

Personal Safety Awareness Training for BSA's Older Youth Programs (Venturing, Sea Scouts, and Explorers)

Adapted 23 August 2021

Introduction

These materials were developed to address personal safety concerns of our nation's teenagers. The intended audience is young men and women, 14 through 20 years of age. During this transition period between childhood and adulthood, young adults learn how to fulfill their adult roles, but their learning process often creates perilous situations. Teens need to recognize and react to such situations appropriately to avoid harm to themselves and their peers.

This video set contains six dramatizations of incidents typical of those encountered by many teenagers. The dramatizations are intended to prompt discussion by teen audiences. Units preparing to use this training may want to alert families in advance, since some of the discussions can bring up themes that participants might want (or need) to share more fully in a family setting. Units may also choose to involve a guest facilitator such as a social worker. Given the nature of the training, an older youth unit may also choose to invite the older youth (14+) from nearby Scouts BSA troops.

When planning to present these videos, allow sufficient time for each topic. Each topic should be presented in three stages: (1) view the vignette; (2) engage the group in a discussion of the issues presented in the vignette; and (3) close the discussion with a summary of the important points. BSA leaders who have used these videos recommend separate sessions for each topic to permit more comprehensive coverage of each issue, but the videos and discussion can also form the basis for a single unit event. Completion of these activities meets the rank requirement for the Venturing and Sea Scout programs.

The topics and their run times are

- ↳ Persistence for Pictures (4:23) <https://www.youtube.com/watch?v=CEivufW2IWw>
- ↳ Grooming & Sexual Abuse (5:43) <https://www.youtube.com/watch?v=R0Ujv3stTZM>
- ↳ Sexual Abuse in the Family (4:47) <https://www.youtube.com/watch?v=WOyg6lrfuZA>
- ↳ Friends Should Never Look the Other Way (4:28) <https://www.youtube.com/watch?v=c3L0iKqCaC0>
- ↳ Don't Let Pressure End Up as Sexual Abuse (4:35) <https://www.youtube.com/watch?v=F9ICVvYLSHvc>
- ↳ Suicide Prevention (9:35) <https://www.youtube.com/watch?v=FzhvlfXYV8>

We recommend that the discussion facilitator become familiar with the vignettes by viewing each of them, reviewing the material in the relevant section of this meeting guide, including the summary points. Then, to present each vignette, the facilitator should:

- ↳ Introduce the topic.
- ↳ Show the appropriate video.
- ↳ Lead the group's discussion.
- ↳ Share the summary of important findings.

Discussion guides for each vignette follow.

Before the Vignettes

Welcome to the BSA's Personal Safety Awareness Training. This training is intended to prompt discussion by youth and young adults in the Older Youth Programs. We're going to ask our extra adults to step away from the discussion area so that you can have these conversations peer to peer.

Some of the content may be difficult; if you need to, you may excuse yourself to refill your water bottle or take a breather. I also want you to know that there are support resources available; I am glad to speak to any of you individually at the end of our discussion to point you toward appropriate organizations. Please be aware that I am a mandatory reporter; if I learn details of sexual assault or sexual abuse, I must disclose it to the appropriate agency and to the Scout Executive at Council. But we can freely discuss the scenarios we'll be watching and any hypothetical situations you want to bring up. And if you do have an incident you want to bring forward, we are here to support you, and we can step to the side to discuss how to proceed.

Vignette I: Persistence for Pictures

Introduction

Technology changes very rapidly. Because of those changes, new challenges are presented to the safety and well-being of Internet users. In this vignette, a young woman (Kim) discovers that what was meant to be private can become very, very public when her so-called boyfriend (Kevin) betrays her trust. Her friend Jonathan calls it like it is: sharing or threatening to share intimate pictures publicly is "disgusting, not to mention illegal."

Watch the video.

Discussion Questions:

- ↘ How does the online nature of Kim's and Kevin's early exchanges shape the way Kim thinks about what she's doing?

(At first, texting and sending pictures is a way of being together – of creating intimacy – of feeling special. When texting, you don't immediately see someone's reaction, and that can lower your inhibitions.)

- ↘ What was Kevin, the boyfriend, doing wrong?

(Collecting revealing pictures, especially if she is underage; pressuring Kim to send more and more revealing picture. When he uses the phrase "black mail ammo" it is a sign that the relationship is seriously flawed, and afterwards he harasses Kim through the frequency of his texts. In other words, the posting of the picture itself is part of a larger pattern of harassment.)

- ↘ What are warning signs in Kim and Kevin’s relationship?

(Pressure to send more – and more intimate – pictures; the absence of reciprocity, since Kevin doesn’t seem to provide evidence of caring and sharing in return. And, as their relationship sours, threats and blackmail, which are NEVER okay.)

- ↘ How does Kim resolve her problem? What else could she have done?

(She continues with the breakup, even in the face of blackmail; she talks about it to others, including Jonathan; and she explores her feelings – we see her cry and throw her phone. Expressing your emotions in the face of exploitation is an important step in processing what has happened. She could also have involved her parents, her teachers, or another trusted adult such as a Scout adult, religious leader, family friend, school nurse, or so on.

The facilitator may want to ask the participants to think for a moment about who exactly is their “trusted adult,” even if they don’t want to share that information with the group.)

SUMMARY:

Dealing with an online predator can be hard, particularly if it is someone you’ve been in a relationship with.

- Recognize suspicious requests. Listen to your instincts about when a request is “too much.”
- If the behavior continues, break off the interaction, and block the person on social media.
- Recognize when you need help. If you are worried about what might happen, let a trusted adult know.
- Remember that sexual abuse is NEVER the survivor’s fault. You may wish you’d played it differently, but it’s important to take charge of your decisions going forward.
- And, listen to Jonathan. If you are ever tempted to pressure someone for pictures, stop. Don’t be creepy – and don’t break the law.

Vignette 2: Grooming & Sexual Abuse

Introduction

Grooming is when someone builds up trust through gifts and attention in order to manipulate or exploit the victim. In its early stages, it often makes the target feel special. In later stages, it often feels overwhelming. The target may feel trapped, and not know how to object to unwanted behavior.

Watch the video.

Discussion Questions:

- ↘ How was the behavior of the adults here at odds with scouting's values?

(Neither adult was trustworthy, nor were they kind. By betraying the trust of the youth they were nominally mentoring, each adult in these scenarios has shown that their friendly overtures were fake, ways of manipulating the youth rather than supporting them. This betrayal could create long-term damage to the youth's self-confidence, even though the youth did nothing wrong. Grooming is a selfish act, a deliberate exploitation of the other person.)

- ↘ How did each young man address the problem of grooming?

(At first, neither recognized the behavior as grooming. But when it escalated, both Jon and Lucas said "stop" and left the premises. Later, after they were safe, they reported the behavior.)

- ↘ At what point did the behavior cross the line into harassment?

(Grooming itself is a crime, but we may be more alert to other aspects of harassment – verbal elements such as questions about personal life, lewd comments or jokes, the sharing of porn, the violations of personal space. These and quid-pro-quo demands – "if you sleep with me, I'll give you that promotion" – often function as more clear-cut signals that the uncomfortable relationship is in fact toxic.)

SUMMARY:

One of the elements of this vignette is that of gender. Sexual harassment and grooming behaviors are not gender specific. They can occur regardless of gender identity of either the perpetrator or the target. (One out of every 10 rape victims are male; 18% of juvenile victims of sexual assault are male; and according to Bureau of Justice Statistics, about 10% of abusers are female.)¹

Another element of grooming as shown here is power imbalance. It is never okay to exploit the position and power you hold over someone else.

If a behavior makes you uncomfortable, say something. If the behavior continues, seek support from a trusted adult. And persist in seeking that support; you know more about how the behavior is impacting you than does the person you're talking to.

Vignette 3: Sexual Abuse in the Family

Introduction

In this vignette, Emilia's uncle becomes both confidant and gift-giver, but the behavior proves to be a form of grooming. Emilia is faced with a difficult decision about what to do.

Watch the video.

¹ <https://www.rainn.org/statistics/victims-sexual-violence>

Discussion Questions:

- ↘ How is this vignette like the previous one?

(All the characters experienced grooming by a trusted adult. At first, all of them were happy for the attention. Later, they felt that some line had been crossed. All three characters were able to extract themselves from the situation.)

- ↘ Why did Emilia initially think that “It was too late”?

(She thought that she had let the behavior go on too long. She saw herself as being a problem for not having objected to her uncle’s behavior earlier.)

- ↘ What changed her mind?

(Her uncle continued to make her feel uncomfortable. She didn’t like his behavior and found ways to distance herself by avoiding her cousins. Finally, she found the courage to confide in her mom. As she learned, “no matter what the circumstance, or how long it’s been happening, it’s never too late to stop it.”)

SUMMARY

More than 9 of 10 people who sexually abuse children are already known to the child as an acquaintance or family member.

Confiding in a trusted adult is often the best way to escape from an abusive relationship.

Vignette 4: Friends Should Never Look the Other Way (4:28)

Introduction

What would you do if you saw a friend of yours in trouble? You’d want to help, right? What if they liked the attention? Or, they liked the attention, but you saw big warning signs? That’s the dilemma Emilia faces when her friend Maria gets involved with the class TA, Clay.

Watch the video.

Discussion Questions:

- ↘ The TA's behavior is exploitative; he is behaving as a sexual predator. What are some of the things he does that are concerning?

(He is dating a much younger woman – and a student in one of his classes, which is just plain wrong. He exploits the power differential and uses grades as rewards or threats; he isolates her; he checks her phone; he insists that she hide the relationship; he pressures her for sex. In short, he has groomed her by making her feel special, and now expects sex as a kind of payment. These behaviors are forms of sexual harassment, and should be reported to the school officials – and perhaps to a trusted adult so Maria can get support.)

- ↘ What's the difference between a bystander and an engaged bystander?

(A bystander is around when something—usually something bad—is happening; an engaged bystander decides to do something about it. Here Emilia decides to say something to Maria even though Maria's stopped talking to her. This creates a chance for Maria to confide in her about the threats the TA was using; she felt her grade was in the balance. Bystander intervention is a powerful tool to disrupt sexual harassment and sexual assault.)

- ↘ Emilia uses in-person talking when texting her friend doesn't work. What other strategies could engaged bystanders use if they see a situation getting out of control? For instance, what could the young man (Lucas) have done who saw a girl getting groped at a party?

(He could have called out the action – “hey, that looks like that make-out session is getting uncomfortable.” He could have asked the girl “Are you comfortable?” or asked the guy “Should you really be drinking that much?” He could have just created a distraction – gotten up and “tripped” over the coffee-table. Or maybe later, he could have reached out and acknowledged what happened: “I saw this happen, and I didn't know what to do, so I just stayed quiet. I'm sorry, and I wanted you to know that I saw what happened and I regret not helping.”)

Ask the group for other strategies for creating distraction – “accidentally” spilling something, or calling on other bystanders, or...

These are the strategies of bystander intervention.

If you see that someone is at risk and you do something, you have become an engaged bystander. It can be as simple as dropping a set of keys between the two parties and stepping in to pick them up while starting a conversation. Distract or engage with the parties until the moment of threat has passed.

RAINN (Rape, Abuse & Incest National Network) gives four steps to protect the people around you: C – Create a distraction; A – Ask directly; R – Refer to an authority; E – Enlist others. Together these tools spell out “CARE.”

SUMMARY

Bystanders, or witnesses to events, have been found to be present for nearly one in five (18.4%) sexual assaults. By being an engaged bystander – and a good friend or a good citizen – you can change the direction of events from tragic to merely uncomfortable.

Bystander intervention can work in other situations as well. Harassment – like the 2020-21 rise in anti-Asian-American harassment – and violence can be addressed in ways small and large. If you are interested, there are training resources available online.²

Vignette 5: Don't Let Pressure End Up as Sexual Abuse

Introduction

This video focuses on a young woman – Willow -- who winds up attending a house party with alcohol and a distinct absence of adult supervision. She tries to fit in, but the scenario escalates. Willow must decide what to do.

Watch the video.

Discussion Questions:

- ✎ Willow – our older, wiser Willow from the end of the video – says “if someone’s behavior makes you uncomfortable, tell them to stop.” Is this practical advice? Why or why not?

(She had accepted a drink; it could have been laced and she might not have had the capacity to object. Or she may have felt that she couldn't let her parents know where she was and what was happening and so felt stuck at the party. And peer pressure makes it hard to cause a scene – as Willow says, it's important to be “cool.” Still, only you know what your boundaries are, and you have every right to expect others to respect those boundaries. It is also okay if you change your mind and decide you don't want to continue with an activity. Consent can be withdrawn, and the other partner must stop. It may be hard to speak up and say no, but it is important to object – and to get someplace safe.)

- ✎ What might have happened if Willow hadn't left?

(The young man might have pressured Willow into having intercourse. Many survivors report what Willow first felt – she says she “I just kind of froze.” People can be uncomfortable and unwilling, and yet feel powerless to stop the groping, the kissing, or the rest of an unfolding assault.³)

² Bystander intervention training is available at <https://www.ihollaback.org/>.

³ For information on freezing as a normal reaction during an assault, see <https://www.psychologytoday.com/us/blog/sexual-assault-and-the-brain/201804/freezing-during-sexual-assault-and-harassment>.

SUMMARY

Navigating intimacy is one of the most challenging aspects of young adulthood. Nevertheless, exploring intimacy is never an invitation to assault.

The fact that the perpetrator of a sexual assault may be known to the victim does not make such an incident less traumatic. Often, survivors of this kind of crime are more affected because of the violation of trust involved.

Here, Willow has been assaulted (fondled and groped) but fortunately, she found the strength to extricate herself from the situation. Given the absence of supervision and the free availability of intoxicants, the story could have had a darker ending. Even here, her partner is clearly in the wrong.

Either party should be able to say at any time, “No, I am sorry, this is not what I want to do.” Once one person makes that statement, the other person should not attempt to persuade or force the first person to continue. As the phrase goes, “No means no.” Consent is just as fundamental to intimacy as is attraction.⁴

If someone does survive a sexual assault, they should be reminded that they were not at fault; that the perpetrator carries the blame. In fact, studies have shown that the shock of recognizing an assault can impair the prefrontal cortex, the thinking part of the brain, leaving the survivor with no biological capacity to generate options to get out of the dangerous situation. In other words, the stress of the situation can leave them in the same state as a deer in the headlights, with no idea of what to do. That is important to those of us who are interested in pursuing intimacy too. If your partner stops responding, take a break, and give them a chance to gather their thoughts. If the moment is right, it needs to be right for both of you.

If a friend of yours has been assaulted or raped, you can help. Listen to their story. Validate their feelings. Tell them “I believe you” in so many words. Reinforce their courage in being able to tell their story. Ask what more you can do to help. Provide resources, but don’t tell the survivor what they must do. And take care of yourself. These are emotionally fraught conversations for both confider and confidant.

Resources to support you in having such conversations are available:

- <https://www.knowyourix.org/for-friends-and-fami/supporting-survivor-basics/>
- <https://www.rainn.org/articles/help-someone-you-care-about>

⁴ If participants need or want more discussion of consent, the Tea and Consent campaign from 2015 provides a useful analogy, though the video itself uses profanity. General take-aways from that broader discussion might include:

- Absence of 'no' does not mean 'yes.'
- Consent isn't just for sex, it is in your interactions with everyone -- whether or not you want to hug your uncle, or kiss your grandma, etc.
- If someone can't make clear judgements, they can't consent.
- Prior consent does not mean current or future consent.
- It's your responsibility to know that you have consent, it is not your partner's responsibility to tell you that you do not have consent.
- Some people might never consent to doing that thing, and you have to be okay with it.

SOME TAKE-AWAYS ON SEXUAL ASSAULT:

A third of all sexual assaults are experienced by youth ages 12-18, and more than 2/3 of rapes and sexual assaults occur between the ages of 12 and 34.⁵

Nearly half of all students in grades 7-12 and 2/3 of college students report facing sexual harassment in a single year. In this crew/ship/post, more than half of you will experience harassment directly, and you are also likely to observe sexual harassment of others. Nor is it just a “woman’s problem.” Men as well as women are often targets of (and survivors of) sexual misconduct – harassment, assault, or stalking.

Sexual harassment may occur between peers, or it may be a misuse of power, such as by an employer to an employee or a stronger individual harassing a weaker one. (The TA who dated and coerced a student, or the boss from the grooming video show this kind of power differential.)

No specific behaviors are associated with the term “sexual harassment.” Instead, it encompasses a broad spectrum of behaviors, including the following. (NOTE: You might want to list the boldfaced words on the chalkboard or a flip chart.)

Visual—Ogling, staring, posters or pictures, magazines, and fliers

Verbal—Repeated requests for dates, questions about personal life, lewd comments or jokes, and whistling

Written—Letters (including obscene letters), bumper stickers, and cards

Touching—Violating personal space, patting or grabbing, pinching, caressing, and kissing

Power—Using one’s position to request dates, sex, etc.

Threats—Quid pro quo demands (if you sleep with me, I’ll give you that promotion), loss of job, selection process

Force—Rape or physical assault

Such behaviors are never okay. You should not blame yourself for the harassment. This is not something you deserve or ask for. The harasser is the one who deserves the blame. After all, one may not be able to control one’s desires, but everyone has control over their own actions.

Vignette 6: Suicide Prevention

Introduction

Suicide is the second leading cause of death for America’s teenagers. (Accidents are first, and homicide is third.) Suicide happens when teens reach a point that the pain of living becomes greater than their fear of death. Unfortunately, many teens do not have the experience to realize that most of life’s problems are transitory and will get better with the passage of time.

⁵ Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Sex Offenses and Offenders (1997).

In this video, Maria experiences a multitude of problems that seem to pile on top of each other until she reaches the point of considering suicide. One of her friends—Rick—recognizes signs that Maria is experiencing difficulties and might be considering hurting herself. Let's see how these young people respond to the situation.

Pause One—Discussion Questions:

- ↘ As you can tell, this is an older video. How do you think a teacher of today would respond differently to Maria than the one portrayed in the video?

(Teachers now are trained in mental health concerns and would be unlikely to speak that harshly to Maria. They would be more likely to direct her to resources or provide a supportive path forward. But teachers are human too: might this clip show a teacher on a bad day?)

- ↘ What were some of the signs that Maria exhibited which led Rick to suspect that Maria was considering harming herself?

(Depression, using drugs, giving away items of importance to her, ambivalence about attending the debate team meeting the next day.)

- ↘ Recognizing that people respond to life's challenges in different ways, what are other signals that may indicate suicidal thoughts?

(Statements made by the individual, preoccupation with death or dying, changes in behavior, changes in eating habits, hopelessness—things seem so bad that they will never get better—or even happiness and relief, which can sometimes signal that a decision has been made.)

- ↘ It's much easier for people who are not experiencing Maria's problems to identify better ways to address her problems than suicide. Placing yourself in Maria's shoes, how might you have addressed these problems without resorting to suicide?

(Maria may have benefited from finding an advocate—someone who could help her to sort out problems, set priorities, and address each problem. Given to her parents' conflict, she probably felt unable to access her usual support system. She needed someone older with whom to share her problems and advise her—another adult relative, spiritual leader, counselor, or parent of a close friend.)

In the next part of the video, we see Rick acting on his concerns by calling the local suicide prevention lifeline. The information he receives from the lifeline operator is very important. Let's watch the video.

Continue the video.

Pause Two—Discussion Questions:

- ↘ What was the most important information given to Rick by the operator?

(Rick should not assume any responsibility if Maria decided to suicide. The decision is Maria's; Rick did what he could to get her the help she needed. We can draw parallels here to physical injury. During a heart attack, we do expect people to call 9-1-1, and perhaps to try CPR if they are trained, but no-one expects a friend or bystander to perform heart surgery. Do what you can, but know that mental illness may require professional intervention.)

- ↘ If you were in Rick's position and trying to get help for a friend, where might you go in your community to get the help?

(The answer to this question will depend on the resources that are available in your community. NOTE: As the discussion facilitator, you may need to do some research to identify community services available to help prevent teen suicide.)

- ↘ How would you find out more information about teen suicide?

(The Internet has a wealth of information that can be accessed by using any of the search engines. Look for Web sites that are government-sponsored or operated by a professional organization. Beware of information that may not be reliable.)

Continue the video and watch the "Reality Check" segment.

SUMMARY:

In 2017, there were more than 6,200 suicide deaths among adolescents and young adults ages 15-24, making it the second-leading cause of death for this age group.⁶ And it has been on the increase: the CDC reports that "between 2007 and 2018, the national suicide rate among persons aged 10–24 increased 57.4%."⁷

The warning signs for suicidal ideation are many and complex.⁸

- Talking or writing about suicide, even jokingly.
- Withdrawing from family or friends.
- Drastic personality change.

⁶ <https://www.pbs.org/newshour/nation/suicide-among-teens-and-young-adults-reaches-highest-level-since-2000>

⁷ <https://www.cdc.gov/nchs/data/nvsr/nvsr69/nvsr-69-11-508.pdf>

⁸ The Jason Foundation <https://jasonfoundation.com/youth-suicide/warning-signs/> and Stanford Children's Health <https://www.stanfordchildrens.org/en/topic/default?id=teen-suicide-learning-to-recognize-the-warning-signs-1-1696> each give further information on helping at-risk youth and young adults.

- Agitated or panicky behavior.
- Open distress or restlessness.
- Irritability and displays of anger.
- Significant changes in behavior, such as eating, sleeping or grooming habits.
- Noticeably rebellious behavior like truancy, vandalism, or sexual promiscuity.
- Dramatic changes in school performance.
- Giving away possessions.
- Remember that not all signs appear negative on the surface. Making a decision to “end it all” can even make a person happy. In their mind, their problems are solved, they’re released from what’s stressing them, and they can finally rest.

Asking someone about suicidal thoughts or behaviors will not put the idea into their head. Rather, it is a sign of caring, and may help make a difference in their life. It can be uncomfortable and hard to do. You might even doubt whether asking is appropriate because they might have been joking or you may have misunderstood the signs. However, it is important to ask, and you should always err on the side of communication.

So, how do you do that? You can help by using the A-B-C’s of support:⁹ If you are worried about a friend, **Ask** them if they are considering harming themselves. “**Be** there”: listening to a friend in crisis is one way to help support them; helping them make a plan to stay safe is another. And then “**C**”: **Connect** them to resources such as the National Suicide Prevention Lifeline or the Crisis Text Line’s number (741741), or reach out to a trusted adult. And then, seek support for yourself. Being a friend to someone in crisis is likely to challenge your own resilience.

Conclusion:

We have been talking through some pretty uncomfortable topics in this training -- boundaries and risk, threats and crisis, and some of the uncomfortable parts of reality: embarrassment and shame, pressure and desire, and actions that create regret.

We hope you never experience either sexual assault or suicidal ideation, but it is important that we all know – and talk – about these topics. Why? Because statistically, you are almost certainly going to know someone for whom these vignettes ring all too true. Knowing that there are resources, and knowing how to help, YOU can make a difference.

The facilitator can distribute the handout to participants and should expect to spend some time in 1:1 conversations.

⁹ <https://www.nimh.nih.gov/health/topics/suicide-prevention>

Personal Safety Awareness Training: Resources for Participants

Discussion script <GIVE URL ONCE IT HAS BEEN ESTABLISHED>

Video links <UPDATE WITH BSA LINKS ONCE THEY'VE BEEN ESTABLISHED>

- Persistence for Pictures (4:23) <https://www.youtube.com/watch?v=CEivufW2IWs>
- Grooming & Sexual Abuse (5:43) <https://www.youtube.com/watch?v=R0Ujv3stTZM>
- Sexual Abuse in the Family (4:47) <https://www.youtube.com/watch?v=WOy6lrfuzA>
- Friends Should Never Look the Other Way (4:28) <https://www.youtube.com/watch?v=c3L0iKqCaC0>
- Don't Let Pressure End Up as Sexual Abuse (4:35) <https://www.youtube.com/watch?v=F9ICVyLSHvc>
- Suicide Prevention (9:35) <https://www.youtube.com/watch?v=FzhvIafXYV8>

HOTLINES

- **National Sexual Assault Telephone Hotline** (RAINN): 800-656-4673 (656-HOPE); you will be connected with a trained staff member from a sexual assault service provider in your area.
- **National Suicide Prevention Lifeline:** 800-273-8255 (273-TALK); available to anyone in suicidal crisis or emotional distress. Also offers chat function: <https://suicidepreventionlifeline.org/chat/>.
- **Crisis Text Line:** Text HELLO to 741741 or visit the website at: <https://www.crisistextline.org/>. Crisis is defined broadly; the crisis text line has resources on suicide, self-harm, anxiety, eating disorders, and depression, but also handle topics such as grief, school problems, bullying, and the like.

Bystander intervention:

- RAINN (Rape, Abuse & Incest National Network) gives four steps to protect the people around you: C – Create a distraction; A – Ask directly; R – Refer to an authority; E – Enlist others. Together these tools spell out “CARE.” <https://www.rainn.org/news/show-you-care-four-ways-keep-your-friends-safe>.
- Bystander intervention training is available at <https://www.ihollaback.org/>.

Supporting a survivor of assault or rape:

- <https://www.knowyourix.org/for-friends-and-fami/supporting-survivor-basics/>.
- <https://www.rainn.org/articles/help-someone-you-care-about>.

Freezing as a normal reaction during an assault:

- <https://www.psychologytoday.com/us/blog/sexual-assault-and-the-brain/201804/freezing-during-sexual-assault-and-harassment>.

Sexual harassment as a spectrum of behaviors:

Visual—Ogling, staring, posters or pictures, magazines, and fliers

Verbal—Repeated requests for dates, questions about personal life, lewd comments or jokes, and whistling

Written—Letters (including obscene letters), bumper stickers, and cards

Touching—Violating personal space, patting or grabbing, pinching, caressing, and kissing

Power—Using one’s position to request dates, sex, etc.

Threats—Quid pro quo demands (if you sleep with me, I’ll give you that promotion), loss of job, selection process

Force—Rape or physical assault

Warning signs for suicidal ideation.

- Talking or writing about suicide, even jokingly.
- Withdrawing from family or friends.
- Drastic personality change.
- Agitated or panicky behavior.
- Open distress or restlessness.
- Irritability and displays of anger.
- Significant changes in behavior, such as eating, sleeping or grooming habits.
- Noticeably rebellious behavior like truancy, vandalism, or sexual promiscuity.
- Dramatic changes in school performance.
- Giving away possessions.
- Remember that not all signs appear negative on the surface. Making a decision to “end it all” can even make a person happy. In their mind, their problems are solved, they’re released from what’s stressing them, and they can finally rest.

Providing direct support to someone experiencing suicidal ideation:

- Asking someone about suicidal thoughts or behaviors will not put the idea into their head. If you are worried about a friend,
 - **A: Ask** them if they are considering harming themselves.
 - **B: “Be there”**: listening to a friend in crisis is one way to help support them; helping them make a plan to stay safe is another.
 - **C: Connect** them to resources such as the National Suicide Prevention Lifeline or the Crisis Text Line’s number (741741), or reach out to a trusted adult.
 - And then, seek support for yourself. Being a friend to someone in crisis is likely to challenge your own resilience.

More suicide prevention resources:

- The Jason Foundation <https://jasonfoundation.com/youth-suicide/warning-signs/>
- National Institute of Mental Health <https://www.nimh.nih.gov/health/topics/suicide-prevention>
- Stanford Children’s Health <https://www.stanfordchildrens.org/en/topic/default?id=teen-suicide-learning-to-recognize-the-warning-signs-1-1696>