

# Glossary of Common Prevention Education Terms

The following, while not a complete glossary of sexual violence terminology, is a collection of some of the most commonly used terms in the sexual violence prevention education field. Definitions are adapted from the Oxford English Dictionary unless otherwise noted. For further information on sexual violence terminology, see the *MECASA Advocate Manual, 2010 Edition*, or the National Sexual Violence Resource Center.

**Bystander:** A participant who is present at an event but does not take part. An **active bystander** is someone who intervenes in a way that impacts the situation positively. Someone who responds in a way that impacts a situation negatively becomes part of the problem.

**Bully:** A person who uses strength or power to intimidate, harm, or influence someone else. See also **harassment**. Harassment is often perceived to be more serious, though they should be used synonymously, and the impact and behaviors are often the same.

**Coercion:** To persuade someone to do something by using force, threat, or manipulation.

**Consent:** Permission for something to happen, or agreement to do something. It is: ongoing; freely given; verbal and/or physical; and when participants are equal in power. (*Source: MECASA member center educators*). For further information regarding age of consent laws, see Maine Revised Statutes, Title 17.

**Curriculum:** A comprehensive collection of all educational content delivered to all ages. (*Source: MECASA member center educators, with support of Maine Dept. of Education*)

**Curriculum Program:** One piece of educational content with related objectives and activities, designed to fit within a larger curriculum. (*Source: MECASA member center educators, with support of Maine Dept. Of Education*)

**Cyberbullying:** Using technology as a means for bullying or harassment; it can include computers, cell phones, internet, online gaming, and any other form of technology. See also: **bully** and **harassment**.

**Drug-Facilitated Sexual Assault:** The use of drugs and/or alcohol to assist a perpetrator in rendering a victim vulnerable to sexual violence by impairing memory, judgment, and/or physical ability.

**Essential Questions:** These are the core questions, reflecting learning or skills, which should be able to be answered by students as a result of a presentation. These essential questions often encompass several learning objectives, and are a streamlined way of understanding the most important elements of a lesson and the most important outcomes. *(Source: MECASA, with the support of the Maine Dept. of Education)*

**Evidence-based:** "Evidence-based" usually means being published in peer-reviewed journals and being replicated in multiple settings with comprehensive evaluation. The search for evidence-based primary prevention of violence practices is problematic at this time, as the field is in the midst of an "evidence-building" period of the work. Some people are beginning to use the term "evidence-informed" to highlight practices that are based on sound theory and social science from other fields. *(Source: Prevention Connection Wiki Project)*

**Exploitation:** Making use of a situation to gain unfair advantage for oneself.

**Gender:** The state of being male or female, typically with social and cultural references rather than biological.

**GLB(TQQI):** Gay, Lesbian, or Bisexual. Though this acronym is typically used as a single series of letters, there is a movement to split the two as a means of more accurately defining the communities. GLB typically refers to sexual orientation or who one is attracted to, while TQQI refers to gender identity. See also *(GLB)TQQI*. *(Source: MECASA member center educators)*

**Harassment:** Using strength or power to intimidate, harm, or influence someone else. See also: **bully(ing)**. Harassment is often perceived to be more serious, though they should be used synonymously, and the impact and behaviors are often the same.

**Healthy relationships:** Healthy relationships are characterized by equality between partners, respect, healthy boundaries, and mutual consent. *(Source: MECASA member center educators)*

**Incapacitation:** To be unable to consent as a result of impairment, whether cognitive, physical, or otherwise. *(Source: MECASA member center educators)*

**Key Concepts:** The Key Concepts are part of the Maine Dept. of Education health education tools, created by classroom teachers, community-based advocates, and experts in the field. They encompass the broad ideas that should be addressed for a given topic, which don't tend change over time. Using the Key Concepts as a teaching tool is a good way to distill the lesson to the most important Maine Learning Results, and to address the issues that have been deemed most important to a large body of teachers. *(Source: MECASA, with the support of the Maine Dept. of Education)*

**Lesson Plan:** An organized plan for activities or a script designed to meet specific learning objectives for a given topic. (Source: MECASA member center educators with the support of Maine Dept. of Education)

**Media:** The means of mass communication (especially television, radio, newspapers, and the Internet).

**Maine Learning Results:** The *Maine Learning Results: Parameters for Essential Instruction*: 1) Identify knowledge and skills essential to prepare Maine students for post-secondary education, career, and citizenship; 2) Express what students should know and be able to do at various checkpoints during their education; 3) Define core elements that should apply to all students without regard to their specific career and academic plans; and 4) Provide educators and parents with guidance. All public schools must align their curriculum with the Maine Learning Results. (Source: Maine Dept. of Education)

**Perpetrator:** One who carries out or commits a harmful or illegal action. You may also see the term **offender**.

**Prevention:** Prevention is “a systematic process that promotes healthy environments and behaviors and reduces the likelihood or frequency of violence occurring.” (Source: *Prevention Institute*) Prevention can be classified in three ways: 1) Primary Prevention: Activities that take place before sexual violence has occurred to prevent initial perpetration or victimization. 2) Secondary Prevention: Immediate responses after the sexual violence has occurred to deal with the short-term consequences of violence. 3) Tertiary Prevention: Long term responses after sexual violence has occurred to deal with the lasting consequences of violence and sex offender treatment interventions. (Source: *US Centers for Disease Control*) See also: “Primary Prevention: New Trends for Effective Community Change” section at the beginning of this toolkit.

**RPE (Rape Prevention Education):** The Rape Prevention and Education (RPE) Grant Program provides more than \$42 million in federal Centers for Disease Control funding to support rape prevention activities in all 50 states, 8 territories, and the District of Columbia. (Source: *US Centers for Disease Control*) The RPE grant funds a substantial portion of the prevention education programming in Maine.

**Sexual Harassment:** Sexual harassment is a form of sexual violence and involves unwanted attention of a sexual nature that interferes with someone’s work or school life. Sexually harassing behaviors can occur anywhere, but the term sexual harassment applies and is illegal only in the workplace and in schools. (Source: *MECASA Advocate Manual, 2010 Edition*) **Quid Pro Quo (this for that) sexual harassment** occurs when a work or academic outcome or benefit is directly tied to submitting to unwelcome sexual advances. **Hostile environment sexual harassment** applies when harassing behavior makes the work place or academic setting hostile, intimidating or offensive, and/or unreasonably interferes with a person's employment or educational

performance, and interferes with the victim's ability to participate in an employment or an educational setting in a healthy, safe, and productive way. (Source: American Bar Association)

**Sexual violence:** Sexual violence is any type of sexual activity committed by one person or persons without the consent of another. It involves the use of threats, force, or any other form of coercion or intimidation. Sexual contact with a person who is unable to give consent is also considered sexual violence. (Source: MECASA)

**Social Norms:** Rules that a group uses to define appropriate and inappropriate values, attitudes, beliefs, or behaviors. These rules may be explicit or implicit.

**Social-Ecological Model:** This is a four-level model designed to better understand violence and the effect of potential prevention strategies. This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to address the factors that put people at risk for experiencing or perpetrating violence. (Source: US Centers for Disease Control) See also: "Primary Prevention: New Trends for Effective Community Change" section at the beginning of this toolkit.

**Spectrum of Prevention:** *The Spectrum of Prevention* helps expand prevention efforts beyond education models by promoting a multifaceted range of activities for effective prevention. *The Spectrum* identifies multiple levels of intervention and encourages people to move beyond the perception that prevention is about teaching healthy behaviors. The six levels are complementary, and when used together, produce a synergy that results in greater effectiveness than would be possible by implementing any single activity. (Source: *The Prevention Institute*) See also: "Primary Prevention: New Trends for Effective Community Change" section at the beginning of this toolkit. The complete *Spectrum of Prevention* is included as an appendix to this toolkit.

**Stereotypes:** A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

**Survivor:** MECASA member centers use the term "survivor" to describe someone who has experienced sexual violence and to acknowledge the growth and power of every individual. Use of this term also reflects the fact that individuals are more than targets of sexual violence and that many individuals do not consider themselves victims, nor do they wish to be referred as such. (MECASA Advocate Manual, 2010 Edition)

**(GLB)TQQI:** Transgender, Queer, Questioning, or Intersex. Though this acronym is typically used as a single series of letters, there is a movement to split the two as a means of more accurately defining the communities. GLB typically refers to sexual orientation or who one is attracted to, while TQQI refers to gender identity. See also: **(GLB)TQQI**. (Source: MECASA member center educators)