

PREA YOUTH EDUCATION VIDEO FACILITATOR'S GUIDE

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Prepared by New Mexico Counties in collaboration with the New Mexico Association of Counties and the Center for Children's Law and Policy



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PREA Youth Education Video: Facilitator's Guide

INTRODUCTION

The PREA Youth Education Video and Facilitator's Guide are the product of a multiple county collaboration with the NM Association of Counties and the Center for Children's Law and Policy to provide a consistent, high quality, youth-friendly, sexual misconduct education curriculum. These materials are designed to satisfy the PREA standards' requirement that youth receive "comprehensive age-appropriate education... either in person or through video regarding their rights to be free from sexual abuse and sexual harassment and to be free from retaliation for reporting such incidents, and regarding agency policies and procedures for responding to such incidents" within ten days of intake. 28 C.F.R. § 115.333. The Facilitator's Guide will aid staff in their implementation of this education through use of the youth education video.

Using The Video as a Training Tool

The PREA Youth Education Video was tested with youth in many different formats in order to determine the best methods of covering the required topics in an engaging way. Below are the recommendations for use of the video as a training tool with youth.

- ◆ Pause the video at the end of each part. Facilitators can review floating words, and final wrap up statements and use the "powerful questions" included in the guide to generate youth discussion. At the end of each session be sure to ask youth if they have questions about any of the material that was presented.
- ◆ Use the "Key Concepts" list at the end of the Facilitator's Guide to discuss and clarify any confusion on terms. The Key Concepts are created with youth-friendly language.
- ◆ As you work with the material over time, incorporate feedback and suggestions to further enhance the discussion of topics that interest youth.

Before You Begin

1. The video contains five parts that cover individual topics with a total run time of approximately 40 minutes. Facilitators can administer the curriculum entirely in one session. Training times will vary depending on the facilitator, the size of the group of youth being trained and the depth of discussion of each topic.

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INTRODUCTION

Before You Begin (Continued)

2. **Youth Triggers:** Because the training covers sensitive topics and because many youth have histories of prior sexual abuse, facilitators should;
 - ◆ **Inform youth:**
 - a) that they will be seeing a video to help them understand safety at the facility and;
 - b) the kinds of behaviors that are not allowed in the facility;
 - c) that the training contains sensitive topics and;
 - d) they can ask to be excused from the training to talk to someone if they feel uncomfortable.
 - ◆ **Identify a counselor, or mental health clinician who can be available to speak with youth following the training if the need arises.**
 - ◆ **Be prepared to handle disclosures of prior victimization, as youth may make such disclosures during or after the session.**
 - a) If a youth begins to talk about prior victimization it is generally better to let them talk about it and not treat it like a shameful thing to keep quiet about.
 - b) This could help other youth when they hear a peer talk about an experience.
3. **Document that youth have received this training within ten days of their intake.**

Key to Symbols in the Facilitator's Guide

 Key Points	<i>This symbol denotes a short summary of the Video Part being presented.</i>
 Powerful Questions	<i>This symbol identifies follow-up questions that the facilitator can use to generate discussion with youth.</i>
 Facilitator Notes	<i>This symbol identifies helpful training hints for facilitators.</i>



The Right to be Safe

VIDEO: PART ONE



Key Points:

The Right to be Safe video acknowledges that youth might have a varying ideas about sexual misconduct. Youth learn about sexual misconduct; including sexual harassment and sexual abuse. They learn that sexual misconduct can be both verbal and physical. Youth also learn that they have rights while they are in the facility; such as the right to be safe from sexual harassment and abuse. The message “*tell someone*” is repeated in this module. The key topic; *maintaining good boundaries*, is introduced in Part One.



The words “retaliation” and “grievances” used in this part are defined in youth-friendly language in the “Key Concepts” section of this Facilitators Guide.



Powerful Questions:

1. Why should youth practice setting good boundaries?

- ◆ Setting good boundaries keeps the facility safe for everyone. Youth should practice saying “no” to peer pressure.
- ◆ Youth should never be pressured into doing anything against their will by anyone, including someone they trust.
- ◆ Promises of protection can be a problem because that person may ask you for something in return.
- ◆ Flirting, hugs and kisses, which may not be a problem on the outside, are never allowed here. This includes flirting, hugs and kisses with other youth or with staff.

2. When you hear the term sexual harassment and sexual abuse what are the kinds of things you think of?



Make two lists on a board for all youth to see and encourage youth to come up with at least 3 of the 5 answers – before revealing the answers to the youth.

- ◆ **Sexual Harassment:** (1) Saying sexual things to another, (2) “hitting on” someone, (3) making fun of someone for being gay or transgender, (4) making sexual gestures, (5) flirting with someone
- ◆ **Sexual Abuse:** (1) Showing private body parts to another, (2) touching someone's private parts, (3) sex between youth or youth and staff, (4) inappropriate touching, (5) asking someone to do any of these things is also sexual abuse



Proper Pat Search

VIDEO: SEARCHES



Key Points:

Searches presents an example of a proper pat search. From this example youth learn what to expect when they are pat searched by facility staff. The *Search* module was separated into its own part to give the trainer flexibility for use in other trainings. Important key topics introduced are, the presence of other staff during the search; the open area in which the search should be conducted; the respect with which the search is conducted; and the manner in which the staff member talks the youth through the search as it is occurring.



Please ensure differences in facility search practice are pointed out to youth. Remember this is an example of a pat search intended as a guide for training. Be prepared to answer youth's questions about both pat and strip searches.



Powerful Questions:

1. When can a pat search be conducted in this facility? Why?

- ◆ Pat searches can be conducted at any time.
- ◆ Pat searches keep both the facility staff and the youth safe by ensuring contraband is not present.
- ◆ Pat searches are sometimes more brief than the pat search example in the video.

2. Why is the “pat search” shown in the video an example of a good pat search?

- ◆ It is done in an open area
- ◆ The person doing the search is the same gender as the person being searched. Unless there is an emergency.
- ◆ The staff is being professional not aggressive or mean.

3. When is a strip search, conducted in the facility?

- ◆ Detention facilities have the right to conduct a strip search under certain circumstances.
- ◆ The same gender rules apply to strip searches.
- ◆ The staff will conduct a strip search professionally.



Why Sexual Misconduct is a Problem

VIDEO: PART TWO



Key Points:

Why Sexual Misconduct is a Problem addresses the effects of sexual abuse and harassment inside and also outside of the facility. Youth are taught that sexual misconduct makes everyone less safe. Part Two talks about the impacts of sexual misconduct on a victim, including self blaming, depression, anxiety and anger. Victims of sexual misconduct will hear the clear statement, “*it’s not your fault*” and the message “*tell someone*” is repeated several times in this module. The key topic; *file a grievance*, is introduced Part Two. The module reinforces that youth should not consider reporting sexual misconduct to be “snitching.”



Powerful Questions:

1. Can sexual misconduct affect you in the facility, even if you are not the victim? How?
 - ◆ When only one person receives gifts or special attention in a facility it makes others angry and frustrated and this makes everyone less safe because someone may act out or cause trouble when they are upset.
 - ◆ If anyone brings in contraband to exchange for sexual favors there can be unsafe or dangerous items in the facility and that makes everyone less safe.
 - ◆ If people think that sexual misconduct is taking place and that no one is doing anything about it, people will be less willing to trust one another. This means that if there’s a problem someone will be less likely to say something about it.
2. If someone was harassing or abusing someone else and nobody said anything what do you think might happen?
 - ◆ The person might hurt someone else.
 - ◆ It might make it seem as if the abuse is ok and other youth might become scared.
 - ◆ Staff would not be able to take action because they would not know about the abuse.
 - ◆ Youth don’t want to get involved when they see it happening to someone else.



Reinforce to youth that telling someone about sexual misconduct is not “snitching” and telling someone keeps everyone safe. It also show that you will not let someone violate your rights or disrespect you or someone else.



The Rules and Your Rights

VIDEO: PART THREE



Key Points:

The Rules and Your Rights video module reviews the importance of facility rules pertaining to the prohibition of sexual misconduct by any one in the facility including; youth, staff and contractors or volunteers in the facility. Part Three talks about youth rights to report without fear of retaliation by staff, administration, or other youth. The grievance procedure and third-party reporting is emphasized. A key topic emphasized in Part Three is *keeping the facility safe by reporting sexual misconduct*.



Powerful Questions:

1. What are some of the ways to keep safe while you are in the facility?

- ◆ Report any sexual misconduct.
- ◆ Use the grievance system.
- ◆ Don't accept any special gifts or offers of protection from anyone.
- ◆ If a conversation or situation becomes uncomfortable, walk away quickly and report it to someone you trust.
- ◆ Avoid being in places where staff members can not see you.



The facilitator should be prepared to describe the resources that are available at the facility if youth want to talk to someone. Youth should be able to tell the facilitator where grievance forms are available.

2. What is retaliation? What are some examples of retaliation?

- ◆ After reporting an incident which is supposed to be kept confidential the youth finds out everyone knows about the report.
- ◆ A staff member who makes things harder for a youth because they believe the youth “snitched” on them. For example, a staff member gives youth the hardest chores or more work detail than others after filing a grievance.
- ◆ Making someone feel uncomfortable because they told on someone else for breaking a rule.



Jasmin's Story

VIDEO: PART THREE EMBEDDED

OR STAND ALONE VIDEO #3



Key Points:

Jasmin's Story can be used as an embedded video scenario when playing Part Three or as a stand-alone scenario teaching tool. This vignette recreates a staff/youth sexual misconduct scenario. The scenario includes special treatment, such as gift giving and unwanted special attention. The scenario portrays a staff member crossing professional and personal boundaries with a female youth in his classroom.



There are three questions at the end of Jasmin's Story. Pause the video to go over these questions and facilitate discussion with youth. Often youth do not answer right away. Give youth a few moments to answer then find other ways of prompting youth (e.g. for question one ask, "What would the other girls on Jasmin's unit say about Mr. Jones' behavior?") instead of simply providing the answers.



Powerful Questions:

1. How did the teacher make things unsafe

- ◆ Mr. Jones is giving Jasmin special treatment, which may cause the other girls on the unit to be jealous and may lead to fights.
- ◆ If Mr. Jones brought candy or books for all the other youth and those items were allowed in the facility, things might be different.
- ◆ Mr. Jones may be doing this because he thinks Jasmin is a good student but he is not setting good professional boundaries. Some things that might be okay among family members or friends on the outside are not okay in detention.
- ◆ Mr. Jones may expect something from Jasmin in return for the book and candy which makes it unsafe for Jasmin.

2. What should Jasmin do?

- ◆ Tell Mr. Jones she does not want special attention or gifts.
- ◆ Tell Mr. Jones that his special attention is making her uncomfortable.
- ◆ Jasmin could fill out a grievance form or tell a trusted staff member or supervisor, her lawyer, a family member or others she trusts about Mr. Jones unwanted special attention and gifts.



Let youth know you are going to talk more about what to do when they need to report something that makes them uncomfortable in this facility.



How to Stay Safe

VIDEO: PART FOUR



Key Points:

The *How to Stay Safe* video module encourages youth to do things that will keep them safe in the facility. Youth are asked to be aware of their environment; be aware of inappropriate attention from staff and youth and to avoid being alone with other youth when staff aren't around. A key topic in Part Four is that *youth have the right to advocate for themselves* inside the facility, without fear of retaliation. Youth are coached to handle any threats by saying no and immediately reporting incidents to someone they trust. In Part Four, youth are encouraged to have boundaries and respect others' personal space through their words and actions.



Powerful Questions:

1. What are boundaries and how do you respect them?

- ◆ Boundaries are personal limits and rules we each have for ourselves.
- ◆ We use boundaries to protect and take care of ourselves.
- ◆ Examples of boundaries are; knowing when someone's attention is healthy for us and when someone's attention is not healthy; being able to say no to peer pressure; not allowing someone to treat you badly.
- ◆ If you respect others' personal space with positive words and actions, you will be respecting their boundaries.

2. Name five or six ways to stay safe in the facility.



Make a list on the board for all youth to see and encourage youth to come up with at least 3 of the 6 answers – before revealing the answers to the youth.

- ◆ (1) Walk away from threats and tell someone you trust immediately, (2) avoid being alone with youth when staff is not around, (3) know your rights and tell someone if you see a problem, (4) tell someone when you are uncomfortable or afraid, (5) respect others' boundaries, (6) don't take gifts or agree for someone to do something special for you.



Carlos' Story

VIDEO: PART FOUR EMBEDDED

OR STAND ALONE VIDEO #4



Key Points:

Carlos' Story can be used as an embedded video scenario when playing Part Four or as a stand alone teaching tool. This vignette recreates a youth-youth sexual misconduct scenario. The scenario includes Carlos, a youth who agrees to an offer of protection and later finds out that the other youth wants sexual favors in exchange.



There are three questions at the end of Carlos' Story. Pause the video to go over these questions and facilitate discussion with youth. Often youth do not answer right away. Give youth a few moments and find other ways of prompting youth instead of simply providing the answers.



Powerful Questions:

1. What should Carlos do?

- ◆ Tell the other youth he will not “pay up.”
- ◆ Tell someone he trusts right away.



Let youth know that staff will protect Carlos from any retaliation for making a complaint and will punish anyone who tries to harm him. Explain to youth that the facility tries very hard to make sure things like Carlos described don't happen, but that if they do it's important to know what to do.

2. What are the different ways Carlos could report?



Make a list on the board for all youth to see and encourage youth to come up with at least 3 of the 7 answers – before revealing the answers to the youth. Facilitators should make the answers facility specific including which outside entity has been designated to receive reports of sexual misconduct.

- ◆ Possible ways to report and people to report to: (1) Tell a family member, (2) tell a staff member you trust, (3) file a written grievance, (4) tell a lawyer, (5) tell a supervisor, (6) tell a counselor or medical staff, (7) tell Juvenile Probation.

3. What could you have done if you were in Carlos' situation and someone came up to you with an offer of protection?

- ◆ Carlos could have said “no, I don't need anyone's protection” then reported this incident to staff he trusts.



What to Do If Something Happens

VIDEO: PART FIVE



Key Points:

Part Five, *What to Do If Something Happens*, urges youth to seek help immediately if they become a victim of sexual misconduct in the facility. In this Part, youth learn they can report an incident that happened to them or to someone else. Youth also learn they can report anonymously. Victims of sexual misconduct will hear the clear statement, “*it’s not your fault*” and the message “*tell someone*” in this module. The key topic; *save any evidence* is covered in Part Five. Part Five also addresses the many emotions youth may feel when they are a victim of sexual misconduct. Youth learn they have a right to counseling and medical care in the facility.



Powerful Questions:

1. How do you report sexual misconduct in this facility?

- ◆ Report by telling someone or by writing the information down on any paper or a grievance.
- ◆ If the report is serious and you or someone else is hurt in or danger of being hurt tell someone you trust immediately.
- ◆ You can report anonymously.
- ◆ You can report to someone outside the facility.
- ◆ Even if you don’t report to someone while you are in the facility, you can report to someone when you get out and get help.

2. What happens when a youth reports sexual harassment or sexual abuse?

- ◆ Any report of sexual harassment or abuse is taken seriously and staff will respond quickly.
- ◆ False reports should never be made in made in the facility.
- ◆ Reports of sexual misconduct are investigated through interviews, and a medical exam if necessary.
- ◆ Youth who report will be protected from retaliation.

3. Why might youth not report sexual harassment or abuse?

- ◆ Youth are afraid that someone will take revenge.
- ◆ They feel like its their fault, but sexual harassment and abuse are *never* the victims fault.
- ◆ They may feel like they are being a snitch, even though they are standing up for their rights
- ◆ They think the staff will not take their complaint seriously.

Everyone Has a Right
to be Safe Here

Key Concepts

Boundaries

- ◆ Everyone has to observe limits
- ◆ Say “no” to peer pressure
- ◆ When you feel uncomfortable someone may be crossing a boundary
- ◆ Respect everyone’s boundaries and personal space

Contraband

- ◆ Any item that isn't allowed in the facility
- ◆ Possession of any item not issued to you or other youth by staff in the facility
- ◆ Drugs or weapons brought in to the facility

Evidence

- ◆ Anything that can be collected to find out whether something happened or not
- ◆ Can be an item that someone collects, but it also can be something that someone says
- ◆ Evidence can make what you report stronger

Grievance

- ◆ A way to report something you believe is wrong
- ◆ A private way to get help without everyone knowing
- ◆ A way to solve an issue

Rights

- ◆ You have a right to be safe
- ◆ You have a right to be free from Sexual Harassment, and Sexual Abuse
- ◆ You have a right to report without someone making you feel bad or give you a hard time for saying something

Retaliation

- ◆ Making you feel bad or trying to give you a hard time about saying something
- ◆ You will not be punished for reporting
- ◆ No revenge will be allowed in this facility
- ◆ Safe guards will be taken to protect you

Safe

- ◆ Safe from physical threats, intimidation
- ◆ Safe from bullying, or put-downs
- ◆ Safe from Sexual Abuse or Harassment
- ◆ Safe from sexual comments
- ◆ Safe from being stared at while undressed
- ◆ Safe from being asked to have any kind of sexual contact with another person

Sexual Abuse

- ◆ Showing private parts to someone
- ◆ Touching someone’s private parts
- ◆ Sex between staff and youth or between youth
- ◆ Inappropriate caress
- ◆ Asking or pressuring someone to do the things listed above

Sexual Harassment

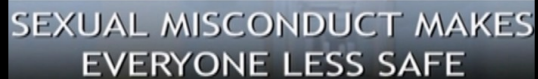
- ◆ Saying sexual things
- ◆ Saying things about your body/talking about how you dress or who you date
- ◆ Making sexual gestures
- ◆ Inappropriate comment/joking/talking about body parts or sexual orientation

Sexual Misconduct

- ◆ This term is used to describe both sexual abuse and sexual harassment; it can be something said (verbal), or done (physical)

Survivor

- ◆ Bring to light wrong doing
- ◆ Able to use experience to help others
- ◆ Healing over time



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Acknowledgements

Christopher Productions &
Hakim Bellamy, Beyond Poetry LLC



Producer/Director, Chris Schueler

Photo by Liz Lopez/ATM, October 2012

Documentary filmmaker *Chris Schueler* is more than just a story teller. The former actor, stuntman, and high school teacher has become an advocate for social change. As president of Christopher Productions Schueler has created more than 100 television programs that have aired locally, nationally and around the globe. Along the way he's racked up 45 nominations and 19 Emmy® Awards, among other honors. The posters, plaques and certificates on his walls are reminders of the lives he's touched, but they also speak to the director's passion for identifying problems and leave no doubt about the positive impact he's had on many young lives. For more information on the producer, please visit www.christopherproductions.org.

From: Peter St. Cyr, [Chris Schueler](#), October 2012, Albuquerque the Magazine



Author and Artist, Hakim Bellamy

Hakim Bellamy became the inaugural Poet Laureate of Albuquerque in 2012, at age 33. He is the son of a preacher man (and a praying woman). His mother gave him his first book of poetry as a teen, a volume by Khalil Gibran. Many poems later, Bellamy has been on two national champion poetry slam teams, a national and regional Poetry Slam Champion, and holds three consecutive collegiate poetry slam titles at the University of New Mexico. He has been published in numerous anthologies and on inner-city buses. An educator, musician, actor, journalist, playwright and community organizer, Bellamy has acquired many awards and accolades, including the Tillie Olsen Award for Creative Writing from the Working Class Studies Association and honorable mention for the Paul Bartlett Ré Peace Prize at the University of New Mexico. Bellamy is the founder and president of Beyond Poetry LLC. For more information on the author, please visit www.hakimbe.com.