If Paige insists Brittany comes back to the dorms, then Jeremy sends Brittany a topless photo he has of her, along with a photo of Paige and Brittany drinking alcohol at a party. Participants face the following decision.*



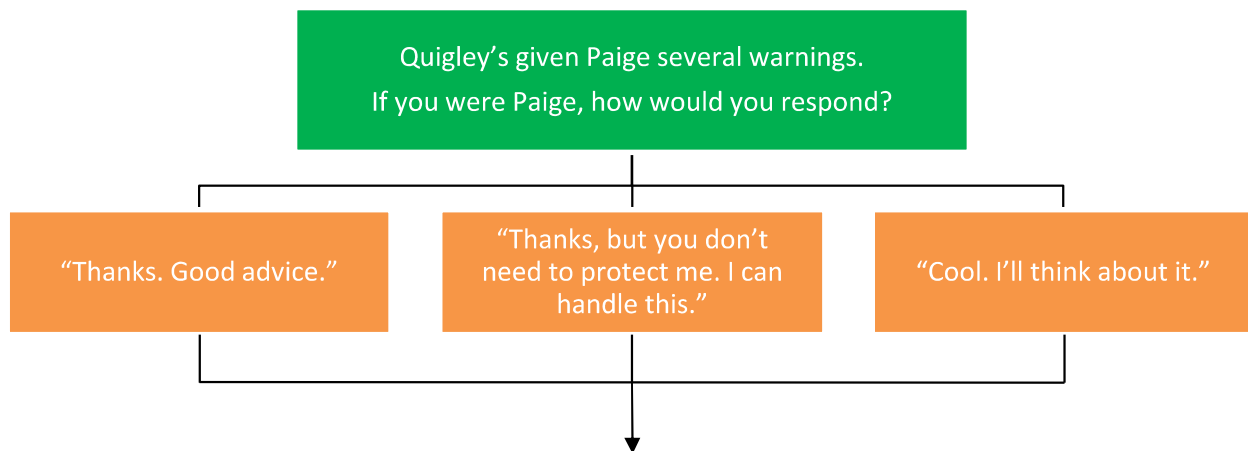


*If Paige leaves Brittany at the party with Jeremy, then he rapes her. Participants face the following decision about how to advise Brittany.*

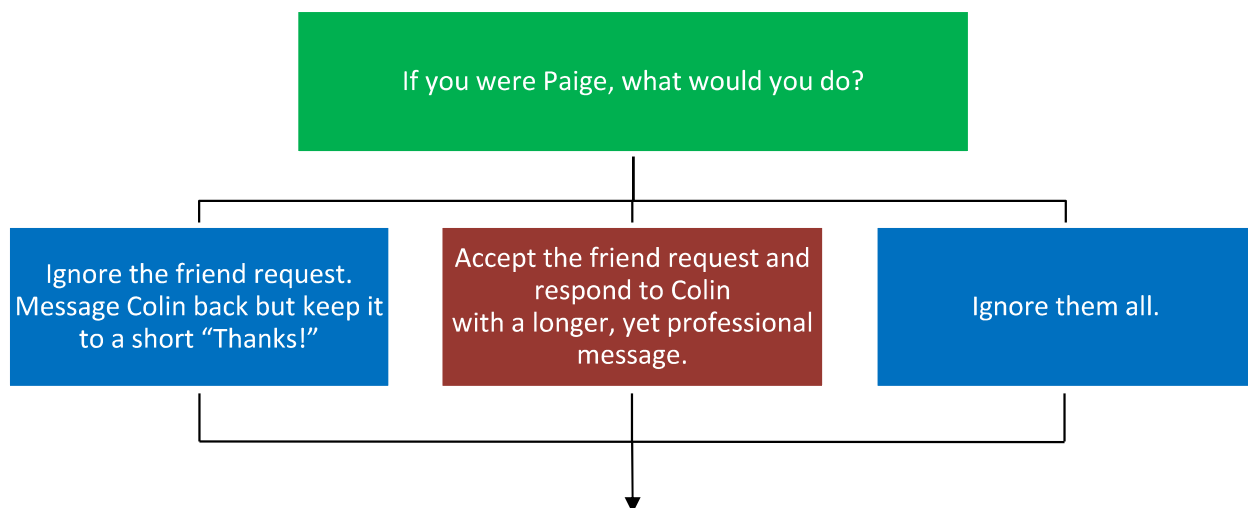


## Module Two: Cruise

On her first day, Paige meets MM2 Matt Quigley, her sponsor and the person she will be shadowing. He gives her advice about setting clear boundaries with the enlisted sailors. He also urges her not to put herself in compromising situations alone. Paige feels like he's talking down to her. All she wants to do is learn how to do her job.

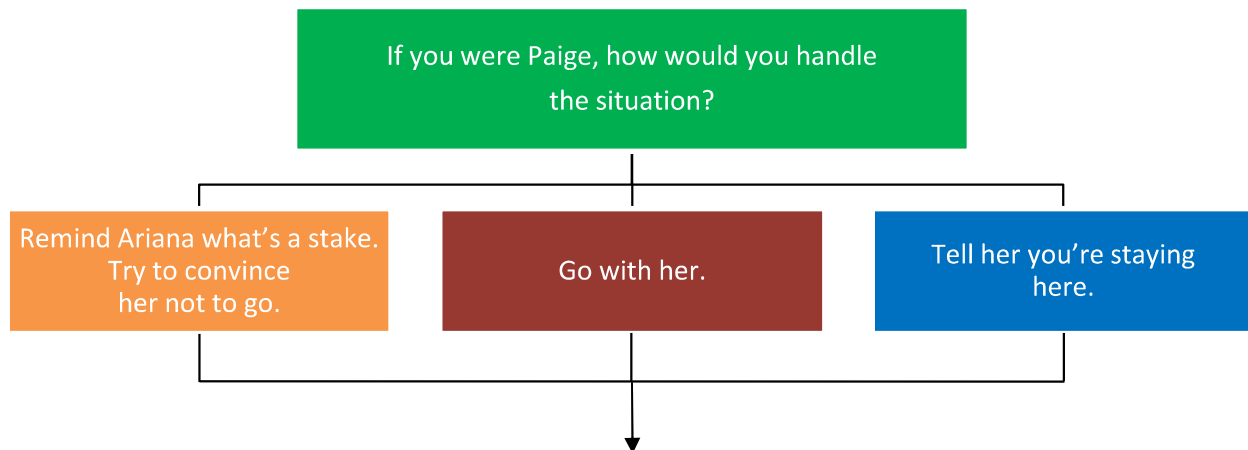


When Paige finds three friend requests, part of her thinks that Quigley was right. But part of her thinks it's nice that they're treating her as part of the group rather than an outsider. She also receives a text message from Colin. She thinks the message and requests are probably harmless.



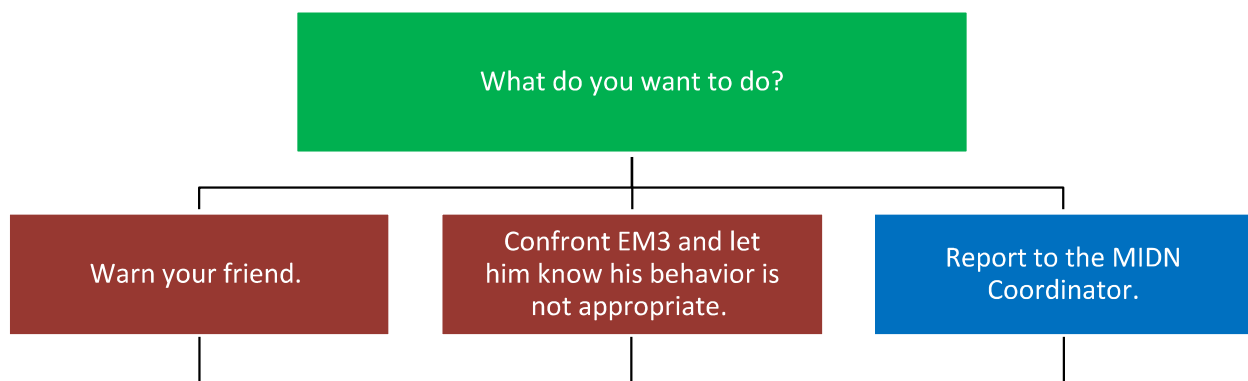
*If Paige messages Colin back, then he replies, and there's a decision about whether or not to respond. Neither option ultimately affects the outcome. If Paige accepts the friend requests, then she ends up feeling vulnerable later when she discovers that one of the men in her division has circulated a photo of a fellow midshipman in a bikini.*

Paige and two other midshipmen had planned to spend their first weekend liberty together. However, Danielle decides to visit family, while Arianna wants to go to the off-base apartment of one of the enlisted guys to watch a movie and hang out. She invites Paige to go with her. Paige is worried about fraternization. Arianna says she's happy to go by herself.



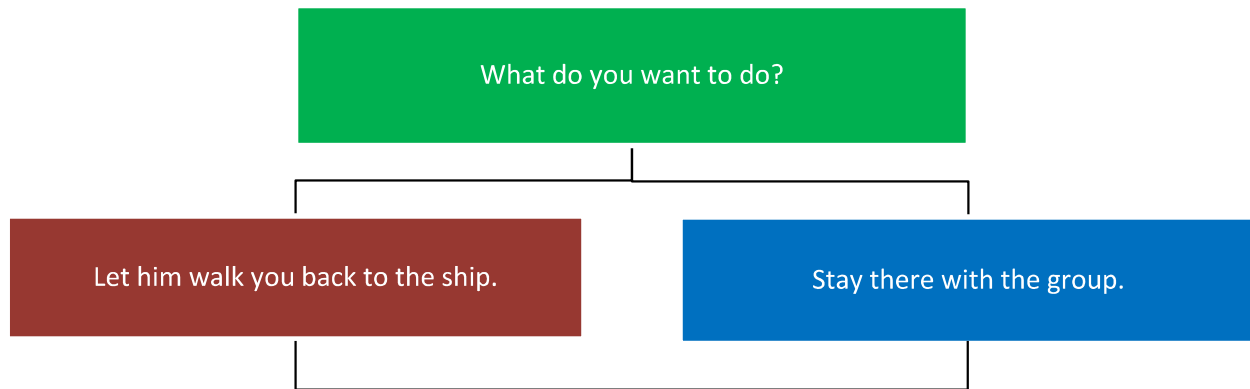
*If Paige goes with Arianna, she later feels as if they've both lost some of the respect of the men in their division; she feels as if they no longer see their rank. If Arianna goes along, then Paige reflects that it appears as if she has lost some of their respect.*

At a movie night onboard ship, Paige finds out that there's a "midshipman lottery" going on among the men. They have placed bets, and whoever hooks up with a midshipmen wins the money.



*If Paige warns Arianna or confronts Brenneman directly, nothing is solved related to the culture onboard ship, a mindset that views human beings as trophies to be won.*

A group from the ship goes out to a bar. Paige and Colin spend some time together, drinking and having a good conversation. As the night wears on, the bar gets increasingly rowdy, and Colin offers to walk Paige back to the ship. While she hadn't planned on being alone with a man from her division, she's not feeling as if the bar is that safe either.



*If Paige goes with Colin back to the ship, then he assaults her. Students are asked whether what she experienced is sexual assault, and then they face the following decision about what to do.*

