

FACILITATOR GUIDE



ATLANTIC

A GRAPHIC NOVEL ON CONSENT

Introduction

One of the most difficult challenges our military SAPR program faces is how to appropriately engage a continuously new population of young people in conversations that would promote healthy sexual behavior and prevent sexual assault. Young Sailors and Marines come from diverse backgrounds and hold wide-ranging impressions of what constitutes appropriate interactions in their personal and work lives. This graphic novel is intended to facilitate the opportunity to engage this young population in frank conversations about the most common confusing concepts related to experiencing positive healthy relationships such as consent, communication, and the role of alcohol.

The Center for Disease, Control, & Prevention (CDC) and Johns Hopkins University researchers recommend addressing such diverse issues by avoiding single-focus presentations; modeling positive behaviors and healthy relationships; and using multiple "doses" of training in different venues and formats. The graphic novel is a mechanism that integrates these ideas and allows for the utilization of best practices to foster healthy sexual behaviors as outlined by subject matter experts.

Why a graphic novel? Our target audience is 18-24 year-olds. During the development of the graphic novel focus groups were conducted with over 250 male and female Sailors and Marines, the majority in our target audience demographic, who say they are excited by and connect with the format of a graphic novel and the content. They shared with the development team the usual SAPR training turns people off and they need new innovative tools. A male Marine shared, "I wish this book was available when I was sexually assaulted as Mike would have given me the courage to report." and a Sailor shared "I am O'Brien and this made me realize that I need to be more responsible in how I talk and act in front of others, especially when they do not know me. If I expect them to respect me I have to earn it."

The graphic novel is a soft-cover 370-page volume consisting of 6 chapters/missions. The average time required to read the novel is one hour and twenty minutes (1:20). The central characters are Mike and Sarah.

Discussion Details

Recommended class size: 30 participants

Number of Facilitators: 2 facilitators

Materials

- ✓ This facilitator's guide
- ✓ Graphic Novel

Discussion Information/Caution

This is designed to be a highly interactive discussion. It is presumed that participants have read the graphic novel prior to participating.

The maximum recommended discussion size is 30 participants to optimize interaction and facilitate discussions in which all participants have an opportunity to be heard.

The content and scenarios have the potential to evoke strong emotions in general and may trigger various reactions in participants who have a personal connection; either as someone who has personal experience, or as a friend or family member of someone who has experienced or currently is experiencing sexual assault. Ensure you have resources available —Victim Advocates (VAs), Sexual Assault Response Coordinator (SARC), Counselors, Chaplain, etc. — to support these individuals.

Co-facilitation allows one facilitator to lead the discussion while the second monitors time, interjects teaching points as appropriate, and is available to assist a participant in need connect with the available resources.

Consent Risk Management

In the education efforts to reduce sexual assaults it is necessary to teach what consent is and how to actively obtain and communicate consent in a healthy sexual relationship. Consent and risk management can be great tools in understanding the levels of risk associated when consent is not obtained continuously throughout a sexual experience.

Per DoD Directive 6495.01 “consent” is a freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. Lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent. A sleeping, unconscious, or incompetent person cannot consent.

Risk management is the process of evaluating the chance of loss or harm and then taking steps to combat the potential risk — acting in such a manner, or prescribing policies and procedures, so as to avoid or minimize loss associated with such risk.

Consent Risk Management is the process of evaluating a sexual encounter between two individuals, who are isolated from others, to be mutually consensual and taking the necessary steps to ensure that a mutual agreement is understood before moving forward with each progression in a healthy sexual experience. The risk of not communicating prior to and throughout a sexual encounter is that there may not be mutual understanding and agreement, and then the encounter may become a sexual assault.

Reducing the risk of sexual assault requires effective communications by all parties. Educating Sailors and Marines on the Consent Risk Management model may assist in developing a healthy approach towards relationships and experiences in growing healthy sexual relationships.

Teal Diamond Symbols

Throughout the graphic novel teal diamond symbols are placed at key points related to healthy sexual experiences and/or relationships that promote mutually positive experiences and minimizes legally risky behavior, or those that are opposite and represent risk or sexual assault. The teal diamonds mark areas to help drive discussion and self-reflection about decision-making, and add to Sailors and Marines understanding of healthy sexual relationships.

Discussion Delivery

Option 1: This Guide can be used to deliver a one-time session covering all 6 chapters/missions.

Option 2: This Guide can be used to deliver five (5) mini-sessions. The mini-sessions divide the Graphic Novel as follows:

- | | |
|--------------------|------------------------------|
| a) Mission 1 and 2 | d) Mission 5 |
| b) Mission 3 | e) Mission 6 and Conclusion. |
| c) Mission 4 | |

If using this option remember to refer to the Ground Rules at the beginning of each session.

The course is designed to be highly interactive and is discussion-driven. A series of questions are listed for each key topic area addressed within that chapter/mission. Facilitators should select the indicated number of questions to ask from each key topic area.

Facilitators can further encourage class discussion and interactivity by assigning the optional questions in any of the course sections to small groups. After each small group discusses their assigned optional question for five minutes, they can then report their conclusions to the entire class.

Facilitator Selection

All facilitators shall:

- Be in good standing with the unit, leadership, and their peers;
- Be well known and well respected throughout the unit
- Have no history of allegations of sexual offenses (as the perpetrator);
- Have no history of domestic violence allegations (as the perpetrator);
- Be comfortable discussing sensitive topics (some content can be difficult or embarrassing for people to read and talk about);
- Volunteer (ideal)

The facilitators shall be knowledgeable about Sexual Assault Prevention and Response (SAPR) policies and procedures. Knowledge of SAPR policies will help facilitators pull the discussion back on track if participants digress or begin to express opinions that perpetuate myths and misperceptions about sexual assault.

This guide contains FAQs, resources, and information to help facilitators better understand SAPR policies and procedures.

Facilitator Preparation

Prior to facilitating this course, all facilitators shall take the following preparatory steps:

- Read and familiarize yourself with the graphic novel.
- Read and familiarize yourself with this facilitator guide.
- Contact your SARC, or VA to clarify any points that are unclear or answer any questions you may have on the topic areas.
- Contact the Victim Advocates (VAs), Sexual Assault Response Coordinator (SARC), Counselors, and Chaplain to alert them to the dates and times that the class is being conducted. These resources will be able to provide the following:
 - Speak with people who are in need of assistance from the SAPR program.
 - Provide local SAPR business cards and resource materials for course distribution.
 - Assistance coordinating the attendance of a SARC, SAPR VA, Chaplain, etc. as desired by the command.

In leading this course, you will be called on to share and explain key concepts and monitor group discussions. The course is built around guided discussions so that training participants can share experiences and insights and learn from each other.

Throughout the training, bear in mind that there may be victims of sexual assault, or people who know victims of sexual assault sitting in the room. Steer the group discussions accordingly. Free exchanges of opinion are fine; judgmental comments about victims of sexual assault (“I just think most of the time people make this up;” “I can’t imagine a guy letting someone do this to him;” “I think it’s selfish of victims not to report to the police;” “people shouldn’t put themselves in bad situations where this can happen,” and so on) are not. Not only are these kinds of comments painful for victims, they also can derail the course. Consider asking participants to think about how their views would sound to someone who has been a victim of this crime, or a friend or family member of a victim.

Facilitation Tips

Some of the BEST things a facilitator can do:

- Explain the purpose and importance of the course.
- Stress the importance of confidentiality and anonymity when sharing stories.
- Make the conversation engaging without minimizing the seriousness of the subject.
- Speak in simple, direct language.
- Create an open and trusting atmosphere.
- Treat all participants with respect.
- Listen to all comments. Validate those that are good, correct misinformation, and keep the discussions on track.
- Maintain a high energy level.
- Remain flexible.
- Admit when you don’t know the answer and offer to research and get back to them with the correct information.
- Remember, statistics tell us there are Sailors/Marines in the room who have been directly affected by sexual assault. Ensure you have the adequate resources to provide support if requested.

Some of the WORST things a facilitator can do:

- Let discussions ramble without proper closure.
- Talk too much.
- Ask only close-ended questions (questions that result in a “yes” or “no” answer).
- Leave wrong information or unclear responses uncorrected.
- Be insensitive to the differences of opinions and/or experiences.
- Allow one or more people to dominate the discussion.
- Lose sight of the objectives or control of the discussion.
- Attempt to guess if you do not know the answer.

How to Read this Guide

The course starts with ground rules. If using the second delivery option and breaking the course into multiple sessions, remember to refer to the Ground Rules at the beginning of each session.

The course is then divided into 5 sections —Mission 1 and 2; Mission 3; Mission 4; Mission 5; and Mission 6 and Conclusion. Each section provides the facilitator with a synopsis, main themes, and key learning points for the relevant chapter/mission. These are to be a reminder and help guide the discussion that follows. Facilitators can read the synopsis to participants if they feel a reminder is needed.

Questions for discussion are provided. A recommended number of questions to ask is provided to help facilitators manage time while still covering all relevant content. Facilitators should choose which questions to ask based on conversation flow. Being familiar with this guide prior to facilitating will help facilitators choose which questions to ask while keeping participants engaged.

Sample answers are provided below each question. Listen for these responses. These are not all encompassing; they are ideas to generate discussion. If participants offer these answers, make sure the class knows these answers are accurate; if needed, you can offer sample answers to help generate discussion.

The corresponding page number within the graphic novel is provided, as applicable, with each question should you want/need to refer participants back to the novel.

Additional Resources

Local 24/7 Sexual Assault Support Line – contact your SARC or VA if you don’t have this number.

DoD Safe Helpline:

Phone and DSN:	877-995-5247
Text:	55-247 (inside the U.S.) 001-202-470-5546 (outside the U.S.)
Online:	safehelpline.org (offers instant online chatting)
Mobile App:	SafeHelpline

GROUND RULES

Note for Facilitators: Ground rules are few and simple. Given the statistics regarding the incidence of sexual assault, it is highly likely that there are victims of assault and friends, relatives, or shipmates/fellow Marines of someone who has been assaulted in any audience that you address. During the training, it is important to ensure open discussion among training participants. However, the ground rules are a way to remind them to be sensitive to how they express their opinions.

- Recognize that statistics tell us sexual assault victims and friends and/or family of victims are part of every group—including this one.
- Respect the experiences, opinions, and sensitivities of others.
- Do not share information about existing cases or identifying information about any Sailor/Marine victims.
- To report an assault or discuss a case, contact your SARC or VA.

MISSION 1 and 2

Mission 1: *Deciding To Serve*

Synopsis: Mike and Sarah are high school friends. He is from a Marine Corps family. She was raised by a single mother. Mike decides to join the Marines, and Sarah joins the Navy. At high school, Mike casually touches Jay (a male friend) inappropriately.

Main Themes: Military standards of personal behavior and the Uniform Code of Military Justice. The awareness of male sexual assault is introduced here but developed further later.

Key Learning Points:

- Understanding personal and physical space boundaries
- What may have been assumed acceptable in high school (nut tapping) is no longer acceptable, per the UCMJ.

Optional Discussion Questions

UNDERSTANDING BOUNDARIES (pick 2-4)

1. What do you think Mike's dad meant when he said "Know your limits"? (pg 12)
 - Have a clear idea of what you are capable of.
 - Set reasonable challenges for yourself.
 - Don't stretch yourself until you break.
2. What's the difference between "Pushing the limits" and "knowing your limits"? (pg 12)
 - Pushing the limits can be risky and cause injury or burnout.
3. Mike's dad told him to remember to treat people "how you want to be treated." (pg 14)
 - a. What does that mean to you?
 - *Answers will vary.*
 - b. Why do you think that was so important to his dad, a Marine?
 - It follows the core values of Honor, Courage, and Commitment
 - Marines/Sailors should treat each other with dignity and respect

NUT-TAPPING [hitting or flicking the testicles] (pick 2-4)

4. When Mike's friend Jay teases him, Mike responds by nut-tapping Jay. (pg 7-9)
 - a. What were the other friends' reactions?
 - Sarah calls him on it and says "not cool" and "that's messed up."
 - Joe says "damn" and laughs.

- b. Jay was upset. How would you have reacted?
 - *Answers will vary.*
- c. Sarah asks “Why do guys do that?” Why do you think guys do it?
 - *Answers will vary.*
- d. What is the danger in engaging in this behavior? What potential harm can it cause?
 - *Answers will vary. Goal is to have participants understand this action can cause harm and recognize that while some may view the action as “just messing around” or harmless, others may have a very strong negative reaction. For many, this is not just horseplay. It could make them uncomfortable, violate their personal space, and potentially be triggering of past sexual trauma.*
- e. Do you think Mike had any regret about nut-tapping Jay? Why/why not?
 - *Answers will vary.*

Mission 2: *Training To Serve*

Synopsis: Mike and Sarah attend separate military training. Mike attends instruction about “consent.” He and others later talk about a friend being investigated for sexual assault, and Mike confronts them about blaming the victim. Sarah and a friend discuss healthy relationships. Separately, Sarah declines the romantic interest of another woman. A bystander intervenes at a house party with alcohol. Mike and Sarah discover they will deploy on the same ship.

Main Themes: Definition of consent; victim blaming; respect for others and personal boundaries; and bystander intervention.

Key Learning Points:

- Understanding DoD/UCMJ definition of consent
- Understanding Consent Risk Management model
- Bystander intervention strategies
- Victim blaming – awareness and impacts

Optional Discussion Questions

HEALTHY RELATIONSHIPS (all)

1. What’s a key difference between a healthy sexual encounter and a sexual assault?
 - Consent.
2. What examples of healthy sexual relationships are in Mission 2?
 - Vanessa saying James isn’t pressuring her.
 - Sarah’s letter to Shawn.
 - The Marines in class talking about checking-in and talking during sex.

CONSENT (pick 1-3)

3. Sgt Lee asked his Marines how they know when they have consent. Getting consent is extremely important — and so is giving consent. (pg 44-51)
 - a. How can/do you communicate that you want to do something/communicate consent?
 - Consent can be communicated: Verbally – “yes,” “I’m into it,” etc.
 - Non-verbally - reciprocating, touching, removing own clothes, etc.
 - a. What about when you DON’T want to do something?
 - No consent:
 - Verbally – “no,” “I’m not ok with that,” etc.
 - Non-verbally – resist/push away, leave the situation.
4. What could Lisa have done differently to gauge Sarah’s consent (or lack of consent) better? (pg 63)
 - Asked if she was seeing anyone or in a relationship.
 - Checked in with her as she moved closer. (Lisa told Sarah she wanted to be closer to her. She could have asked Sarah if she liked being closer.)
 - Asked if she was interested in a relationship.

CONSENT RISK MANAGEMENT (pick 2-3)

5. In the Consent Risk Management note from Sgt Lee, what do you think he means by: (pg 52)
 - a. Acknowledge risks?
 - Assess for risks, evaluate the chance of loss or harm.
 - b. Be prepared (or mitigate risks)?
 - Make a plan to eliminate or overcome the potential risks identified or acknowledged.
 - c. What are common examples you’ve used (or heard of) in terms of “being prepared” when going out or with sexual relationships?
 - Have a designated driver.
 - Watch your drink.
 - Use a condom.
 - d. Consent or don’t, enjoy your evening?
 - Have (and give) the choice to consent or not.
 - Honor the choice of the people you’re with.
 - You can enjoy the evening (or any time) knowing that everyone is freely agreeing to whatever is happening.

BYSTANDER INTERVENTION (pick 2-3)

6. Sarah and Lisa intervened when PO2 Crane tried to take Vanessa upstairs. (pg 77-79)
- a. How did they intervene?
 - Distraction – told him the keg is broken and pressed him to go investigate and then took Vanessa home.
 - b. What barriers might have prevented them from intervening?
 - PO2 Crane out ranked them.
 - No one else at the party seemed to notice (diffusion of responsibility).
 - c. If you were in this scenario, what are some additional ideas for ways you could intervene using other intervention strategies?
 - (Listen for examples of different methods of bystander intervention.)For Marines:
 - Direct – PO2 Crane, what are you doing? Stop right now.
 - Delegate – Alert another Petty Officer or friend of PO2 Crane.For Sailors:
 - Direct – PO2 Crane, what are you doing? Stop right now.
 - Indirect – Get PO2 Crane’s friends/peers to step in.
 - Protocol – Alert the chain of command or police.

VICTIM BLAMING (pick 2-3)

7. When Mike and his friends learn about a sexual assault report, they talked about it. (pg 53-57)
- a. What made Dave and O’Brien think it was a lie?
 - What they knew of the victim: her flirting, drinking, and going back to the room.
 - What they knew of the alleged offender: a friend.
 - b. How is victim blaming detrimental?
 - It can impact and impede a criminal investigation.
 - It can divide a unit as Sailors/Marines make decisions on who they believe is to blame – that is not their role/responsibility.
 - It can cause other victims to hesitate to come forward and report a crime for fear they will be blamed.
 - It removes the blame from the perpetrator, who is solely responsible for the sexual assault.
 - c. What could Mike, Dave, and O’Brien do differently?
 - Acknowledged that a fellow Marine reported a sexual assault but decline to speculate or gossip about the report.
 - Trust in the investigation process to determine whether or not the report is truthful.

SECTION WRAP-UP (pick 3-4)

8. What idea struck you the most in the first two chapters/missions – and how did you feel about it?
 - *Answers will vary.*
9. How might you change your behavior based on these chapters/missions?
 - *Answers will vary.*
10. How might you address inappropriate behavior of others based on these chapters/missions?
 - *Answers will vary.*
11. How can you apply what you've learned to your life or work?
 - *Answers will vary.*

Possible Diversions

Provide possible topics/discussion points that could come up to derail/divert conversation and provide points to help facilitator keep class on track.

MISSION 3

Mission 3: *Serving Forward*

Synopsis: On deployment, some officers discuss consent and healthy relationships. Mike is sexually assaulted in his bunk by an unknown assailant. Sarah offers support. Mike talks with a chaplain and learns about SAPR support options. Meanwhile, Sarah struggles in her own relationship with a college boyfriend. The chaplain conducts group training about “consent.” One friend gives Mike a hard time about his sexual assault, but another (O’Brien) supports him.

Main Themes: Supporting each other; dispelling rumors; communication in healthy relationships; and victim support resources.

Key Learning Points:

- Healthy Relationships
 - Communication and respect
 - Managing separations in relationships with effective communications
 - Consent exercise: communications, boundaries, verbal and non-verbal expressions
- Reporting Sexual Assault/Seeking Assistance
 - Coping with trauma and seeking assistance
 - Sexual assault reporting options
- Leadership/Support
 - Noticing behavior changes in a teammate and how to engage or inform others
 - Peer support, believing in the victims, preventing gossip
- Alcohol and Sex

Optional Discussion Questions

HEALTHY RELATIONSHIPS

1. What examples of healthy sexual relationships are in Mission 3?
 - Chaplain talking with fellow officers.
 - Sarah and Shawn’s letters.
 - The Consent Challenge exercise.

REPORTING SEXUAL ASSAULT / SUPPORT (pick 4-5)

2. Sarah noticed Mike was behaving differently and talked with him. Mike confided in Sarah that he was sexually assaulted. (pg 122)
 - a. Is Sarah able to keep Mike’s confidence or does she need to report his sexual assault?
 - Yes. Victims can disclose to friends and family and maintain the restricted reporting option as long as the person/people they disclose to are not in their chain of command.

- If a Sailor/Marine confides in you personally that he or she was sexually assaulted, do not take away their control by sharing their story or breaking their confidence unless you are required to report because you are in their chain of command.

Note: See FAQs for more information on this.

- b. What confidential resources did Sarah share with Mike? (pg 126)
 - Victim Advocates (VA)
 - Chaplain
 - c. What other confidential resources could Mike talk to?
 - Victims' Legal Counsel (VLC)
 - Medical
 - Counseling
3. After talking with the Chaplain, Mike decided to report his sexual assault. (pg 148) How was he supported/not supported?
 - Sarah talked with him and offered resources/support (Supportive).
 - The Chaplain talked with him confidentially (Supportive).
 - Rumors started and spread (Not supportive).
 - Barnes's advice to suck it up because nobody will work with Mike (Not supportive).
 - O'Brien standing up with Mike and telling him he believed him (Supportive).
 4. Rumors and gossip spread after Mike reported his sexual assault. (pg 158).
 - a. How might they have impacted Mike?
 - Violated his privacy – he made an unrestricted report but that doesn't mean everyone should be informed of or discussing his sexual assault.
 - Made him feel isolated or ostracized.
 - Made him feel like less of a Marine.
 - b. How might they have impacted the unit?
 - Distracted from the mission-focus of the team.
 - Degrade command climate.
 - May cause another victim not to report for fear of becoming the subject of gossip and rumors.
 5. If you were Mike's friend/colleague, what could you do to support him?
 - Listen – but don't pry or ask him for more details.
 - Believe in him.
 - Don't judge him.
 - Make yourself available for further support.
 - Connect him with resources – offer to go with him.

ALCOHOL AND SEX (pick 2-3)

6. Can you consent if you've been drinking alcohol?
- Yes

Note: See FAQs for more information on this.

7. Sarah overheard the officers talking about alcohol and sex.
- a. What do you think about LTJG Rodriguez talking about drinking every weekend and hooking up with different girls?
- *Answers will vary – listen for answers that indicate it is legally risky behavior*
- b. What do you think about Chaps and LTJG Santos' words of caution?
- *Answers will vary – listen for answers that indicate alcohol make it difficult to understand, make, or communicate decision; and it is always safer to wait when in doubt.*
8. Adults who have been drinking can consent to sex, but alcohol may impair our ability to make choices and judgments impacting our ability to say "Yes" or "No" to sex. What are signs that a person might be too drunk to consent?
- Unable to understand or communicate
 - Slurred or incoherent speech
 - Stumbling or difficulty walking/standing
 - Loss of fine motor control
 - Passed out
 - Note: Some individuals may say that vomiting is a sign that a person might be too drunk to consent. Vomiting might be a sign of intoxication, but not always. It depends on the person. Vomiting is not always related to BAC—it is related to and influenced by a variety of factors, such as food (speed of consumption and type consumed); speed of alcohol consumption, type of alcohol, and chemical reactions within the body. As such, Sailors should understand that vomiting alone is not enough information to understand whether the person is capable of consenting. Regardless of this distinction, Sailors should always treat one another with dignity and respect—this means considering that a vomiting person may need help and may not be interested in consenting to sex.

SECTION WRAP-UP (pick 2-4)

9. What idea struck you the most in this chapter/mission – and how did you feel about it?
- *Answers will vary.*
10. How might you change your behavior based on this chapter/mission?
- *Answers will vary.*
11. How might you address inappropriate behavior of others based on this chapter/mission?
- *Answers will vary.*

12. How can you apply what you've learned to your life or work?

- *Answers will vary.*

Possible Diversions

Provide possible topics/discussion points that could come up to derail/divert conversation and provide points to help facilitator keep class on track.

MISSION 4

Mission 4: *Homecoming*

Synopsis: Activities include classes on “return and reunion” issues, a class on healthy sexual relationships and coercion, and a ship’s “steel beach” picnic. Mike struggles to process his sexual assault experience. Sarah struggles in her relationship with issues of separation and trust. She becomes a sponsor for a newly-arriving Sailor (SN Fontana).

Main Themes: Resources for personal growth; dealing with rejection; sexual coercion; positive sexual experiences; and communication in healthy relationships.

Key Learning Points:

- Healthy relationships
 - Sexual boundaries
 - How to deal with rejection during a sexual encounter
 - Vanessa and James’s positive sexual experience
- Resources
 - Fleet/Marine and Family Support Center

Optional Discussion Questions

HEALTHY RELATIONSHIPS (pick 7-9)

1. What examples of healthy sexual relationships are in Mission 4?
 - Healthy Sexual Relationship Class (pg 184)
 - Sarah and Shawn’s phone conversation (pg 194)
 - Vanessa talking with Lisa and Sarah about sex with James (pg 207)
2. In the Healthy Sexual Relationship Class they talk about handling rejection when you ask for sex. (pg 185) What are some positive or negative ways to handle rejection?
 - Accept and redirect to another activity – e.g.: “Ok, how about watching TV?” (positive)
 - Manipulating or coercing (negative)
3. Vanessa shared that she didn’t think she’d have had sex with James so soon if they weren’t being deployed. Sarah advised her to talk with James because “Relationships are hard. Never stop talking about what’s on your mind.”
 - a. What makes it hard to have these types of conversations?
 - *Answers will vary.*
 - b. What makes it easy to have these types of conversations?
 - *Answers will vary.*

- c. What other external pressures might make someone think they have to have sex?
 - Societal pressures, such as “guys always want sex.”
 - You feel it is “owed.” For example, they bought you dinner or helped you succeed on an exam or with a work assignment.
 - You worry they won’t want to continue to date if you don’t have sex.
 - They may pout, pressure, sulk, etc. and it’s easier to acquiesce/give in.
 - d. What are positive ways individuals can achieve the outcome they want despite these external pressures?
 - Be direct in what you do/don’t want out of the experience.
 - Clearly communicate and discuss expectations for the experience.
 - e. Why is it important to have these types of conversations?
 - *Answers will vary. Goal is to have participants think and discuss communication in relationships.*
4. Sarah and Shawn have a hard conversation on the phone where they talk about being lonely and being interested in other people during their time apart. If you were Sarah or Shawn, would you have had that conversation? Why/why not?
 - *Answers will vary. Goal is to have participants think and discuss communication in relationships.*
 5. Sarah tells Lisa that coming home is hard when her family isn’t going to be able to be there. What did Lisa and Vanessa do to ensure Sarah didn’t remain behind alone and felt included? (pg 213)
 - Listened and talked with her
 - Invited her to lunch
 - Acknowledged it was difficult, but told her that it was better to be together versus alone

SECTION WRAP-UP (pick 2-4)

6. What idea struck you the most in this chapter/mission – and how did you feel about it?
 - *Answers will vary.*
7. How might you change your behavior based on this chapter/mission?
 - *Answers will vary.*
8. How might you address inappropriate behavior of others based on this chapter/mission?
 - *Answers will vary.*
9. How can you apply what you’ve learned to your life or work?
 - *Answers will vary.*

Possible Diversions

Provide possible topics/discussion points that could come up to derail/divert conversation and provide points to help facilitator keep class on track.

MISSION 5

Mission 5: *First 72 Hours*

Synopsis: Mike tells his father about being sexually assaulted. His father relates his own wartime traumas, and recommends that Mike seek help. Mike and Sarah join others on a camping trip, where Mike apologizes for touching Jay earlier and thanks O'Brien for his support. O'Brien and a friend talk openly about having casual sex together. Elsewhere, SN Fontana alleges that her Leading Petty Officer (LPO) sexually assaulted her and later asks Sarah for help.

Main Themes: Seeking help; building trust; personal boundaries; healthy communications about sex.

Key Learning Points:

- Healthy Relationships
- Communication
 - Victims disclosing to friends and family
 - Seeking those they trust for advice
 - Friends and family maintaining that trust
 - Understanding victims can disclose to a friend/family member and keep all reporting options
 - Sharing regrets to rebuild trust - Mike with Jay and talking about the nut tapping
 - Consent communications
 - Importance of communicating support to a victim
- Resources – SARC and Victim Advocate support

Optional Discussion Questions

HEALTHY RELATIONSHIPS

1. What examples of healthy relationships are in Mission 5?
 - Sarah and Shawn waiting for time alone together (pg 254)
 - O'Brien and Tracy flirting and talking (pg 261)
 - O'Brien and Tracy's conversation: "Are you trying to have sex with me?" ... "Then hell yes"(pg 267)

COMMUNICATION – DISCLOSURE (pick 3-4)

2. Mike shares with his dad that he was sexually assaulted. (pg 230). Which of his father's responses were helpful?
 - Listened to Mike but didn't pry or question
 - Asked "What can I do?"
 - Shared personal experiences
 - Offered support
 - Left the choice to seek further help up to Mike

3. If Mike talked with his dad prior to reporting his sexual assault, because his dad is in the Marine Corps, would it have impacted Mike’s ability to file a restricted report?
 - No. Victims can disclose to friends and family and maintain the restricted reporting option as long as the person/people they disclose to are not in their chain of command.

Note: See FAQs for more information on this.

4. Mike thanks O’Brien for supporting him after his sexual assault. (pg 263)
 - a. What specifically did Mike thank him for?
 - “Thanks for not treating me differently”
 - b. Why do you think this was so important to Mike?
 - *Answers will vary. Goal is to have participants recognize and talk about the importance of maintaining normalcy for victims of sexual assault.*

COMMUNICATION (pick 5-6)

5. Why do you think Mike apologized to Jay for the nut-tapping? (pg 260)
 - Mike understands that nut-tapping, or any unwanted touching, may have caused harm, distress, or embarrassment to his friend. Mike understands the importance of treating others with dignity and respect—and the potential negative impact when others are not treated with dignity and respect. Mike wants to rebuild trust with his friend.
6. What did you think about O’Brien’s comments as he picked up Sarah, Lisa, and Vanessa? [“Never had a foursome in a car before.” and “I like to drive with no pants on.”] (pg 237-238)
 - *Answers will vary. Typical answers might be: funny, creepy, obnoxious, or harmless. Goal is to recognize that people will see the comments differently.*
7. Why do you think Sarah, Lisa, and Vanessa kept silent and didn’t say anything to O’Brien about his comments?
 - They knew he was joking.
 - They were used to it.
 - They didn’t know what to say or how to say something.
8. Who eventually calls O’Brien on his comments, and why do you think they said something? (pg 266)
 - Tracy.
 - She likes him/cares about him.
 - She wants him to realize it’s wrong/inappropriate.
9. What might be some unexpected consequences of O’Brien’s comments?
 - Offends his friends and others who hear him.
 - Creates a negative command climate.
 - Desensitizes his friends and others who hear him regularly to real threats from those who might be serious or intend harm.

- Provides coverage for offenders by normalizing bad behaviors and/or comments.

10. Andy (DC2 Andy Coleman) and Lauren (SN Lauren Fontana) start hanging out. (pg 270)

- a. What went well at the beginning of their evening together?
 - They joked about his move – the yawn and stretch.
 - They communicated desires – “Are you ever going to kiss me?”
 - They reciprocated actions – both took off their shirts.
 - They communicated boundaries – “slow down;” “Just leave my underwear on” and “Following your lead.”
- b. When did you start to think the evening was beginning to go wrong?
 - Andy’s comment, “You’re confusing” without further verbal communication.
 - Andy trying to remove Lauren’s underwear after she told him to leave it on.
 - Andy pushing for more after Lauren says “tempting but this isn’t happening right now.”

Note: participants may agree with Andy that Lauren was confusing. Ask participants if they think Andy was interested in a mutual, healthy sexual experience, or if he was interested in what he wanted and didn’t care about Lauren. Ask if participants think that Lauren was confusing, or if he was repeatedly testing and pushing past barriers/boundaries she set. If participants think that Andy was confused between her actions and words, or unsure of her consent to further sexual activity, ask if participants think that Andy should have stopped and clarified before proceeding.

RESOURCES (pick 2-3)

11. Lauren reports her sexual assault to Sarah. (pg 285)

- a. Why does she choose to call Sarah?
 - She’s her sponsor
 - She’s a victim advocate
- b. What role allows Sarah to maintain confidentiality and keeps Lauren’s ability to make either a restricted or unrestricted report?
 - Victim advocate
- c. What other resources does Sarah offer to Lauren?
 - SARC – Sexual Assault Response Coordinator
 - SAPR Hotline

SECTION WRAP-UP (pick 2-4)

12. What idea struck you the most in this chapter/mission – and how did you feel about it?
 - *Answers will vary.*
13. How might you change your behavior based on this chapter/mission?
 - *Answers will vary.*
14. How might you address inappropriate behavior of others based on this chapter/mission?
 - *Answers will vary.*
15. How can you apply what you've learned to your life or work?
 - *Answers will vary.*

Possible Diversions

Provide possible topics/discussion points that could come up to derail/divert conversation and provide points to help facilitator keep class on track.

MISSION 6

Mission 6: *Moving Forward*

Synopsis: SN Fontana meets with a Sexual Assault Response Coordinator (SARC) and a Victims Legal Counsel (VLC). Her LPO is interviewed by a criminal investigator. The Commanding Officer later finds insufficient evidence for a Court Martial, but does impose nonjudicial punishment on the LPO. SN Fontana requests an expedited transfer. Mike and Sarah continue their healthy friendship. After reporting his assault, Mike attends a male-victim support group, where issues of consent and intimacy are discussed. O'Brien starts to understand that he needs to change his behavior as other Marines are watching and learning from him.

Main Themes: Victim services and support; leadership responsibilities; time impact awareness; consent and intimacy; and healthy relationships.

Key Learning Points:

- Healthy Relationships
 - Consent and intimacy discussions
 - Healthy non-sexual opposite sex friendships (Mike and Sarah)
- Response Process
 - SARC, Victim Advocates (VA), and VLC services
 - Understanding the time required in victim care
 - NCIS investigates all sexual assault reports
 - Expedited transfers
- Personal Behavior
 - Understanding how your behavior will influence junior personnel (Mike and O'Brien conversation)

Optional Discussion Questions

HEALTHY RELATIONSHIPS

1. What examples of healthy sexual relationships are in Mission 6?
 - Consent discussion within support group – benefits in asking for consent. (pg 335)
 - Sarah talking about Shawn moving in with her. (pg 356)
2. Sarah and Mike talk about why they never got together. (pg 361) Can men and women “just be friends” – why/why not?
 - Absolutely. Sociologists have documented that men and women can indeed just be friends and that there are actually benefits that come with cross-sex friendships.

- The success of these friendships is dependent on how well both people communicate and respect one another.

RESPONSE PROCESS (pick 3-4)

3. Lauren (SN Lauren Fontana) has several confidential resources that she talks with. Can you name them?
 - Sarah, her unit VA
 - Ms. Tonya Fleming, the SARC.
 - LT David, her VLC.
 - Medical (she tells her VLC she had a sexual assault forensic exam).
 - Counselor(she tells her VLC she met with a counselor at mental health).

4. Why was NCIS investigating Lauren’s sexual assault report? Why didn’t the command investigate?
 - NCIS is required to investigate all allegations of sexual assault. NCIS agents have specialized training in investigating sexual assault allegations.
 - Commands may not investigate sexual assault allegations unless NCIS declines to conduct an investigation, which rarely occurs.

5. Both the SARC and VLC talk with Lauren about an expedited transfer.
 - a. What are the benefits of an expedited transfer?
 - The ability to transfer to a location away from the alleged offender.
 - To be closer to additional support services or resources.
 - Potential for a fresh start in a new location.
 - May restore victim’s sense of safety and security.

 - b. Why would a victim NOT want an expedited transfer?
 - Their friends and support system are in the current unit.
 - They like their current job and don’t want to leave it.
 - They want to remain in the geographic area.
 - They are concerned an expedited transfer might disrupt their training or career progression.

6. Should SN Fontana have received nonjudicial punishment or other administrative action (e.g., verbal or written counseling, nonpunitive letter of counseling) for fraternization? Why or why not? What are the implications of giving her administrative punishment? What are the implications of not doing so? What would you have done, if you were the CO? How do you think the LPO perceived the fact that he received nonjudicial punishment, but SN Fontana did not?

PERSONAL BEHAVIOR (pick 3-5)

6. Mike and Dave call O'Brien on his comments about women. (pg 324)
- a. What did you learn about O'Brien, and does it change how you feel about his comments?
 - *Answers will vary. We learn O'Brien's father was abusive.*
 - b. Now that you know why O'Brien uses inappropriate jokes and comments, do you think Mike and Dave were still right to call him on it?
 - *Answers will vary. Goal is to generate discussion around the impact O'Brien's comments have on those who hear them and how as a leader, O'Brien's comments are going to impact the Marines he leads.*
 - c. What might be some unexpected consequences of O'Brien's comments?
(Ask this question if you didn't ask in Mission 5)
 - Offends his friends and others who hear him.
 - Creates a negative command climate.
 - Desensitizes his friends and others who hear him regularly to real threats from those who might be serious or intend harm.
 - Provides coverage for offenders by normalizing bad behaviors and/or comments.
7. How can you encourage and support victims of sexual assault;
- a. When you don't know who they are?
 - Visibly support and promote the SAPR program.
 - Do not allow inappropriate comments or actions to go unchecked.
 - Treat all with dignity and respect.
 - Stop all gossip and rumors.
 - b. When they come to you?
 - Listen to, believe in, and value them.
 - Encourage them to get help.
 - Know your confidential resources and how to refer victims – VA, SARC, Chaplain, VLC, medical, etc.

SECTION WRAP-UP (pick 2-4)

8. What idea struck you the most in this chapter/mission – and how did you feel about it?
 - *Answers will vary.*
9. How might you change your behavior based on this chapter/mission?
 - *Answers will vary.*

10. How might you address inappropriate behavior of others based on this chapter/mission?
 - *Answers will vary.*
11. How can you apply what you've learned to your life or work?
 - *Answers will vary.*

Possible Diversions

Provide possible topics/discussion points that could come up to derail/divert conversation and provide points to help facilitator keep class on track.

CONCLUSION

COURSE WRAP-UP

1. Thinking back over the entire graphic novel, what idea struck you the most – and how did you feel about it?
 - *Answers will vary.*
2. How might you change (or have you changed) your behavior after reading this graphic novel?
 - *Answers will vary.*
3. How might you address inappropriate behavior of others after reading this graphic novel?
 - *Answers will vary.*
4. How can you apply what you've learned to your life or work?
 - *Answers will vary.*
5. How do you think others reading this graphic novel will benefit?
 - *Answers will vary.*

Frequently Asked Questions

Below are some questions that are frequently asked during SAPR trainings. Facilitators are not expected to answer all of the participants' questions or become experts in SAPR. There is no need to try to answer a question to which you don't know the answer. When in doubt, offer to seek the correct answer and provide it at a later time or suggest that the participant reach out to the appropriate subject matter experts or resources.

Sexual Assault

Q: It can't be rape if they are both drunk, right?

A: That is a common misconception. According to the UCMJ, when someone knows—or reasonably should know—that the other person is incapable of consenting to a sexual act due to impairment by any drug, intoxicant, or other similar substance but performs the sexual act anyway, then a sexual assault has occurred. If you are unsure whether the person you are interested in is incapable of consenting because they have been drinking, talk to the person first, and figure out if they are capable of, or interested in consenting.

Q: Does any alcohol consumption negate consent?

A: No. You can drink and still consent to sexual activity. When incorrect guidance is given that perpetrates the myth that one drink and you cannot consent, it hinders the Navy and Marine Corps ability to hold offenders appropriately accountable by prejudicing court martial panel members.

Q: Is sex when the other person is drunk always a crime? How many is too many?

A: Generally, sex is a crime when a person doesn't consent or is unable to consent. Alcohol can play a role in a person's capacity (or ability) to consent or to communicate a lack of consent. The capacity to consent is called "competency," and it is a crime to have sex with someone who is legally incompetent if you knew (or should have known) that the other person was incapacitated. If two adults consume alcohol, remain competent, and then consent to sex, that is consensual sex.

There is no black and white answer to how many is too many, and no hard-and-fast rule about exactly how much alcohol makes consent impossible. Unlike many D.U.I. laws, there is no specific, legal limit beyond which a person is always legally incompetent. Each individual can be different and other factors such as medications, sleep, food, etc. can also impact alcohol tolerance.

Q: What if both people are drunk? Is it still sexual assault?

A: Alcohol can play a role in a person’s ability to perceive consent or lack of consent. However, being drunk does not absolve a person of the responsibility to obtain consent, just as being drunk does not absolve a person of the responsibility to obey other laws (e.g., being drunk is not an excuse for striking a pedestrian with your car). Similarly, if an intoxicated person was able to give legally sufficient consent or the other party reasonably believed that the victim was capable of consenting, being drunk does not negate that legally sufficient consent. Again, the safest guidance to give is: when in doubt, wait.

Q: What about situations where the victim was flirting with the offender, or the victim had a “reputation” that may be misperceived by the offender?

A: It is important to emphasize that it always comes down to the issue of consent. Flirting and suggestive comments, depending on what was said, may be legally sufficient to constitute consent (for example, a person may be flirting or making comments creating a reasonable belief in the Subject that it is ok to kiss that person—even if the person never actually verbalized that consent as “I’d like you to kiss me right now.”).

Q: Aren’t many sexual assault reports false?

A: No

Remember, your job is not to investigate or judge. Leave the job of investigating to NCIS and of judgment to the military justice process. Support your fellow Sailors and Marines. Recognize your own biases and put them aside.

Q: Do people who make false reports get away with it?

A: Sailors and Marines who falsely report are held appropriately accountable. False statements/reports are a violation of the UCMJ.

Q: Why would an underage victim report a sexual assault if that person was drinking? Won’t they get into legal trouble?

A: This is an issue of collateral misconduct. One of the most significant barriers to reporting a sexual assault is a victim’s fear of punishment for some of their actions leading up to, or associated with, the sexual assault incident. Underage drinking is just one example. SAPR policy is designed to encourage victims to report sexual assault and receive help, despite any possible associated misconduct that may

have occurred. While collateral misconduct may be considered, it is secondary to the investigation of the sexual assault and ensuring that care is provided to the victim.

Q: I don't understand why we aren't talking about what people should do to keep themselves safe from sexual assault. Why aren't we talking more about drinking less, dressing appropriately, using the buddy system, not walking alone late at night, etc.?

A: General safety messages are always important. However, a person can take as many protective measures as possible and still become the victim of a crime. Drinking less, using the buddy system, and making safe choices are all good things to do— but they are not the solution to prevent sexual assault. Putting the onus on potential victims to protect themselves from criminals is not a complete strategy. Preventing sexual assault requires a multi-pronged approach, of which general safety is just one part. Some safety tips can be counter-productive. Dressing conservatively, never walking alone in a parking garage, etc., are either irrelevant (sexual assault offenders perpetrate out of a desire to hurt, harm, humiliate or control, and the manner of dress has little to do with this¹) or focus on the less-common “stranger-perpetrated” assault.

Q: What does it mean to “re-victimize” someone?

A: An individual who has experienced sexual assault can be re-victimized in a variety of ways:

- By rumors spread either accidentally or on purpose, which create false or misleading perceptions of the assault;
- By well-intentioned questions from the chain of command and/or others that are perceived by the victim as intrusive, lack of belief, prejudicial, etc.
- By actual accusations made by the chain of command and/or others.

Q: What if a victim tells a friend or roommate that they were assaulted? Can the victim still make a restricted report, or is it automatically unrestricted?

A: Sailors and Marines are only required to report a sexual assault if they observe it or if they are in the victim's chain of command; otherwise, they are not obligated to report it. As long as the friend or roommate does not tell anyone, generally, the victim can still make a restricted report. Remember, it is critical that the person in whom the victim confided keep the information completely private.

Q: Why do we need a restricted reporting option—wouldn't it be better if victims made unrestricted reports? That way, we can better hold offenders accountable.

A: Restricted reporting is a valuable part of the fight against sexual assault. It provides a victim the opportunity to confidentially seek support and recover. A victim can always choose to make an unrestricted report later. Victims should be able to do what they feel is best for them.

A sexual assault victim, who has taken time to heal and is supported by resources such as counselors, advocates, and legal counsel, may be better able to fully participate in the military justice process.

But we shouldn't focus only on the military justice process. We must maintain a Navy and Marine Corps that does not tolerate unprofessional, disrespectful, or crude locker-room climates, acceptance of harassment, and damaging, dehumanizing social norms.

Retaliation

Q: How do I report if I am experiencing retaliation?

A: If you have reported a sexual assault (or any criminal offense), you are protected from retaliation under SECNAVINST 5370.7D. You can report experiences of ostracism and/or maltreatment to your chain of command or the Inspector General.

Q: So, I can get in trouble for not wanting to be friends with someone anymore?

A: That depends on what your reasons are for withdrawing friendship and how this choice manifests itself. Violations of SECNAVINST 5370.7D, Military Whistleblower Protection, or any other lawful punitive regulation on retaliation and ostracism are punishable as a violation of Article 92 of the UCMJ.

Q: What do I do if I see a Sailor or Marine retaliating against someone?

A: Per Article 1137 of the US Navy Regulations, 1990, DON service members are required to report known violations of the UCMJ which come under their observation. This includes any acts of retaliation, which is a violation of Article 92 of the UCMJ. If you see any acts of retaliation, report them to your chain of command.

Q: Does this mean the Navy and Marine Corps is going to monitor social media now?

A: Our Core Values and the Uniform Code of Military Justice always apply to us as service members—including when using social media. We must always treat others with dignity and respect. While the

Navy and Marine Corps do not monitor social media usage on private computers, social media content can be viewed by anyone—a “friend” on social media may share images outside their intended audience, or may report perceived misconduct to the command or NCIS. Use of government computers is subject to monitoring, however. Per ALNAV 057/10 and MARADMIN 365/10, conduct on social media is already subject to review. Online misconduct is still misconduct, and will be investigated and adjudicated as appropriate, so as to maintain good order and discipline throughout the military.

Q: Is retaliation in the UCMJ?

A: SECNAVINST 5370.7D is a regulation that all Sailors and Marines must follow, and it clearly states that retaliation is prohibited and that a violation of these provisions can be charged as a violation of Article 92 of the UCMJ. However, retaliation will be a specific article in the UCMJ in the future; Sailors and Marines will receive updated guidance and training when this is in effect.

Q: I’ve never heard of social retaliation. Is this something people are just making up?

A: Retaliation is a very real situation. According to an anonymous survey conducted by the RAND Corporation for the Defense Manpower Data Center, 62% of female service members across the DoD who filed an unrestricted report of a sexual assault also indicated some kind of negative perceptions that are often associated with retaliation. A large majority of these respondents (53%) said that this retaliation was “social” (done by their peers). The Navy and Marine Corps takes this issue very seriously and is committed to preventing retaliation

Sexual Harassment

Q. What is Sexual Harassment?

A. Sexual harassment is a form of sex discrimination that includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

Q. Does sexual harassment only occur between individuals of the opposite sex?

A. No. The victim or harasser could be either male or female; the victim does not have to be the opposite sex of the harasser for the actions to qualify as sexual harassment.

Q. Can someone who is not directly the target of sexual harassment be impacted by the sexual harassment?

A. Yes. Sexual harassment can create an intimidating, hostile, or offensive work environment for others sharing the work environment with the harasser.

Q. If two people are flirting with each other at work is that sexual harassment?

A. Maybe. The conduct must be unwelcome for it to be sexual harassment. As noted above, someone who is not the target of the flirting may feel that the flirting or behavior creates a hostile or offensive work environment for them. Regardless, flirting at work is not professional behavior and should be corrected, especially if it makes others in the work space uncomfortable.

Q. Does sexual harassment only occur between a supervisor and subordinate?

A. No, sexual harassment can occur between any co-workers regardless of age, rank, or gender.