FUNDAMENTALS OF QUESTIONING IN A CAMPUS SEXUAL ASSAULT INVESTIGATION

FACILITATOR GUIDE

This Guide is intended to provide the facilitator with guidelines and suggestions in preparation for facilitating the Fundamentals of Questioning Training. This Guide and the accompanying video are resources provided to recipients of the U.S. Department of Justice, Office on Violence Against Women (OVW).

BACKGROUND AND CONTEXT

TRAINING OBJECTIVES

¢KŜ 2ō?ŜÔəØŜ 2Ŧ ŭKλă ăŜăăλ2ϒλă ŭ2 ŘŜØŜŝf2LJ I·yŘ ŜyKI·yÕŜ LJI·NəÕλLJI·yŭăΩ IjdzŜăə2yλyƎ ŭŜŎKyλIjdzŜă ŭKN2dzƎK I·ϒλyŭŜNI·ÕəØŜ I·yŘ Ô2ffI·ō2NI·əØŜ ØλŘŜ2 ϒ2ŘdzfŜΦ LyŘλØλŘdzI·fă ǿλff KI·ØŜ ŭKŜ 2LJLJ2Nŭdzyλûè ŭ2 LJNI·ÔəÕŜ IjdzŜăə2yλyƎ ă]λffă I·yŘ LJI·NəÕλLJI·ŭŜ λyÕNλəÕI·f ŘλI·f2ƎdzŜ NŜƎI·NŘλyƎ ŭKŜ dzăŜ 2Ŧ IjdzŜăə2yλyƎ λyŭKŜ NŜă2fdzə2yϒLJN2ÔŜăăΦ LyϒăƎ2ϒŜ ÕI·ăŜăΣ IjdzŜăə2yλyƎ ǿλff ōŜ Õ2yŘdzÕŭŜŘ λyϒI·yϒλyØŜăəƎI·ə2yϒλyŭ2 LJ2ŭŜyəI·f Øλ2fI·ə2yã 2Ŧ è2dzN ¢λŭfŜ L· LJ2fλÔè Lyϒ2ŭKŜN ÕI·ăŜăΣ IjdzŜăə2yλyƎ ǿλff ōŜ Õ2yŘdzÕŭŜŘ Ŧ2N ÕI·ăŜă ŭKI·ŭ ŦI·ff 2dzŭăλŘŜ 2Ŧ ŭKŜ LJdzNØλŜǿ 2Ŧ ¢λŭfŜ L·Σ ōdzŭ I·NŜ LJ2ŭŜyəI·f Øλ2fI·ə2yã 2Ŧ I·y2ŭKŜN LJ2fλÔè ² KŜNŜ I·LJLJfλÔI·ōfŜ I·yŘ NŜfŜØI·yŭΣ ŭKŜ ¢λŭfŜ L· NŜƎdzfI·ə2yã I·NŜ y2ŭŜŘΦ ² KλfŜ ŭKŜ ØλŘŜ2 ŘŜLJλÔŭă I·ϒλyØŜăəƎI·ŭ2N λyŭŜNØλŜǿλyƎ ŭKŜ NŜLJ2NəyƎ I·yŘ NŜăLJ2yŘλyƎ LJI·NəŜăΣ ŭKŜ ŘλăÕdzăăλ2ϒLJ2λyŭă I·yŘ I·ÔəØλəŜă I·NŜ I·LJLJfλÔI·ōfŜ Ŧ2N I·ff 2ŶÕλI·fă λyØ2fØŜŘ λyϒI· NŜă2fdzə2yϒLJN2ÔŜăΣ λyÕfdzŘλyƎ KŜI·NλyƎ LJI·yŜfλăŭă I·yŘ ŘŜÕλăλ2yπϒI·ϱŜNăΦ

tfŜI·ăŜ yzŭŜ ŭKI·ŭ ŭKλă DdzλŘŜ I·yŘ I·ÕÕ2ϒLJI·yèλyƎ ØλŘŜ2 Õ2yŭI·λyŘŜŭI·λfŜŘ ŘŜăÕNλLJə2yã 2Ŧ ăŜÈdzI·f I·ăăI·dzfŭΦ ¢KŜ ŦI·ÕλfλŭI·ŭ2N ăK2dzfŘ LJN2ØλŘŜ I·Õ2yŭŜyŭ ǿI·NyλyƎ I·ŭ ŭKŜ 2dzŭăŜŭ 2Ŧ ŭKŜ ŭNI·λyλyƎ I·yŘ ŜyÕ2dzNI·ƎÔ LJI·NəÕλLJI·yŭă ŭ2 ŭI·ϱŜ ÕI·NŜ 2Ŧ ŭKŜϒăŜtØŜă K2ǿŜØŜN ŭKŜè ăŜŜ ŬúΦ

TRAINING ATTENDEES

LyŘλØλŘdzI·fă I·ğŜyŘλyƎ ăK2dzfŘ ōŜ ÕI·ϒLJdză 2ŶÕλI·fă ŘλNŜÕúfè λyØ2fØŜŘ ǿλúK I·yê Ř2ϒŜăəÕ Øλ2fŜyÕŜΣ ŘI·əyƎ Øλ2fŜyÕŜΣ ăŜÈdzI·f I·ăăI·dzfúΣ 2N ăúI·fϱλyƎ Õ2ϒLJfI·λyú λyÕfdzŘλyƎ Ŧdzff 2N LJI·NúπəϒŜ λyØŜăəƎI·ŭ2NăΣ ăúdzŘŜyú Õ2yŘdzÕú I·ŘϒλyfăúNI·ŭ2NăΣ KŜI·NλyƎ LJI·yŜf ϒŜϒōŜNă 2N ō2I·NŘă 2N I·yê 2ŭKŜNă λyØ2fØŜŘ λyϒIjdzŜăə2yλyƎ LJI·NəŜă 2N ǿλúySăăŜă óλ¢Ŝ¢ I·LJLJŜI·f ŘŜÕλăλ2yπϒI·ϱŜNăúΦ

TRAINING LENGTH

¢KŜ ØλŘŜ2 λă I·LJLJN2ÈλϒI·úŜfè πp ϒλydzúŜă f2yƎΦ ¢KŜ I·ÔəØλəŜă I·yŘ ŘλăÕdzăăλ2yã λyϒúKλă DdzλŘŜ KI·ØŜ Õ2NNŜăLJ2yŘλyƎ ŜăəϒI·úŜŘ əϒŜăΣ ōdzú ÕI·yϒōŜ ŜÈúŜyŘŜŘ 2N ăK2NúŜySŘ I·ă yŜŜŘŜŘΦ Lú λă λϒLJ2NúI·yú ŭKI·ú ŭKŜ ŦI·ÕλfλŭI·ŭ2N ŦI·ϒλfλI·NλÎŜă ŭKŜϒăŜtØŜă ǿλúK ŭKŜ I·ÔəØλúè 2LJə2yã ă2 ŭKI·ú ŭKŜè ÕI·yϒŘŜÕλŘŜ K2ǿ ŭ2 ăúNdzÕŭdzNŜ ŭKŜ úNI·λyλyƎ ǿλúKλyϒúKŜ əϒŜŦNI·YŜ I·ff2ğŜŘΦ ¢KŜNŜ I·NŜ 2LJə2yI·f YI·ûŜNλI·fă y2ûŜŘ Ŧ2N I·yϒŜÈúŜyŘŜŘ úNI·λyλyƎΦ {ŜŜ á¢NI·λyλyƎ DdzλŘŜ Df2ăăI·NèÉ ōŜf2ǿ ŭ2 fŜI·NyϒY2NŜ I·ō2dzú K2ǿ ŭ2 dzăŜ ŭKλă DdzλŘŜ I·yŘ LJNŜLJI·NŜ Ŧ2N I·yϒŜũŜÕəØŜ úNI·λyλyƎΦ

FACILITATOR ROLE

¢KŜ N2fŜ 2Ŧ ŭKŜ ŦI·ÕλfλŭI·ŭ2N λă ŭ2 ōŜ ŭKŜ ƎdzλŘŜ Ŧ2N ŭKŜ LJI·NəÕλLJI·yŭăΦ ¸2dz ăK2dzfŘ Yϒ I·ϱŜ ădzNŜ LJI·NəÕλLJI·yŭă dzyŘŜNăŭI·yŘ ǿKI·ú ŭKŜ I·ÔəØλəŜă I·NŜ I·yŘ K2ǿ ŭ2 ŜũŜÕəØŜfè LJI·NəÕλLJI·ŭŜΦ ¸2dz ăK2dzfŘ ōŜ I· YI·yI·ƎŜN 2Ŧ ŭKŜ əYŜ I·yŘ Õ2yØŜNăI·ə2yϒŭ2 I·ff2ǿ Ŧ2N I·LJLJfλÔI·ə2yϒ2Ŧ ŭKŜ ă]λffă λyϒI·yϒI·ÕÕŜăăλōfŜ I·yŘ λyŏfdzăλØŜ ălJI·ÔŜΦ

! ă è2dz ŦI·ÕλfλŭI·ŭŜ ŭKŜ LJN2ƎNI·YΣ úNè ŭ2 ŜfλÔλú Õ2YϒŜyŭă I·yŘ LJI·NəÕλLJI·ə2yϒFN2Y λyŘλØλŘdzI·fă ǿK2 KI·ØŜ y2ű ōŜŜyϒKŜI·NŘΦ ! ă ŭKŜ ŦI·ÕλfλŭI·ŭ2NΣ è2dz ǿλff yŜŜŘ ŭ2 ōŜ I·ǿI·NŜ 2Ŧ ǿKŜyϒŭ2 ƎØØŜ ŦŜŜŘōI·Õ]ϱ I·yŘ ǿKŜyϒŭ2 ă2fλÔλú ŦŜŜŘōI·Õ]ϱΦ

¢Kλă DdzλŘŜ ƎØØŜă 2LJLJ2Nŭdzyλûè Ŧ2N ÔNλəÕI·f ŘλI·f2ƎdzŜ NŜƎI·NŘλyƎ ă2YϒŜ 2Ŧ ŭKŜ Yϒ2ăű ŘλŶÕdzfű I·ăLJŜÕŭă 2Ŧ ŭKŜ NŜă2fdzə2yϒLJN2ÔŜăăΦ ² KŜyϒ I·ă]ŜŘ ŘλNŜÕű IjdzŜăə2yã f22]ϱ Ŧ2N 2LJLJ2NŭdzyλəŜă ŭ2 LJ2ăŜ ŭKŜ IjdzŜăə2yϒōI·Õ]ϱ ŭ2 ŭKŜ ƎN2dzLJ ç á ² KI·ú I·NŜ 2ŭKŜN LJŜ2LJfŜŭă ŭK2dzƎKŭă I·ō2dzű ŭKI·ŭKé ¢KλăλăI·fă2 LJ2ăăλōfŜ ǿKŜyϒă2YŜ2yŜ LJN2LJ2ăŜă I· IjdzŜăə2yI·ōfŜ NŜăLJ2yãŜ ŘdzNλyƎ ŭKŜ I·ÔəØλúè LJ2N2ə2yϒ2Ŧ ŭKŜ DdzλŘŜΦ wŜYλyŘ LJI·NəÕλLJI·yŭă ŭKI·ŭ ŭKλă λă I· ălJI·ÔŜ Ŧ2N fŜI·NyλyƎ I·yŘ ŭKI·ŭ ŭKŜNŜ ǿλff ōŜ I·LJLJN2LJNλI·ŭŜ əYŜă ŭ2 I·ă] IjdzŜăə2yã I·ă ŭKŜè Õ2YŜ dzLJΦ

² λúKλyŜI·ŏK ăŜÕə2yϒλă I· fλăú 2Ŧ YI·ŭŜNλI·fă yŜŜŘŜŘΣ I· ădzƎƎŜăúŜŘ əYŜŦNI·YŜΣ Ǝ2I·fă Ŧ2N ŭKŜ ăŜăăλ2yΣ K2ǿ LJI·NəÕλLJI·yŭă ăK2dzfŘ ōŜ ŘλØλŘŜŘ dzLJ Ŧ2N ŜI·ŏK I·ÔəØλúèΣ ădzƎƎŜăúŜŘ ŭI·fϱλyƎ LJ2λyŭăΣ I·yŘ ŦI·ÕλfλŭI·ə2yϒəLJăΦ ¢Kλă DdzλŘŜ ǿ2Nϱă ōŜăú ǿKŜyϒè2dz I·NŜ ŦI·ϒλfλI·N ǿλúK λûă Õ2yŭŜyŭ I·yŘ ŭI·ϱŜ 2ǿyŜNăKλLJ 2ØŜN ŭKŜ Õ2yŭŜyŭΦ

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SECTION 1: INTRODUCTION

pre-video

SECTION GOALS:

1. Welcome participants
2. Explain what the participants can expect during the training, including that the content contains detailed descriptions of sexual assault
3. Overview of the video and overall expectations
4. *Optional: Gauge participant needs in terms of areas of improvement

WELCOME PARTICIPANTS

¢KlٍyٍĮ ŜØŜNwè2yŜ ŦƵNJ úKŜλNJ ăŜNJØλŎŜΣ ŜăLJŜŎλlٍftè úK2ăŜ Ø2fdzyúŜŜNJλY3¢

² lٍfĮ úKNJ2dzƎK úKŜ 2dzúfλyŜ ŦƵNJ úKŜ Řlٍè΢ ŬØŜ Yٍl٬2ƵNJ lٍNJŜlٍăY

- LyúNJ2ŘdzŎə2yˇú2 úKŜ ¢NJlٍλyλyƎ
- {ű̂lٍNJəyƎ lٍyˇLyúŜNJØλŜø
- /2yŘdzŎəyƎ lٍyˇLyλəlٍf LyúŜNJØλŜø
- ¢KŜ ¢KNJŜŜ DdzλŘλyƎ vdzŜăə2yã
- LŘŜyəŦèλyƎ C2ff2øπdzLJ

9ÈLJfٍlٍλyˇúKŜ ØλŘŜ2Σ øKlٍú λű øλff ŎƵØŜNJY

- l2ø ú2 !LJLJNJ2lٍŎK LyúŜNJØλŜøλyƎ ƨ LyúŜNJØλŜøλyƎ ¢ŜŎKyλljdzŜă
- wŜLJ2NJəyƎ tlٍNJúè LyúŜNJØλŜø
- wŜăLJ2yŘλyƎ tlٍNJúè LyúŜNJØλŜø
- C2ff2øπdzLJ wŜLJ2NJəyƎ tlٍNJúè LyúŜNJØλŜø

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ACTIVITY: OVERALL EXPECTATIONS (10 MINUTES)

FULL GROUP ACTIVITY

*OPTIONAL MATERIAL INCLUDED

ACTIVITY SETUP:

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FACILITATOR:

We are now going to discuss note-taking and recording interviews and hearings. When se t ng up your space, you also want to consider how you will be recording the informa t on that par t cipants share with you. There are several ways to maintain a record of the interview or hearing.

ACTIVITY: HOW TO RECORD (5 MINUTES)

FULL GROUP

! ă] LJI·NəÖλLJI·yűă ø K I·ú Řλũ Ŝ N Ŝ yű Y Ŝ ú K 2 Ř ă 2 ŦyƵ Ŝ π ú I·] λ y Ǝ I·yŘ N Ŝ Ö 2 N Ř λ y Ǝ λ y Ŧ 2 N Y I·ə 2 y I·N Ŝ Ö 2 Y Y 2 y Y

- I I·yŘøNλəyƎ yƵűŜă
- ¢èLJλyƎ yƵűŜă
- ¢èLJλyƎ I· úNI·yãÖNλLJə2y 2Ŧ úK Ŝ LJI·NəÖλLJI·yűűă λyŦ2NY I·ə2y
- tN2ŦŜăăλ2yl·f Ö2dzNűN Ŝ LJ2N ú Ŝ N 2N ŘŜăλƎyl·úŜŘ yƵűŜπúI·] Ŝ N k N Ŝ Ö 2 N Ř Ŝ N
- ! y I·dzŘλ2 N Ŝ Ö 2 N Ř λ y Ǝ
- ! y I·dzŘλ2 N Ŝ Ö 2 N Ř λ y Ǝ LJfdză yƵűŜπúI·] λ y Ǝ Ż Ŝ λúK Ŝ N õè K I·yŘ 2N Ö2Y LJdzűŜ N

² K I·ű I·N Ŝ úK Ŝ õŜyŜŬűă I·yŘ ŘN I·øōI·Ö] ă 2Ŧ Ŝ I·ÖK Y Ŝ ú K 2 Ř K

- ² K I·ú øλff è2dz dzăŜ Ŧ2N λyØŜăəƎI·ə2y fŜI·Řλy Ǝ ű2 I· N Ŝ LJ2N ú K LyØŜăəƎI·ú2N ă Ö I·y dzăŜ I·yê Y Ŝ ú K 2 Ř 2Ŧ yƵűŜπúI·] λ y Ǝ ōdzű λy Ö I·ăŜă úK I·ú ŦI·ff dzyŘŜN ¢λúfŜ L· λyØŜăəƎI·ú2N ă øλff yŜŜŘ ű2 N Ŝ úI·λy úK Ŝ λN yƵűŜă Ŧ2N ăŜØŜy èŜI·N ă LJŜN úK Ŝ нлнл 5ŜLJI·NúY Ŝyű 2Ŧ 9ŘdzÖI·ə2y N Ŝ Ǝdzf I·ə2yã ! N Ŝ è2dz Y I·] λ y Ǝ I· ŘN Ŝ Ö ú N I·yãÖNλLJə2y 2Ŧ úK Ŝ Ö2yØŜN ă I·ə2y 2N I·N Ŝ è2dz ădz Y Y I·N λ Î λ y Ǝ úK Ŝ λyŦ2N Y I·ə2yK
- ! yê K Ŝ I·N λ y Ǝ Y dzăű K I·ØŜ I·y I·dzŘλ2 2N I·dzŘλ2Øλădz I·f N Ŝ Ö 2 N Ř λ y Ǝ úK I·ú Ö I·y ōŜ LJN2Øλ Ř Ŝ Ř ű2 LJI·N əŜă λy úK Ŝ ŜØŜyű úK Ŝè øλăK ű2 I·LJLJŜI·f ¢K λă I· N Ŝ Ijdz N Ŝ Y Ŝyű λy ¢λúfŜ L· I·yŘ I· LJN2Y λăλy Ǝ LJN I·ÖəÖŜ λy I·ff Ř2Y Ŝăə Ö Øλ2fŜyÖŜ Ż Ř I·əyƎ Øλ2fŜyÖŜ Ż ăŜÈdz I·f I·ăă I·dzfűŻ I·yŘ ăű I·f] λ y Ǝ Ö I·ăŜă

FACILITATOR:

We are now going to move into the beginning of the interview and preparing for introduc t ons. Please take notes throughout the video to use during the group discussions.

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SECTION 3: STARTING THE INTERVIEW

SECTION GOALS:

1. Create interview introductions
2. Use your policy as a guide to gather information

INTERVIEW INTRODUCTION

FACILITATOR:

We are now going to spend some t me creat ng a script that we will use to introduce ourselves to par t es and witnesses during an interview or hearing. This introduct on must provide informat on to the party or witness, make them feel comfortable, and build a rapport for the quest oning to come.

ACTIVITY: BUILDING RAPPORT (10-15 MINUTES)

FULL GROUP AND PAIRS

LY ŭKƛă I·ÕəØƛúè LJI·NəÕƛLJI·yűă ØƛffÕNŜI·ûŜ I· ăÕNΛLJú ŦƵNK2ø ûKŜè ØƛffƛyűN2ŘdzÕŜ ûKŜY ăŜtØŜă I·yŘ ƎƛØŜ I·Y ´2ØŜNØƛŜø 2Ŧ úKŜNJ LJN2ÕŜää ű2 I·ff ûK2äŜ øK2 LJI·NəÕƛLJI·ûŜ óNŜLJ2NəyƎ LJI·NəŜäΣ NŜăLJ2yŘƛyƎ LJI·NəŜäΣ ØƛűySääŜáú¢ 9Y´LJKI·ăƛÎŜ ûKŜ ƛY´LJ2NúI·yÕŜ 2Ŧ Õ2yãƛáűŜyÕè ƛy´ûKƛă ƛyŦƵNY I·ə2y´ōŜúøŜŜy´ûKŜ LJI·NəŜă¢

. ŜƎƛy´øƛúK ûKŜ ŦdzŦf ƎN2dzLJ ƛŘŜyəŦèƛyƎ øKI·ú ŜfŜY´Ŝyűă ûKŜè øƛff yŜŜŘ ƛy´I·y´ƛyűN2ŘdzÕə2y´ûKI·ú I·ff IjdzŜăə2yŜNă ÕI·y´dzăŜ øƛűK LJI·NəÕƛLJI·yűă¢ YŜŜLJ I· fƛăű 2Ŧ úKŜ I·yãøŜNă 2y´I· øKƛúŜō2I·NŘkØNΛúdzI·f LJfI·ù2NY ă2 LJI·NəÕƛLJI·yűă ÕI·y´NŜŦŜN ű2 úKŜY´ I·ă úKŜè LJN2ÕŜŜŘ ű2 úKŜ yŜĚú LJI·Nű 2Ŧ úKŜ ŜÈŜNÕƛăŜ¢

! y´ŜÈI·Y´LJfŜ fƛăű Õ2dzfŘ ōŜY

- ! ƎNŜŜəyƎ I·yŘ 2ũŜN 2Ŧ øI·úŜNΣ Õ2ũŜŜΣ ŜúÕ¢
- ¢KI·y´ è2dz ŦƵNJ LJI·NəÕƛLJI·əyƎ¢
- ! ă´ƛyƎ ûKŜ LJI·NəÕƛLJI·yű ûKŜƛNJ LJN2y´2dzyã I·yŘ ăKI·NΛyƎ è2dzN 2øy¢
- ! NŜY´ƛyŘŜN 2Ŧ úKŜNJ NΛƎKűă óúKŜ NΛƎKű ű2 KI·ØŜ I·y´I·ŘØƛă2NΣ NΛƎKű ű2 NŜØƛŜø úKŜNJ ăúI·ûŜY´ŜyűΣ ŜúÕ¢ 9ÈLJfI·ƛy´øKI·ú úKŜăŜ NΛƎKűă Y´ŜI·yű¢
- ! Yy´Ŝăűè ƛyŦƵNY I·ə2yY
  - wŜY´ƛyŘŜNY ¢KŜ ăÕK22fűă I·Yy´Ŝăűè LJ2fƛÕè øI·ă ŬNΛăú NJI·ƛăŜŘ ōè úKŜ ƛyűŜNØƛŜøŜN¢
  - 9ÈLJfI·ƛy´I·yŘ ŜY´LJKI·ăƛÎŜ ûKŜ I·Yy´Ŝăűè LJ2fƛÕè ŦƵNJ LJI·NəÕƛLJI·yűă¢
  - ! ă´ ûKŜ úNJI·ƛyƛyƎ LJI·NəÕƛLJI·yűă øKè I·y´I·Yy´Ŝăűè LJ2fƛÕè ƛă ă2 ƛY´LJ2NúI·yűK ó ! yãøŜNY . ŜÕI·dzăŜ ƛú Ŝyű2dzNJ·ƎŜă NŜLJ2NəyƎ I·yŘ ƛyŦƵNY I·ə2y´ăKI·NΛyƎú¢

ω 9ÈLJfI·yI·ə2y´2Ŧ K2ø ûKŜ IjdzŜăə2yƛyƎ øƛff LJN2ÕŜŜŘ I·yŘ øKè è2dz I·NŜ I·ă´ƛyƎ ÕŜNúI·ƛy´IjdzŜăə2yã 2Ŧ ûKŜ LJI·NəÕƛLJI·yű¢

ω 9yű2dzNJ·ƎŜY´Ŝyű ű2 I·ă´ ŦƵNJ ŐfI·NΛŬÕI·ə2y´2NJ NŜLJKNJI·ăƛyƎ ƛŦ I· IjdzŜăə2y´ƛă Õ2yŦdzăƛyƎ¢

ω áL Ř2yűű ´Iy2øɛ I·yŘ áL Ř2yűű NŜY´ŜY´ōŜNɛ I·NŜ I·ÕŐŜLJúI·ōfŜ I·yãøŜNă¢

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- ! ă ʅ ʎ y Ǝ ŦƵ ₦ ō ₦ Ŝ I · ʅ ă ʎ ă Ƶ ʅ ɸ
- ² K I · ú K I · L J L J Ŝ y ã I · Ď D Ŝ ₦ ú K ʎ ă ʎ y ű Ŝ ₦ Ø ʎ Ŝ ø K ² K I · ú Ƶ d z ú ₦ Ŝ I · Ǒ K ø ʎ ff ú K Ŝ L J I · ₦ ə Ǒ ʎ L J I · y ű ₦ Ŝ Ǒ Ŝ ʎ Ø Ŝ y Ŝ È ú I · ō Ƶ d z ú ₦ Ŝ Ø ʎ Ŝ ø ʎ y Ǝ I · ă ű I · ú Ŝ Y ˇ Ŝ y ű I · y Ř ŦƵ ff Ƶ ø π d z L J I j d z Ŝ ă ə Ƶ y ʎ y Ǝ K ² K I · ú K I · L J L J Ŝ y ã ø ʎ ú K ú K Ŝ ʎ y Ŧ Ƶ ₦ Y ˇ I · ə Ƶ y ˇ ű K I · ú ʎ ă ă K I · ₦ Ŝ Ř I · y Ř ø K Ƶ ø ʎ ff ʎ ú õ Ŝ ă K I · ₦ Ŝ Ř ø ʎ ú K I · Ď D Ŝ ₦ ú K Ŝ ʎ y ű Ŝ ₦ Ø ʎ Ŝ ø K
- w Ŝ Y ˇ ʎ y Ř Ŝ ₦ ú K I · ú ú K Ŝ L J Ƶ ŧ ȡ Ǒ è ₦ Ŝ I j d z ₦ Ŝ ă I · ff L J I · ₦ ə Ǒ ʎ L J I · y ű ă ú Ƶ õ Ŝ ú ₦ d z ú K Ŧ d z ŧ ɸ
- ! ă ʅ ʎ y Ǝ ʎ Ŧ ú K Ŝ L J I · ₦ ə Ǒ ʎ L J I · y ű K I · ă I · y ê I j d z Ŝ ă ə Ƶ y ã I · ō Ƶ d z ű ú K Ŝ ʎ y Ŧ Ƶ ₦ Y ˇ I · ə Ƶ y ˇ Ƶ ₦ L J ₦ Ƶ Ǒ Ŝ ă ă ō Ŝ Ŧ Ƶ ₦ Ŝ ō Ŝ Ǝ ʎ y ʎ y Ǝ ɸ

D ʎ Ø Ŝ L J I · ₦ ə Ǒ ʎ L J I · y ű ă Ŭ Ø Ŝ ú Ƶ ûŜ y ˇ Y ˇ ʎ y ű d z ú Ŝ ă ú Ƶ ʎ y Ř Ŝ L J Ŝ y Ř Ŝ y ű f ê Ř ₦ I · Ď I · y ˇ Ƶ L J Ŝ y ʎ y Ǝ ă ű I · ú Ŝ Y ˇ Ŝ y ű ɸ

. ₦ Ŝ I · ʅ L J I · ₦ ə Ǒ ʎ L J I · y ű ă d z L J ʎ y ű Ƶ ú K Ŝ ʎ ₦ L J I · ₦ ă ú Ƶ L J ₦ I · Ǒ ə Ǒ Ŝ I · y ˇ ʎ y ű ₦ Ƶ Ř d z Ǒ ə Ƶ y ɸ

- I I · Ø Ŝ L J I · ₦ ə Ǒ ʎ L J I · y ű ă ă K I · ₦ Ŝ ú K Ŝ ʎ ₦ f ʎ ă ú ă I · y Ř Ǒ Ƶ Y ˇ L J ʎ f Ŝ Ƶ y Ŝ f ʎ ă ú Ŧ Ƶ ₦ ú K Ŝ Ǝ ₦ Ƶ d z L J ɸ / Ƶ y ã ʎ Ř Ŝ ₦ ú K Ŝ Ƶ ₦ Ř Ŝ ₦ Ƶ Ŧ ă ú I · ú Ŝ Y ˇ Ŝ y ű ă I · y Ř I · y ê y Ŝ Ǒ Ŝ ă ă I · ₦ è ă ú I · ú Ŝ Y ˇ Ŝ y ű ă ú K I · ú Ǒ Ƶ d z ŧ Ř ō Ŝ ʎ y ã ə ú d z ə Ƶ y ŧ ă L J Ŝ Ǒ ʎ Ǔ Ǒ Ƶ ₦ Ǒ d z ŧ ú d z ₦ I · ff ê ₦ Ŝ ŧ Ŝ Ø I · y ú ɸ

w Ŝ ú d z ₦ y ˇ ú Ƶ ú K Ŝ f I · ₦ Ǝ Ŝ Ǝ ₦ Ƶ d z L J I · y Ř K I · Ø Ŝ I · Ŧ Ŝ ø Ø Ƶ ŧ d z y ú Ŝ Ŝ ₦ ă K I · ₦ Ŝ ú K Ŝ ʎ ₦ ʎ y ú ₦ Ƶ Ř d z Ǒ ə Ƶ y ã ɸ h L J Ŝ y ˇ ú Ƶ Ǝ ₦ Ƶ d z L J Ŧ Ŝ Ŝ Ř ō I · Ǒ ʅ I · y Ř I · Y ˇ Ŝ y Ř Y ˇ Ŝ y ű ă ú Ƶ ă Ŝ ğ f Ŝ Ƶ y ˇ I · y ˇ ʎ y ú ₦ Ƶ Ř d z Ǒ ə Ƶ y ˇ Ŧ Ƶ ₦ ú K Ŝ ʎ y ã ə ú d z ə Ƶ y ɸ

RESTART THE VIDEO

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SECTION 4: PREPARING FOR THE REPORTING PARTY'S INTERVIEW VIDEO

Pause the video at timestamp 14:00

SECTION GOALS:

1. Develop guiding questions for interviews
2. Reflect on initial narrative
3. Prepare interview questions
4. Create an investigation outline

GUIDING QUESTIONS FOR INTERVIEWS

FACILITATOR:

Now that we have had an opportunity to hear how the Reporting Party responded to the initial prompt, we are going to look at what follow-up questions we need to ask. We will use our four guiding questions as a basis for our work today:

1. What needs to be known in order to determine whether there was a policy violation?
2. Why does it need to be known?
3. When is the best time to ask the question?
4. What is the best way to ask or word the question?

ACTIVITY: UNIVERSITY POLICY REVIEW (5-10 MINUTES)

FULL GROUP

ACTIVITY SETUP:

C2ℕ ΰKλă I·ÕəØλΰè LJI·ℕəÕλLJI·yΰă øλff yŜŠŘ ΰ2 KI·ØŜ I· Õ2LJè 2Ŧ ΰKŜλℕ t2fλÕè 2ℕ /2ŘŜ 2Ŧ /2yŘdzÕΰφ

FACILITATOR:

It is important at all times to have a copy of your Policy or Code of Conduct with you to be able to refer back to it as needed. For any form of misconduct, we let our Policy or Code of Conduct guide our work. At the end, you need to make a determination about whether you have sufficient information to find that the Responding Party's behavior violated the policy.

Today's case will involve our definitions of sexual assault and consent, so let's find those.

- tdzff 2dzΰ ΰKŜ LJ2fλÕè I·yŘ ŰyŘ ΰKŜ ℕŜfŜØI·yΰ LJI·ℕΰă Ŧ2ℕ ΰ2ŘI·èQă ÕI·ăŜT KI·ØŜ ΰKŜ LJI·ℕəÕλLJI·yΰă KλƎKfλƎKΰ 2ℕ ÕλℕÕfŜ ΰ2 ōŜğŜℕ ŰyŘ λΰφ
- wŜI·Ř λΰ 2dzΰ f2dzŘφ
- LŘŜyəŦè ΰKŜ ŘλΰŜℕŜyΰ ŜfŜYŜyΰă 2Ŧ ΰKŜ ăŜÈdzI·f I·ăăI·dzfΰ I·yŘ Õ2yãŜyΰ ŘŜŰyλə2yã I·yŘ y2ΰŜ ΰKŜ ŜfŜYŜyΰă 2Ŧ ŜI·ÕKφ C2ℕ ŜÈI·YLJfŜΣ λŦ ΰKŜ LJ2fλÕè ălJŜÕλŰŜă ΰKI·ΰ ăŜÈdzI·f I·ăăI·dzfΰ λă áy2yÕ2yãŜyãdzI·f Õ2yΰI·Õΰ øλΰK I· LJŜℕă2yΰă λyəYI·ΰŜ ō2Řè I·ℕŜI·óăΰΣ ΰKŜ LJℕ2ÕŜăă yŜŠŘă ΰ2 ăŜŜ] λyŦ2ℕYI·ə2yΌ2 I·ŘŘℕŜăă ΰKŜ Ŧ2ff2øλyƎ ŜfŜYŜyΰăY
  - ² KŜΰKŜℕ ΰKŜℕŜ øI·ă Õ2yΰI·Õΰφ

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QUESTIONING ACTIVITY: (30 MINUTES)

INDIVIDUALLY, THEN IN PAIRS, THEN FULL GROUP [VIRTUAL: SEND PARTICIPANTS INTO BREAK-OUT ROOMS FOR INDIVIDUAL AND PAIR WORK, BRING BACK FOR REPORTING]

ACTIVITY SETUP:

t l·NəÕʎLJl·yűă ø ʎff ySŜŘ ű2 Kl·ØŜ l·ÕŎŜăă ú2 úKŜ Õ2YLJfl·ʎyű l·yŘ NŜăLJ2yãŜ

5ʎăúNʎōdzúŜ úKŜ Õ2YLJfl·ʎyű l·yŘ NŜăLJ2yãŜ

FACILITATOR:

For the next several minutes, I want you to work individually to review the complaint and response and brainstorm answers to the first question: What do we need to know from Jane?

- DʎØŜ LJl·NəÕʎLJl·yűă úKŜ l·ff2ğŜŘ əYˆŜ ű2 ø2NJ ʎyŘʎØʎŘdzl·ffè hyÕŜ əYˆŜ ʎă dzLJz ōNŜl·ʅ LJl·NəÕʎLJl·yűă dzLJ ʎyű2 ƎN2dzLJă 2Ŧ úø2 2N Kl·ØŜ LJl·NəÕʎLJl·yűă ŬyŘ l· LJl·NűyŜN ű2 ø2NJ øʎúK

FACILITATOR:

Please turn to your partner and spend five minutes making a list and then we will share with the group.

- ! ű úKʎă LJ2ʎyűΣ è2dz Ől·yˆø l·fʅ l·N2dzyŘ úKŜ N22Y l·yŘ ăŜŜ ʎŦ l·yè2yŜ ySŜŘă l·ăăʎăúl·yÕŜ 2N Kl·ă IjdzŜăə2yãΦ
- ! ƊŜN úKŜ əYˆŜ ʎă dzLJz NŜƎl·úKŜN úKŜ ƎN2dzLJΦ

FACILITATOR:

OK, let's share. What is something that we need to know?

- [Ŝl·Ř l· Řʎă Ödzăăʎ2yˆ2yˆøKl·ú ʎyŦ2NYˆl·ə2yˆLJl·NəÕʎLJl·yűă øl·yű ű2 Əl·úKŜNΦ
- /Kl·Nű úKŜ ʎyŦ2NYˆl·ə2yˆʎyˆl· LJfl·ÕŜ øKŜNŜ ŜØŜNè2yŜ Ől·yˆăŜŜΦ ¢Kʎă ʎyŦ2NYˆl·ə2yˆøʎff ōŜ dzăŜŘ ʎyˆúKŜ ySÈű ăŜÖə2yˆ2Ŧ úKŜ Ŧl·ÖʎŧűÚl·ə2yΦ
- ! ă LJl·NəÕʎLJl·yűă ăl·è øKl·ú úKŜè ø2dzfŘ ySŜŘ ű2 ʅyŽøΣ l·ăʅ úKŜYˆ øKè úKŜè ŦŜŜf úKŜè ySŜŘ ű2 ʅyŽø úKl·ú ʎyŦ2NYˆl·ə2yΦ
- ! ă LJl·Nű 2Ŧ úKŜ Ŧl·ÖʎŧűÚl·ə2yΣ úKŜNŜ øʎff ōŜ úKŜ 2LJLJ2Nűdzyʎúè ű2 ƎdzʎŘŜ ŘʎăÖdzăăʎ2yˆl·ō2dzű øKl·ú ʎyŦ2NYˆl·ə2yˆLJl·NəÕʎLJl·yűă øl·yű l·yŘ øKèΦ
- ¢KŜNŜ Yˆl·è ōŜ úKŜ ySŜŘ ű2 l·LJLJN2LJNʎl·úŜfè ÖKl·ffŜyƎŜ úK2dzƎKúă ŦN2Yˆ LJl·NəÕʎLJl·yűăΦ

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- b2ΰŜY 9yŎ2dzNI·ƎŜ LJI·NəŎΛLJI·yΰă ΰ2 Y'I·N'ļ IjdzŜăə2yã ΰKI·ΰ ΰKŜè Y'I·è KI·ØŜ ₮2N 2ΰKŜN øλΰySăăŜă¢ ¢KI·ΰ øλtf Ŏ2Y'Ŝ dzLJ fI·ΰŜNΣ ă2 2dzăΰ ΰI·ļŜ y2ΰŜ 2₮ ΰK2ăŜ IjdzŜăə2yã ₮2N y2ø I·yŘ ăI·ØŜ dzyəf øŜ Y'2ØŜ ΰ2 øλΰySăă IjdzŜăə2yã¢

ideas:

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FACILITATOR:

Please get back into your assigned pairs. With your partner you will create an outline of what you want to be sure that you cover with the Reporting Party based on this initial information. Keep in mind you want to start an interview by allowing the Reporting Party to recount their story, and not with the planned questions.

- tl·NəÖλLJl·yűă ăK2dztŘ űl·ʅŜ l·ø l·è úKŜ ʅy2øfŜŘƎŜ űKl·ú űKλă 2dzűfλyŜ ăŜNØŜă úø2 LJdzNLJ2ăŜă hyŜΣ ű2 Ŝyădz№Ŝ űKl·ú űKŜ IjdzŜăə2yã l·NŜ ySŜŘŜŘ ű2 l·yãøŜN úKŜ ŜfŜY˙Ŝyűă 2Ŧ űKŜ LJ2fλÖè l·yŘ Y˙ìăăλyƎ λyf2NYˇl·ə2y˙ŦN2Y˙ úKŜ Ö2Y˙LJfl·λyűT l·yŘ úø2Σ fŜl·ØŜ bŜÈλōλfλűè ű2 NŜăLJ2yŘ ű2 yŜø λyf2NYˇl·ə2y˙Ǝl·λySŘ Řdz№λyƎ űKŜ λyűŜNØλŜø
- ! ăʅ LJl·NəÖλLJl·yűă ű2 Yˇl·ʅŜ y2űŜă 2y˙úKŜλN 2dzűfλyŜ Řdz№λyƎ úKŜ ySÈű ăŜƎY˙Ŝyű 2Ŧ úKŜ ØλŘŜ2 øKŜy˙úKŜè ŦŜŜf fλʅŜ úKŜ λyűŜNØλŜøŜN Kl·ă Əl·úKŜNŜŘ λyf2NYˇl·ə2y˙2y˙úKl·ú l·NŜl·

RESTART THE VIDEO

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SECTION 5: THE REPORTING PARTY'S INTERVIEW, PART I

Pause the video at timestamp 25:06

SECTION GOALS:

1. Understand mindful interviewing of reporting parties
2. Understand and develop framing questions to avoid victim-blaming
3. How to ask questions about alcohol

REVIEW THE INVESTIGATION OUTLINE

ACTIVITY: INVESTIGATION OUTLINE (10 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS [VIRTUAL: SEND PAIRS INTO BREAKOUT ROOMS]

FACILITATOR:

In your pairs, take 5 minutes to review your investigation outline. Did the interview gather information on everything you needed to know?

- hyǒŜ ѐƨdz ƎƛØŜ LJIˑℕəǑΛLJIˑyΰă ŜyƨdzƎ K əϒŜ ΰƨ2 ℕŜØΛŜø ΰKŜℕ 2dzΰfΛyŜăƨ ℕŜƎIˑΰKŜℕ ΰKŜ ƎℕƨdzLJ℗

FACILITATOR:

Let's get together as a large group and reflect. After this interview, what do we still need to know?

- [ŜIˑŘ I· ŘΛăǑdzăăΛƨyϒƨyϒ øKIˑΰ ΛyfƨℕϒIˑəƨyϒLJIˑℕəǑΛLJIˑyΰă ŦŜŜf ΰKŜѐ KIˑØŜ IˑyŘ øKIˑΰ ΰKŜѐ ăəff øIˑyΰ ΰƨ2 ƎIˑΰKŜℕ℗
  - 9ÈIˑϒLJfŜă ƨŦ ăƨϒŜ ΰKΛyƎă ΰƨ2 ŦdzℕΰKŜℕ dzyLJIˑǑ⌋ϒ ² KIˑΰ ŘƨŜă ΰΛyãΛŘŜ ϒŜɛ ϒŜIˑyK I ƨø fƨyƎ øIˑä KŜ LJŜySΰℕIˑəyƎ KŜℕK ² KIˑΰ LJƨăΛəƨyã øŜℕŜ ΰKŜѐ ΛyK
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MINDFUL INTERVIEWING, STRUCTURING CLARIFYING QUESTIONS, COMFORT WITH LANGUAGE AND SILENCE (10-15 MINUTES)

FULL GROUP DISCUSSION

FACILITATOR:

Going back to our previous discussion on making participants in our process feel comfortable and building rapport, what moments during the interview stood out to you in how the interviewer treated the Reporting Party?

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STRUCTURING CLARIFYING QUESTIONS

FACILITATOR:

It is important for the interviewer to ask questions about alcohol since it speaks directly to questions about consent. What did you notice about how the interviewer approached this subject?

- [λăűŜẙűƨ LJIꞏℕəŎλLJIꞏẏűăℚ λẏλəIꞏf űK2dzƎKűăΦ
- ! ăʅ űKŜ ƎℕƨdzLJ Kƨø űKŜ ăűdzŘŜẏű ŘŜăŎℕλōŜŘ IꞏfŎƨK2fϒ
  - ! ăʅλẏƎ ₮2ℕ ŎfIꞏℕλŬŎIꞏəƨẙ₮2ℕ ά₮ŜŜfλẏƎ Ǝƨ2ŘΣέ άōdzÎÎŜŘΣέ ŜűŎΦ
- 5λăŎdzăă Kƨø űKλă ℕIꞏλăŜă I· ŎKIꞏffŜẏƎŜ ₮2ℕ λyØŜăəƎIꞏű2ℕă ű2 YꞏIꞏʅŜ ădzℕŜ űKŜè IꞏℕŜ ƎŜ ǩ yƎ Iꞏă LJℕŜŎλăŜ Iꞏă λẏ₮2ℕYꞏIꞏəƨẙꞏIꞏă LJƨăăλōfŜϒ Kƨø ŘλŘ úKŜ λyűŜℕØλŜøŜℕ IꞏŎKλŜØŜ űKλăK
  - .è yƨű ōdzyŘfλyƎ IjdzŜăəƨyã ōdzű IꞏăʅλẏƎ ƨyŜ Iꞏű I· əYˆŜΦ
  - .è yƨű IꞏŘŘλyƎ Iꞏyãø Ŝℕă λyűƨ űKŜ IjdzŜăəƨyã άλΦŜΦ ² KIꞏű ŘλŘ è2dz Řℕλyʅ IꞏfŎƨK2f 2dzű ƨ₮K ! LJλyű ƎfIꞏăăK wŜŘ LJfIꞏăəŎ ŎdzLJKúΦ
- tℕIꞏŎəŎŜ IꞏăʅλẏƎ IjdzŜăəƨyã űKIꞏű ƎŜű ăLJŜŎλŬŎ λyƒ2ℕYꞏIꞏəƨẙꞏIꞏō2dzű IꞏfŎƨK2f dzăIꞏƎŜΦ

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COMFORT WITH LANGUAGE AND SILENCE

FACILITATOR:

As interviewers, we have to remind ourselves that our students may use terms we don't recognize, and we may use terms they do not understand. The video talks about becoming comfortable with silence and asking if you can help them to provide an answer.

Additionally, be sure that when you "mimic" the terms the party or witness is using, watch your body language and facial reactions. If you react shocked or embarrassed by their language it can immediately change the rapport you worked to create. At the same time, if you do not understand a term, it's critical that you ask to clarify so you understand exactly what is being referred to. Do you recall an example of this from the video?

- ¢Kλă λă ℕŜŦŜℕŜyŎλyƎ ØKŜℕŜ úKŜ λyØŜăəƎI·ű2ℕ dzăŜŘ úKŜ Ø2ℕŘă áŘλƎλúI·ffè LJŜyŜúℕI·úŜŘ¢€
- ¢Kλă Y˙I·è I·fă2 I·ℕλăŜ λy˙ăλűdzI·ə2yã ØKŜℕŜ LJI·ℕəŜă ℕŜŦŜℕŜyŎŜ úŜŎKy2f2ƎλǑI·f LJfI·ù2ℕY˙ă úKI·ű I·y˙λyØŜăəƎI·ű2ℕ Y˙I·è y2ű ōŜ ŦI·Y˙λfλI·ℕ ØλúK I·yŘ ySŜŘ ű2 ˥y2ø Y˙2ℕŜ I·ō2dzű λűă ŦŜI·údzℕŜă ű2 Ŧdzffè dzyŘŜℕăúI·yŘ úKŜ λyŦ2ℕY˙I·ə2y˙LJℕ2ØλŘŜŘ¢

MINDFUL INTERVIEWING

FACILITATOR:

We are now going to spend some time discussing this specific statement by the investigator from the video: "I am asking this question because I am anticipating that it will be raised by the Responding Party when I speak with him. It is not intended to sound like I am suggesting you did anything wrong, but I am here to try to gather all of the information I can about this night. With that in mind, what made you decide to go to the bed in that moment?"

Why do you think the question was framed like this?

ó ! yăøŜℕY ØλúK2dzű úKλă ŦℕI·Y˙λyƎΣ úKŜ IjdzŜăə2y˙ŏI·y˙ădzƎƎŜăú úKI·ű úKŜ ØλǑəY˙ ōŜI·ℕă ă2Y˙Ŝ 2Ŧ úKŜ ōfI·Y˙Ŝ Ŧ2ℕ úKŜ Øλ2fŜyŎŜ úKI·ú 2ŎŎdzℕℕŜŘ¢
² KŜy˙I·ă˥λyƎ I· IjdzŜăə2y˙úKI·ű Y˙I·è KI·ØŜ ăλY˙λfI·ℕ Ŏ2yŷ2ű I·ə2yãΣ λű λă λY˙LJ2ℕúI·yű ű2 ƎλØŜ Ŏ2yűŜÈű I·yŘ ŜÈLJfI·yI·ə2y˙Ŧ2ℕ ØKè è2dz I·ℕŜ I·ă˥λyƎ λű ű2 I·Ø2λŘ ØλǑəY˙ ōfI·Y˙λyƎú¢

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*Extended Training Opportunity: Let's talk about what we did.

¢KŜ ŘŜōNΛŜŦ ƎΛØŜă I·y´ƨLJLJƨNΛűdzyΛûè ŦƨN LJŜƨLJfŜ ű2 úl·fl I·ō2dzű úKŜλN ŜÈLJŜNΛŜyǑŜ øλûK ûKŜ I·ǑəØλûè . Ŝf2ø I·NŜ ă2Y´Ŝ LJN2Y´LJúă ûKI·ű Ǒl·y´ ƎdzΛŘŜ ûKŜ Ǒ2yØŜNăI·ə2y .2dz ăK2dzfŘ ŦŜŜf ŦNŜŜ ű2 ƎdzΛŘŜ ûKŜ Ǒ2yØŜNăI·ə2y´ű2 øKŜNŜ è2dz úKλyl λű ySŜŘă ű2 Ǝ2 ōI·ăŜŘ 2y´øKI·ű è2dz ƨōăŜNØŜŘ ŘdzNΛyƎ ûKŜ I·ǑəØλûè

- ² KI·ű øl·ă Y´2ăű ǑKI·ftŜyƎΛyƎK
- ² KI·ű Ǒ2yǑŜNyã Ř2 è2dz KI·ØŜ I·ō2dzű LJNŜLJI·NΛyƎ IjdzŜăə2yãK
- I2ø ŘΛŘ è2dz ŦŜŜf øl·ûǑKλyƎ ûKŜ λyØŜăəƎI·ű2N I·ăłλyƎ IjdzŜăə2yãK

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INVESTIGATION OUTLINE

ACTIVITY: INVESTIGATION OUTLINE (5 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS [VIRTUAL: SEND PAIRS INTO BREAKOUT ROOMS]

FACILITATOR:

Take 5 minutes with your partner to review your investigation outline. Did the interview gather information on everything you needed to know?

At this point, do you think you have all the information you could gather from the Reporting Party?

- ² KIٔ IٔŜIٔă yŜŜŘ ű2 ōŜ dzyƔJIٔŎ⌋ŜŘ ŦdzNűKŜNK I 2ø Ŏ2dzfŘ űK2ăŜ IjdzŜăə2yã ōŜ IٔăSŘK
- b2űŜ űKŜ Ŧ2ff2ø𝜋dzLJ yŜŜŘŜŘ Ŧ2N űKŜ ădzōăűIٔyŎŜ dzăŜ óK2ø YٔdzŎK øIٔă Ŏ2yãdzYٔŜŘΣ ƛŦ ƛű øIٔă ăƛYٔƛfIٔNκŘλũŜNŜyű ű2 LJNŜØƛ2dză ŘNƛyƳλyƎ ç ƛŦ űKŜNŜ øŜNŜ LJNŜØƛ2dză əYٔŜăΣ øŜNŜ űKŜNŜ Iٔyȇ 2űKŜN LJNŜăÕNƛōŜŘ 2N ƛffŜƎIٔf YٔŜŘλŎIٔə2yκŘNdzƎăΣ ŜűŎΦύΦ
- ² Kȇ ø2dzfŘ ƛű ōŜ yŜŎŜăăIٔNȇ ű2 Ř2 Iٔ Ŧ2ff2ø𝜋dzLJ ƛyűŜNØƛ I' ⨍NٔY Ř NƛyƳλyƎ

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ACTIVITY: MOVEMENT MAP (15 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS

FACILITATOR:

Based on the Reporting Party's interview, let's begin to pull together a "movement map," or the movement and chronology of actions, from the Reporting Party's perspective. Work with your groups to determine a detailed timeline of the movements. Doing this will help us assess more critically the elements of consent and sexual assault. Create a new page for this movement map. Draw a line down the middle of the page to create 2 columns, one for the Reporting Party's perspective and one for the Responding Party. We will return to this chart once we've seen the Responding ee

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SECTION 5: THE REPORTING PARTY'S INTERVIEW, PART III

Pause the video at timestamp 32:12

SECTION GOALS:

1. Develop follow-up questions and update movement map
2. Understand how to ask questions about previous sexual history
3. Prepare Responding Party investigation outline

INVESTIGATION OUTLINE

ACTIVITY: INVESTIGATION OUTLINE (5-10 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS

FACILITATOR:

-
- *Jane rolls over facing the wall with her back to John.*
- *John pulled her waist towards him similar to "spooning" and Jane moved her knees up to her chest. Feels John put his hand on his penis.*
-
- *Jane notices she is bleeding and grabs clothes on floor and wipes herself. Jane curls up closely to the wall.*
- *comments to Jane that he thought she would "take more of the lead" and "too bad Rachel isn't here."*

MINDFUL INTERVIEWING AND PAST SEXUAL HISTORY QUESTIONS (5 MINUTES)

FULL GROUP DISCUSSION

FACILITATOR:

I want to reflect on a few things the interviewer did here: Do you recall the questions about her past sexual history with Rachel? Why do you think the interviewer asked those? Thinking about our concerns of victim-blaming, how did you feel that went?

!ăţ ƛŦ LJI·NəǑƛLJI·yűă KI·Ř I·yê ƶűKŜN Y˙ƶY˙Ŝyűă úKI·ű úKŜè yƶəǑŜŘ úKI·ű ăKƶǿŜŘ I· Y˙ƛyŘŦdzfyŜää ƶŦ úKŜ LJI·NəǑƛLJI·yűΩă ŜÈLJŜNƛŜyǑŜ ōŜƛyƎ ƛyűŜNØƛŜǿŜŘΦ

- bƶűŜ úKŜ Ŭyl·f IjdzŜăəƶyã úKŜ ƛyØŜăəƎI·úƶN I·ăţŜŘ űƶ ƎI·úKŜN Y˙ƶNŜ ƛyŦƶNY˙I·əƶy˙ōŜèƶyŘ KŜN IjdzŜăəƶyã I·ōƶdzű ōŜKI·ØƛƶN I·yŘ úKŜ ƛyǑƛŘŜyűΦ
- bƶűŜ Kƶǿ úKŜ ƛyűŜNØƛŜǿŜN űƶfŘ WI·yŜ I·ōƶdzű úKŜ yŜÈű ăűŜLJă ƛy˙úKŜ ƛyØŜăəƎI·əƶy˙LJNƶǑŜăăΦ ² Kè ƛă úKƛă ƛY˙LJƶNúI·yűK

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PREPARING FOR RESPONDING PARTY INTERVIEW

QUESTIONING ACTIVITY (30 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS, THEN INDIVIDUALLY, AND THEN CALLED BACK TO GROUP

FACILITATOR:

For the next several minutes, I want you to work in pairs to review your investigation outline with the information and brainstorm answers to the first guiding question: What do we need to know from John?

Turn to your partner and spend five minutes making a list and then we will share with the group.

- !ű űKλă LJƨλyűž è2dz ŐI·y´ø I·f‚ I·№2dzyŘ űKŜ №22Y´ I·yŘ ăŜŜ λŦ I·yê2yŜ ySŜŘă I·ăăλăűI·yŐŜ 2№ KI·ă IjdzŜăə2yã¢

FACILITATOR:

OK, let's share. What is something that we need to know?

- [ŜI·Ř I· Řλă Ődzăăλ2y´2y´øKI·ű λyŦ2№Y´I·ə2y´LJI·№əŐλLJI·yűă øI·yű ű2 ∃I·űKŜ№¢
- /KI·№ű űKŜ λyŦ2№Y´I·ə2y´λy´I· LJfI·ŐŜ øKŜ№Ŝ ŜØŜ№ê2yŜ ŐI·y´ăŜŜ¢ ¢Kλă λyŦ2№Y´I·ə2y´øλff ōŜ dzăŜŘ λy´űKŜ ySÈű ăŜŐə2y´2Ŧ űKŜ Ŧl·Ŏλfλűl·ə2y¢
- !ă LJI·№əŐλLJI·yűă ăl·è øKI·ű űKŜè ø2dzfŘ ySŜŘ ű2 ‚y2øΣ I·ă‚ űKŜY´ øKè űKŜè ŦŜŜf úKŜè ySŜŘ ű2 ‚y2ø űKI·ű λyŦ2№Y´I·ə2y¢ wŜY´λyŘ űKŜY´ ű2 Ő2yãdzfű úKŜλ№ LJ2fλŐè ŘŜŬyλə2yã¢
- !ă LJI·№ű 2Ŧ űKŜ Ŧl·ŐλfλűI·ə2yΣ úKŜ№Ŝ øλff ōŜ úKŜ 2LJLJ2№ůdzyűè ű2 ∃dzλŘŜ ŘλăŐdzăăλ2y´I·ō2dzű øKI·ű λyŦ2№Y´I·ə2y´LJI·№əŐλLJI·yűă øI·yű I·yŘ øKè¢
- ¢KŜ№Ŝ Y´I·è ōŜ úKŜ ySŜŘ ű2 I·LJLJ№2LJ№λI·ûŜfè ŐKI·ffŜyƎŜ úK2dz∃Kűă Ŧ№2Y´ LJI·№əŐλLJI·yűă¢
- b2ûŜY 9yŐ2dz№I·∃Ŝ LJI·№əŐλLJI·yűă ű2 Y´I·№‚ IjdzŜăə2yã úKI·ű úKŜè Y´I·è KI·ØŜ Ŧ2№ 2ûKŜ№ øλůySăăŜă¢ ¢KI·ű øλff Ő2Y´Ŝ dzLJ fI·ûŜ№Σ ă2 ²dzăű ûI·‚Ŝ y2ûŜ 2Ŧ úK2ăŜ IjdzŜăə2yã Ŧ2№ y2ø I·yŘ ăl·ØŜ dzyəf øŜ Y´2ØŜ ű2 øλůySăă IjdzŜăə2yã¢

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FACILITATOR:

As we did when we were working with the Reporting Party, we are going to think about the best way to ask the questions to get this information. As we do this, we want to remember how the framing of questions in the video impacted the responses provided and how to effectively word questions. It's not as important to be "right" at this point as it is to practice. We will do this as a team and work to craft the most effective questions possible.

Before we begin, it is important to remember to have a copy of your Policy or Code of Conduct with you to be able to refer back to it as needed. For any form of misconduct, we let our Policy or Code of Conduct guide our work. At the end, you need to make a determination about whether you have sufficient information to find that the Responding

FACILITATOR:

Now we have a good sense of the information we do and don't have, and the areas of dispute are coming into focus. Before we turn these into questions, let's pause to consider what more we need to know from John.

- [ŜIꞏŘ Iꞏ ŘλăŎdzăăλƨƴƨƴǿKIꞏűλƴƒƨNƳIꞏəƨƴLJIꞏNəŎλLJIꞏyűă ǿIꞏyű űƨ ƎIꞏúKŜN¢
- /KIꞏNúű űKŜ λƴƒƨNƳIꞏəƨƴλƴIꞏ LJfIꞏÔŜ ǿKŜNŜ ŜØŜNẽƨyŜ ŎIꞏƴăŜŜ¢ ¢Kλă λƴƒƨNƳIꞏəƨƴǿλff ōŜ dzăŜŘ λƴúKŜ ySÈű ăŜÔəƨƴ2Ŧ űKŜ ŦIꞏÔλfűIꞏəƨy¢
- !ă LJIꞏNəŎλLJIꞏyűă ăIꞏè ǿKIꞏű űKŜè ǿƨdzfŘ yŜŜŘ űƨ ˥yƨǿΣ Iꞏă˥ űKŜY ǿKè űKŜè ŦŜŜf ûKŜè ySŜŘ űƨ ˥yƨǿ ûKIꞏű λƴƒƨNƳIꞏəƨy¢
- !ă LJIꞏNúű 2Ŧ ûKŜ ŦIꞏÔλfűIꞏəƨyΣ ûKŜNŜ ǿλff ōŜ Iꞏƴ2LJLJ2Núdzyλűè ű2 ƎdzλŘŜ ŘλăŎdzăăλƨƴIꞏōƨdzű ǿKIꞏű λƴƒƨNƳIꞏəƨƴLJIꞏNəŎλLJIꞏyűă ǿIꞏyű IꞏyŘ ǿKè¢
- ¢KŜNŜ YIꞏè ōŜ ûKŜ ySŜŘ ű2 IꞏLJLJN2LJNλIꞏúŜfê ŎKIꞏftŜyƎŜ úK2dzƎKűă ŦN2Y LJIꞏNəŎλLJIꞏyűă¢
- bƨűŜY 9yŎ2dzNIꞏƎŜ LJIꞏNəŎλLJIꞏyűă ű2 YIꞏN˥ IjdzŜăəƨyã ûKIꞏű ûKŜè YIꞏè KIꞏØŜ Ŧ2N ƨűKŜN ǿλúyŜăăŜă¢ ¢KIꞏű ǿλff Ô2YŜ dzLJ fIꞏúŜNΣ ă2 ƨdzăú ûIꞏ˥Ŝ yƨűŜ 2Ŧ ûKƨăŜ IjdzŜăəƨyã Ŧ2N yƨǿ IꞏyŘ ăIꞏØŜ dzyəf øŜ Yƨ2ØŜ ű2 ǿλúyŜăă IjdzŜăəƨyã¢
- [ŜIꞏŘ Iꞏ ŘλăŎdzăăλƨƴƨƴǿKIꞏű λƴƒƨNƳIꞏəƨƴLJIꞏNəŎλLJIꞏyűă ǿIꞏyű IꞏyŘ ǿKè¢
- ¢KŜNŜ YIꞏè ōŜ ûKŜ ySŜŘ ű2 IꞏLJLJN2LJNλIꞏúŜfê ŎKIꞏftŜyƎŜ LJN2LJ2ăŜŘ IjdzŜăəƨyã ŦN2Y LJIꞏNəŎλLJIꞏyűă¢ !ă ûKλă λă Iꞏ fŜIꞏNyλyƎ 2LJLJ2NúdzyλűèúNè yƨű ű2 ăKdzű Ř2ǿyIꞏyẽƨyŜ¢

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MINDFUL INTERVIEWING (10 MINS)

FACILITATOR:

Ensuring a comfortable environment and building a rapport with the Responding Party is just as important as with the Reporting Party. What moments in the interview reflected the investigator's mindfulness of these things?

- 9ÈI·Y˙LJfŜăŸ {úI·úŜŘ úKI·ú úKŜè Ŏ2dztŘ ůI·ʅŜ I· ōℕŜI·ʅ I·ú I·yê əY˙Ŝ: I·ăʅŜŘ K2ǿ KŜ ǿI·ă Ř2ƛyƎ℗
- b2ůŜ úKI·ú ǿKŜy˙W2Ky˙I·ŘY˙ƛğŜŘ ůKI·ú úKƛă ǿI·ă I· ăúℕŜăăŦdzf LJℕ2ŎŜăăΣ úKŜ ƛyúŜℕØƛŜǿŜℕ Ŏ2dztŘ KI·ØŜ ůI·ʅŜy˙úKŜ 2LJLJ2ℕúdzyƛúè ú2 Y˙I·ʅŜ ădzℕŜ KŜ ʅySǿ I·ō2dzú ădzLJLJ2ℕəØŜ ℕŜă2dzℕŎŜă 2y˙ŎI·Y˙LJdză I·ØI·ƛfI·ōfŜ Ŧ2ℕ KƛY˙℗

FACILITATOR:

Something to also be aware of during questioning is confirmation bias, which is the tendency to favor information that confirms existing beliefs or hypotheses. What does that term mean to you? How could that play out in an investigation?

- [ŜI·Ř ŘƛăŎdzăăƛ2y˙ů2 KI·ØŜ LJI·ℕəŎƛLJI·yúă ƛŘŜyəŦè K2ǿ ů2 ōŜ Y˙ƛyŘŦdzf 2Ŧ y2ú ŘℕI·ǿƛyƎ Ŏ2yŎfdzăƛ2yã ōI·ăŜŘ ă2fŜfè 2y˙úKŜ wŜLJ2ℕəyƎ tI·ℕúèƛă ƛyŦ2ℕY˙I·ə2y˙ōdzú ƛyãúŜI·Ř ů2 ōŜ 2LJŜy˙ů2 ǿKŜℕŜØŜℕ úKŜ ƛyŦ2ℕY˙I·ə2y˙Y˙I·è fŜI·Ř℗
- 5ƛăŎdzăă ǿI·èă úKI·ú ƛyØŜăəƎI·ů2ℕă I·yŘ ŘŜŎƛăƛ2yπY˙I·ʅŜℕă ŎI·y˙ăúI·è I·ǿI·ℕŜ 2Ŧ Ŏ2yŬℕY˙I·ə2y˙ōƛI·ă I·yŘ ăúℕI·úŜƎƛŜă úKI·ú ŎI·y˙ōŜ dzăŜŘ óŦ2ℕ ŜÈI·Y˙LJfŜΣ Ŧ2ft2ǿƛyƎ úKŜ ƛyØŜăəƎI·ə2y˙2dzúŧyŜ ů2 úKŜ LJ2ƛyú ǿKŜℕŜ è2dz KI·ØŜ ƎI·úKŜℕŜŘ I·ft 2Ŧ úKŜ ƛyŦ2ℕY˙I·ə2y˙è2dz ySŜŘ ů2 ʅy2ǿ ōŜŦ2ℕŜ Y˙I·ʅyƎ I·yê Ŏ2yŎfdzăƛ2yãT ŘƛăŎdzăăƛyƎ I·yŘ ŜØI·fdzI·əyƎ úKŜ ƛyŦ2ℕY˙I·ə2y˙ǿƛúK úℕI·ƛySŘ Ŏ2ffŜI·ƎdzŜăú℗

RESTART THE VIDEO

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SECTION 9: THE RESPONDING PARTY'S INTERVIEW, PART II

Pause the video at timestamp 36:30

SECTION GOALS:

1. Compare interview information from parties
2. Consider consent

CONSIDERING CONSENT ACTIVITY (20 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS

Note to Facilitator:

FACILITATOR:

The investigator asked John several questions about statements he made about the Reporting Party being bisexual. Let's discuss the information learned from the Responding Party and how it impacts the investigation. Take 5 minutes with your partner to discuss the exchange and discuss the following:

- What statements were made by the Responding Party about his knowledge of the Reporting Party prior to the incident?
- Does the Reporting Party's sexuality provide additional relevant information that leads to consent?
- Does the information Thomas gave the Responding Party make a difference to how the Responding Party believed there was consent?
- Does sexuality impact the elements of the violation?

REPORT OUT (15 MIN):

!ăţ űKŜ LJI·ƛ₪ă űƨ ₪ŜLJƨ₪ú ƨdzű ƨƴŜI·ÖK IjdzŜăəƨƴl·ăţŜŘ I·ōƨØŜ I·yŘ ŘƛăÖdzăă űKŜ ƛƳLJI·Ôű űKI·ú ăŜÈdzI·fƛűè Ƴl·è KI·ØŜ ƨƴűKŜ ƛyØŜăəƎI·əƨyȹ wŜI·ăădz₪Ŝ LJI·₪əÖƛLJI·yűă űKI·ú űKƛă ŘƛăÖdzăăƛƨƴăl· ăLJI·ÖŜ űƨ fŜI·₪ƴl·yŘ ƎŜyűfè Ôƨ₪₪ŜÖű ǿKŜ₪Ŝ ySÖŜăăI·₪è űƨ ₪ŜbŜÖű űKŜ LJƨfƛÖè I·yŘ Ƴƛăƨyȹ ÖŜLJəƨyãȹ

RESTART THE VIDEO

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SECTION 10: THE RESPONDING PARTY'S INTERVIEW, PART III

INVESTIGATION OUTLINE

COMPARING ADDITIONAL INFORMATION ACTIVITY (30 MINUTES)

PARTICIPANTS SHOULD BE IN PAIRS

FACILITATOR:

Let's update our comparison chart. Take 5 minutes with your partner to build up your list of what you know (and why you would need to know that particular information). Then take an additional 10 minutes to compare the information learned from the Reporting Party and what we learned from the Responding Party. Do the following:

- If the two agree, put a plus sign by the information on both pages.
- If the two mostly agree but there's a slight difference (like, she says she had Budweiser, he says she had MGD), put a check mark by the information. If you think it is mostly similar but think the disagreement is significant, make it a check-minus.
- If they disagree in any substantial way, put a minus by the information.
- If one person shares information that the other does not, mark it with an asterisk.

!ĐŜℕ úKŜ əϒŜ ŜfI·LJäŜäΣ I·ă⌋ I·ű fŜI·äű 2yŜ LJI·λℕ ú2 äKI·ℕŜ 2y˝ŜI·ŎK ű2LJλŎ óλŦ è2dz KI·ØŜ Y˝2ℕŜ úKI·y˝Ŧ2dzℕ LJI·λℕäΣ ŦŜŜf ŦℕŜŜ ú2 KI·ØŜ Y˝dzfəLJfŜ ∃ℕ2dzLJä äKI·ℕŜ¢ ***If you want to extend time, have multiple groups share for each item.** LŦ è2dz KI·ØŜ fŜää úKI·y˝Ŧ2dzℕ LJI·λℕäΣ úKλä Ŏ2dzfŘ ōŜ Ŏ2yØŜℕúŜŘ ú2 I· Ŧdzfftπ∃ℕ2dzLJ ŘλäŎdzääλ2yΰ¢ wŜŎ2ℕŘ øKI·ú úKŜè äKI·ℕŜ¢

UPDATE MOVEMENT MAPPING (5 MIN):

FACILITATOR:

The Responding Party provided some additional details that relate to his perspective on the movement in the room. Let's take 5 minutes to update our movement map from the Reporting Party to make sure we've captured the details and/or differences from the Responding Party's interview.

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SECTION 11: THE RESPONDING PARTY'S INTERVIEW, PART IV

Pause the video at timestamp 46:45

SECTION GOALS:

1. Consider consent activity
2. Determine uncontested vs contested information
3. Identify follow-up questions

INVESTIGATION OUTLINE

CONSIDERING CONSENT ACTIVITY (25 MINUTES)

PARTICIPANTS SHOULD BE IN PAIRS

FACILITATOR:

Vaginal Intercourse

- . I·ăŠŘ 2y˙2dzNJ Ŏ2Y˙LJI·NJλă2y˙ŎKI·NJúΣ ǿKI·ú̊ λyŦ2NJY˙I·ə2y˙λă Ŏ2yãλăúŠyű I·yŘκ2NJ Ŏ2yűŠăúŠŘ I·ō2dzú Ŏ2yãŠyű NJŠfI·úŠŘ ű2 úKŠ ØI·ΞλyI·f λyűŠNJŎ2dzNJăŠK
    - W2Ky˙ăI·λŘ úKI·ú Y˙2ØλyΞ ű2 úKŠ ōŠŘ ăK2ǿŠŘ I·ΞNJŠŠY˙Šyű úKI·ú úKŠè ō2úK ǿI·yűŠŘ ű2 Y˙2ØŠ ű2 ØI·ΞλyI·f ăŠÈΣ WI·yŠ ăI·λŘ Y˙2ØλyΞ ű2 úKŠ ōŠŘ ǿI·ă KŠNJ ǿI·è ű2 Řλăú̊I·yŎŠ KŠNJăŠfŦ ŦN2Y˙ W2Ky℗
    - . 2úK I·ΞNJŠŠ úKI·ú WI·yŠ I·ă]ŠŘ λŦ KŠ ǿI·ă ǿŠI·NJλyΞ I· Ŏ2yŘ2Y˙ I·yŘ úKI·ú̊ ăKŠ ăú̊I·úŠŘ ăKŠ ǿI·ă y2ú̊ 2y˙ōNJúK Ŏ2yűNJ2f℗
    - W2Ky˙ăú̊I·úŠŘ úKλă λY˙LJfλŠŘ KŠ ăK2dztŘ ΞŠú̊ I· Ŏ2yŘ2Y℗

Anal Intercourse

- . I·ăŠŘ 2y˙2dzNJ Ŏ2Y˙LJI·NJλă2y˙ŎKI·NJúΣ ǿKI·ú̊ λyŦ2NJY˙I·ə2y˙λă Ŏ2yãλăúŠyű I·yŘκ2NJ Ŏ2yűŠăúŠŘ I·ō2dzú Ŏ2yãŠyű NJŠfI·úŠŘ ű2 úKŠ I·yI·f λyűŠNJŎ2dzNJăŠK
    - W2Ky˙ăI·λŘ úKI·ú ǿKλfŠ KŠ fŠD ű2 ΞŠú̊ I· Ŏ2yŘ2Y˙ ŦN2Y˙ Kλă LJI·yűăΣ WI·yŠ N2ffŠŘ 2y˙KŠNJ ăú̊2Y˙I·ŎK I·yŘ LJdzăKŠŘ KŠNJ ōdzğ λy˙úKŠ I·λNJ I·yŘ ŘNJŠǿ KŠNJ]yŠŠă ű2 KŠNJ ŎKŠăúΦ I Š ăú̊I·úŠŘ úKI·ú̊ úKλă Y˙2ØŠY˙Šyű ădzΞΞŠăúŠŘ ăKŠ ǿI·yűŠŘ ű2 Y˙2ØŠ ű2 I·yI·f ăŠÈ℗
    -

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SECTION 12: REPORTING PARTY

GATHERING ADDITIONAL INFORMATION ACTIVITY (30 MINUTES)

PARTICIPANTS SHOULD WORK IN PAIRS

FACILITATOR:

LyŦƧNYI·əƨyˊƎI·úKŜNƛyƎ ŘƧŜăyQű ăű2LJ ǿƛúK ƨdzăú űKŜ wŜăLJƨyŘƛyƎ tI·NúèI·yŘ wŜLJ2NəyƎ tI·NúèΦ [Ŝűű̃ă ăűI·Nű ű2 űKƛyˀ I·ō2dzű ǿKI·ű 2űKŜN ƛyŦƧNYI·əƨyˊǿŜ ǿI·yű ű2 ƎI·úKŜN yŜÈű τ úKN2dzƎK ƛyűŜNØƛŜǿăΣ úKN2dzƎK ŘƧŎdzYˊŜyűăΣ úKN2dzƎK ŜfŜŎúN2yƛŎ YˊŜăăI·ƎŜăΣ ŜűŎΦ

- 9yŎ2dzNI·ƎŜ LJI·NəŎƛLJI·yűă ű2 NŜØƛăƛú úKŜ yƧűŜă úKŜè KI·ØŜ úI·ˀŜyˊƨyˊǿKI·ú űKŜè ǿ2dzfŘ fƛˀŜ ű2 ˀyƧǿ ŦNƧYˊ ǿƛúySăăŜă I·yŘ ăKI·NŜ ǿƛúK űKŜ ƎN2dzLJΦ
- [ƛăú ǿKI·ú ǿƛúySăăŜă è2dz ǿ2dzfŘ ǿI·yű ű2 ălJŜI·ˀ ű2 ySÈúY ¢Kƨ2YˊI·ăΣ wI·ŎKŜfΣ {I·NI·Φ
- [ƛăú ǿKI·ú ŘƧŎdzYˊŜyűă è2dz YˊƛƎKú ōŜ I·ōfŜ ű2 ƨōúI·ƛyY ! yè LJKƨyŜ NŜŎƧNŘăΣ YˊŜăăI·ƎŜăΣ ăƧŎƛI·f YˊŜŘƛI·K I ƨǿ ŎƨdzfŘ è2dz I·ăˀ úKŜ LJI·NəŜă Ŧ2N úKI·ú I·ú úKŜ ŜyŘ 2Ŧ I·yˊƛyűŜNØƛŜǿ ű2 ŜyŎ2dzNI·ƎŜ úKŜYˊ ű2 ŬyŘ úKƛă ƛyŦƧNYI·əƨyK

FACILITATOR:

To wrap up, let's talk about what we did.

- ¢KŜ ŘŜōNƛŜŦ ƎƛØŜă I·yˊƨLJLJƧNúdzyƛúè Ŧ2N LJŜƨLJfŜ ű2 úI·fˀ I·ō2dzű úKŜƛNJ ŜÈLJŜNƛŜyŎŜ ǿƛúK úKŜ I·ŎəØƛúèΦ . Ŝf2ǿ I·NŜ ă2YˊŜ LJNƧ2YˊLJűă úKI·ú ŎI·yˊƎdzƛŘŜ úKŜ Ŏ2yØŜNăI·əƨyΦ ¸2dz ăK2dzfŘ ŦŜŜf ŦNŜŜ ű2 ƎdzƛŘŜ úKŜ Ŏ2yØŜNăI·əƨyˊű2 ǿKŜNŜ è2dz úKƛyˀ ƛű yŜŜŘă ű2 Ǝ2 ōI·ăŜŘ 2yˊǿKI·ú è2dz 2ōăŜNØŜŘ ŘdzNƛyƎ úKŜ I·ŎəØƛúèΦ
  - I ƨǿ Ř2 è2dz ŦŜŜf YˊƨØƛyƎ Ŧ2NǿI·NŘ I·ă I· IjdzŜăə2yŜNƛyűŜNØƛŜǿŜNK
  - !NŜ úKŜNŜ ăˀƛff I·NŜI·ă ǿKŜNŜ è2dz ŦŜŜf YˊƨăűŎ2yŬŘŜyűK ² KŜNŜI·ă © 2N

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