



**THEN
EVERYTHING
CHANGED**

Student Discussion Guide



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ABOUT CLERY CENTER AND KRISTIN'S KRUSADE



Clery Center was founded by Howard and Connie Clery after the brutal rape and murder of their daughter Jeanne Clery in April of 1986 (after whom the Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Act ("Clery Act") is named). As a 501(c)(3) organization, Clery Center partners with college and university professionals to create safer campuses. Utilizing 30 years of experience and our comprehensive understanding of the Clery Act, we guide institutions through understanding and implementing its provisions by providing training, support, and technical assistance.



Kristin Mitchell was attacked and murdered as she was trying to break up with her ex-boyfriend only three weeks after graduating from college. Her parents, Bill and Michele Mitchell, believe that if she and they had been educated about the warning signs of dating violence, that her death could have been prevented. In 2018 Kristin's Crusade, the foundation created to raise awareness about dating violence, joined Clery Center as a dating violence prevention initiative.

ABOUT *THEN EVERYTHING CHANGED*: A MESSAGE FROM THE FILMMAKERS

If you are a campus professional reviewing this guide, chances are you've been impacted by dating and domestic violence, whether that's supporting friends and loved ones in your personal life or providing assistance to students and colleagues at a college or university.

The Clery Act — a landmark federal law guiding campus safety policies and procedures — provides a roadmap for how institutions compassionately respond to reports of violence by establishing specific guidelines for the prevention of and response to campus crime. As an organization, Clery Center is committed to helping connect institutions to information and resources to support these efforts, and this film is a part of that.

In the film are the stories of people impacted by dating violence — survivors who were willing to share their experiences, individuals directly working with victims/survivors, and family members who lost a loved one. In 2005 Bill and Michele Mitchell, whose story is highlighted in the film, experienced an unthinkable loss when their daughter Kristin was killed by her abusive ex-boyfriend. Like so many of the brave voices in the film, Kristin's relationship seemed normal in the beginning, then everything changed.

It is in Kristin's honor that we created this film, designed to not only help students understand the spectrum of behaviors that fall under dating violence, but also teach them how to access resources, be active bystanders in their communities, and demonstrate healthy and positive behaviors in their own relationships. It's a resource you can use to help meet your Clery Act prevention requirements and, more importantly, to build communities where students and employees can identify dating violence, support individuals who may be experiencing dating violence, and live, learn, and work in environments free from harm or abuse.

This discussion guide will give you suggestions and resources on how *Then Everything Changed* can be used. Every institution is different, so it's important to consider the unique dynamics of your own campus community. As you explore what works best for you, we hope you will share your experiences using *Then Everything Changed* and connect with the many other resources available to you.



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PLANNING YOUR PROGRAM

This guide has discussion points that can be used with students, although they should be tailored to the needs of the specific audience. The format of your program as well as the amount of time available for it will influence your specific learning objectives. It is designed so that you can pick and choose what content to use with a particular audience. Please see below for suggestions/activities to help you determine your learning objectives, audience, and format.

Before you use the film or any materials, develop a program plan. Below are questions and recommendations to guide this process and you can print out the *Then Everything Changed Planning Your Program Guide* on our website.

Who is your audience?

It's important to consider your audience in order identifying how to best use this film to educate students. Will programs be tailored to a specific audience? (A certain student organization? Student orientation? Peer advocates?)

What are your learning objectives?

The film is designed to help viewers:

- Identify that anyone can be an abuser or experience abuse;
- Identify unhealthy or problematic relationship behaviors;
- Identify examples of bystander intervention and accessing resources; and
- Learn how to engage in healthy/positive communication and relationship behaviors.

In designing learning objectives for your own programming utilizing the film, depending on what activities you plan to do, you can craft both cognitive goals and behavioral goals.

Example:

Cognitive Goals Participants will: <ul style="list-style-type: none">• Identify that anyone can be an abuser or experience abuse.• List harmful or abusive relationship behaviors.	Behavioral Goals Participants will: <ul style="list-style-type: none">• Practice strategies for bystander intervention and accessing resources.• Practice healthy and positive communication and relationship behaviors.
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Your learning objectives may be specific to your institution. For example, one of your goals may be for participants to see a certain department or person as a resource for responding to dating violence. Consider what you're looking to accomplish so you can choose activities that most align with these objectives.

How does this align with your prevention requirements under the Clery Act?

The Clery Act requires primary prevention and awareness programs for incoming students and new employees and ongoing prevention and awareness campaigns for students and employees. Learning objectives can align with specific Clery requirements such as:

- **Bystander intervention programs** that help participants recognize situations of potential harm, understand institutional structures and cultural conditions that facilitate violence, overcome barriers to intervening, identify safe and effective intervention options, and take actions to intervene.
- **Risk reduction programs** that are designed to decrease perpetration and bystander inaction, increase empowerment for victims in order to promote safety, and help individuals and communities address conditions that facilitate violence.

The film addresses some of these themes as it helps viewers identify situations of potential harm (dating violence), offers specific examples of how a bystander might safely intervene, and works to help decrease perpetration by modeling healthy relationship behaviors and increase empowerment for victims by talking about options for supporting victims and accessing resources. Even so, a stand-alone film (or even a single program) is not a comprehensive approach to addressing dating violence, so consider how your activities and learning objectives can help further address these Clery Act requirements and support learning retention. What supplemental programs and materials can enhance and expand upon this messaging?

What training mode or venue is most efficient in facilitating learning for this audience? When would it be ideal to train this audience?

You might choose to incorporate the video into an online training course you're developing on dating violence or in-person programs conducted with students or employees. You may be planning events and inviting students or going to a meeting or class that's already planned and facilitating a session there. The method and location of the training may inform which activities are the best fit for you.

What instructional methods will you use with this audience?

Your approach to implementing these activities may vary per audience. Consider what type of learning has been effective with a certain audience in the past. Processing case studies? Role plays? Group discussion? Lecture? Incorporating various types of activities and discussion to accommodate different styles of learning is beneficial.

How much time do you need to meet your objectives?

Then Everything Changed is 22 minutes and 38 seconds long. The length of the program may be predetermined or you may have flexibility in designing the program. If time is limited, make sure to set realistic learning goals since you may not have as much time for practical application as you would like.

Who can help you coordinate training with this audience?

Consider your allies — if you're looking to connect with certain students, who can help get them in the room for the program (or how can you get to where they already are)? Would this be a good opportunity for partnership with other campus professionals or community organizations?

Who can help you facilitate the program?

This subject matter can be difficult for both facilitators and participants. Even well-intentioned facilitators or program attendees can say things that cause harm or confusion when talking about abuse or other types of violence. Does your campus have a department or a peer education group that does violence prevention education? **We strongly encourage you to partner with campus- or community-based professionals who have experience working with dating violence to help plan and facilitate the program.** We also suggest inviting institutional counseling or advocacy professionals who can be available throughout the training to talk to someone if they are impacted by the program.

What support systems and resources are in place at your institution?

Familiarize yourself with campus resources and policies. Do you have brochures with support resources you can share? What offices support individuals who have experienced violence or other trauma?

What might be challenging in training this audience?

Consider historical knowledge that might inform your program. Was there a recent incident that might impact how a group is feeling going into a program? Have they had education on dating violence previously? Have you learned that it's harder to facilitate a large group discussion in a certain space? Prepare for potential challenges and how you'll address them in the session.

How will you evaluate the program?

It's important to know whether your efforts to educate about dating violence are effective. Once you determine your learning objectives, use them to create an evaluation for participants to complete at the end of the program. If you are able, you should also consider having them complete a survey before the program so that you can more accurately measure the program's impact.

Before You Get Started

Inform all audiences in advance that this film discusses dating violence, *a topic that can be difficult for many viewers*. Remind participants to take care of themselves and leave the room if the film is too difficult to watch. Reinforce this language throughout the program as you move from watching the film to processing its messages as a group. Highlight on- and off-campus resources available for both students and employees.

DISCUSSION GUIDE

The discussion questions are organized by topic below and are designed to be used after screening the film. You will also see optional activities you could incorporate depending on how much time you have available for the program.

Topic: Film Reflection

Because you'll want to give participants some space to process the film, it is helpful to use some general reflection questions before addressing any of the other topics. Depending on the size of the audience, consider doing a pair-and-share (having participants pair up with another person or get in small groups to answer the discussion questions before asking individuals to give feedback in a larger group). This helps the group feel more comfortable so they are more willing to engage in a larger group discussion.

Discussion Questions

- What's one word to describe how you feel after watching the film?
- What message from the film was most memorable to you?
- What did you walk away knowing that you did not know before?



Discuss: There are no “right” answers to these questions as it’s all about what resonated (or didn’t resonate) with the audience. Even negative responses can be used to dialogue about their own perceptions of dating violence.

Topic: Unhealthy or Problematic Relationship Behaviors

Discussion Question: We get messages about romantic relationships from many places — pop culture, family, and our religions/faith to name a few. What are some examples of messages that you’ve gotten related to romantic relationships?



Discuss: As a society, we are inundated with information related to relationships from all types of media — television, movies, magazines, songs, and social media. These messages vary and sometimes depict unrealistic or unhealthy behaviors in a romanticized light. A person who is constantly calling, texting, and continually pursuing another person is portrayed as persistent whereas, depending on how the recipient feels about the behaviors, this exchange in real life could range from annoying, to frustrating, to even threatening. We also internalize examples from existing relationships — what types of relationships were modeled for us as children? What types of behaviors are reinforced by family and friends?

Use participant answers to this question to help connect to examples of dating violence highlighted below.

Facilitation Tip:

Think of your own example of where you received messages of romantic relationships such as a TV show you watched as a teenager or something you heard from an older sibling. You can also prepare with examples that will be relevant to your audience, such as current television shows or music.

Optional Activity: Divide participants into groups of 5-6. Give each group a sheet of poster paper. Ask each group to list examples of dating violence described in the film. Give participants 5 minutes to complete the activity. After the activity is complete, have participants hang the posters around the room and lead a discussion about the examples listed and ask participants to share additional examples of dating violence that were not represented in the film.

Facilitation Tip: This question is another opportunity to repeat the message from earlier regarding self-care as you address difficult topics. You could use language like, "You just watched a film that described abusive behavior. We're now going to discuss that further, and that might be difficult or uncomfortable for some of you. Please do what you need to do for yourself to acknowledge that discomfort and move through it—this might include taking a break, stepping outside, or engaging in the conversation. Whatever feels best for you."

Discussion Question: According to Break the Cycle, dating violence is "[a pattern of abusive behaviors – usually a series of abusive behaviors over a course of time – used to exert power and control over a dating partner.](#)" What were some examples of dating violence included within the film?



Discuss: Examples of dating violence from the film include:

- *Emotional and mental abuse:* Possessive/controlling or temperamental behavior, jealousy, isolation, belittling and criticizing, explosive temper, manipulation
- *Physical abuse:* Hitting, restraining, throwing objects, kicking
- *Sexual abuse:* Forced touching of private body parts without consent, forced to have sex or do sex acts without consent
- *Stalking:* Repeated behaviors (a person observes, surveils, threatens, or communicates to or about a person) that cause a person to fear for their own safety or the safety of others
- *Financial abuse:* Controlling use of or access to money, using or taking money or credit cards
- *Digital abuse:* Using technology to harass or threaten their partner; checking cell phone without permission

You can reference specific comments from individuals in the film that capture these ideas:

- *"Make you feel as though they're the only person that believes in you or thinks you're beautiful"* (manipulation)
- *"They can tell you that your friends and family don't really care about you"; "You can't have this friend because it's not good for you"; "And all of a sudden it was like my whole life was about him"* (isolation)
- *"No you can't go here, you can't do that, you can't wear this"; "Constant tabs on the person that they're dating"* (possessive/controlling behavior)
- *"I felt like I was nothing, I felt like I was ugly, I felt like nobody wanted me"; "You're so lucky that I'm with you"* (belittling and criticizing)
- *"He would demand things of me sexually that I wasn't comfortable with"* (sexual abuse)
- *"And from that point on, seeing him around campus felt much more extreme and it felt intentional"* (stalking)
- *"After a while those hits started hurting ... and I would tell him that's hurting and he still insisted this was one of the ways that couples are intimate with one another"; "Slapped against the side of a house, punched, beaten"* (physical abuse)
- *"My daughter was dating a guy who liked to lavish a lot of attention on her and pick up the tab on a lot of things"* (using money as a way to build trust and manipulate)

Topic: Bystander Intervention

Discussion Question: What could friends or other students do to make a difference in relation to some of the stories you saw in the film? What could you do if you observe similar behaviors in a friend's relationship?



Discuss: How a person intervenes will depend on the specifics of a situation, but some strategies include:

- Talk to friends about how they feel about the unhealthy behaviors you're observing. You might use language like, "You mentioned that your partner did [describe behavior]. How did you feel about that?" If they note they find certain behaviors upsetting or uncomfortable, validate those feelings and share additional information or resources as listed below.
- Focus on the importance of their own health and well-being as opposed to negative traits about their partner, as that may cause someone to become defensive.
- If it's a friend who is engaging in unhealthy behaviors, acknowledge the behaviors, indicate concern, and offer resources. "We've only been together for a half hour but you've called your partner at least ten times. Can you talk to me about what's happening? It feels like you're not showing a lot of trust." Another example would be, "You're my friend, so I want to let you know that I was really uncomfortable by the way you were talking to your partner yesterday. I get that you were upset, but when you're angry with me you don't use that tone. How did that feel to you? Is there anything I can do to support you?"
- If someone is physically in danger, you might reach out to another campus administrator or law enforcement for support if needed. You could also consider intervening by creating a distraction to temporarily de-escalate the situation. For example, you could come up with an excuse that requires the two individuals to separate, like asking one of them if they'd like to go grab a coffee or if they could come help you with a project for a class.
- If a friend discloses abuse, thank them for trusting you enough to do so and offer information and resources. You could give them information on campus and local victim services or protective orders available at the institution or within the state. Share hotline information and, if you're comfortable, offer to be with them as they connect with resources online or in person. Consider whether there are websites or apps that your friend may want to use to connect with resources or get confidential support.
- Model healthy relationships. Accept that you can't control your friend's decisions, but you can provide them with love, information, and support and continually make yourself available to them.

Facilitation Tip:

Acknowledge that these behaviors typically occur in a cycle — they can escalate over time until there is a significant incident of abuse and then the abuser apologizes or there is a "honeymoon" period until the abuse happens again. Also note that Kristin Mitchell was killed by her ex-boyfriend when she ended the relationship, which is the most dangerous time for victims of domestic or dating violence. This is why it may be difficult for someone to leave an abusive relationship, but also highlights the importance of accessing help and bystander intervention.

Note: For helpful resources to consider, see the "accessing resources" section of this guide and the "additional resources" page that lists national organizations that offer information and support to victims of dating violence and those that love them.

Optional Activity: As a large group or small groups of 5-6, offer up examples from the video and ask participants to talk about how someone could respond. Use the bystander intervention discussion questions to highlight helpful bystander responses. For example:

- Nicole says, “My friends noticed that I was spending less time with them and less time doing the things that I used to do. It was really easy to dismiss their concerns. They were just jealous because they weren’t the center of attention anymore. It was easy to leave them behind, too.” What could a friend do to in this situation if their concern is being interpreted as jealousy?
- Karla says: “I didn’t want to talk about it with anyone because I didn’t think anyone would understand what I was going through. And I didn’t want to add more stress on my mom or my sister so I just stayed quiet.” How might you create space for someone to talk to you about an abusive relationship?
- David talked about the use of technology to control a partner: “A lot of it can also fly beneath the radar from the standpoint of anybody who may be trying to observe and look for controlling behavior.” As a friend, what red flags would you be looking for in how somebody uses technology and/or social media?
- Ciara talks about the nights she was sexually assaulted at a party: “As soon as I got there it was clear that none of my friends were there”. How might you intervene if you see someone that seems uncomfortable or unsafe, even if you don’t know them well?

Topic: Accessing Resources

Discussion Question: What resources do you know are available on our campus or in our community for people who have experienced dating violence?



Discuss: Highlight campus- and community-specific resources, including where someone could file a complaint of dating violence at the institution, offices or roles that support victims on campus, campus or local law enforcement, or options for protective orders. Share the Clery-required written explanation of rights and options for victims of dating violence, domestic violence, sexual assault, and stalking or other resources that reinforce this information such as handouts, hotline numbers, wallet-size cards, stickers, etc.

Topic: Healthy/Positive Communication and Relationship Behaviors

Discussion Question: Think of the person you love the most – a partner, a friend, or a family member you value or respect. What is something they’ve done that demonstrates healthy/positive relationship behaviors?



Discuss: Examples of healthy qualities in a relationship include:

- Trust
- Open communication
- Honesty
- Positive experiences – encourage one another’s interests and individuality
- Clear boundaries
- Humor/laughter

Optional Activity: Nicole talks about the creation of a Want/Will/Won’t List. Depending on the audience, this could be an activity that helps participants reflect on their own relationships and boundaries.

Encourage participants to share tangible example of what that looks like. For example, “My partner isn’t really into musicals, but is excited that I like them so much. They pay attention to and encourage what makes me feel good.” Highlight realistic expectations – a healthy relationship doesn’t mean that there isn’t conflict, but rather the partners have a healthy way to navigate conflict.

Discussion Question: What are some things you've done to be a healthy friend or partner to someone else?



Discuss: Give participants the opportunity to highlight examples of their own positive qualities. The goal is to give them the chance to reflect on what they bring to their own relationships and encourage continuing such behavior.

Facilitation Tip:
Consider doing a pair-and-share or having participants document their answers on post-its.

Topic: Closing Reflection

Discussion Question: Let's all commit to doing one thing to prevent or respond to dating violence. What might your "one thing" be?



Discuss: This question gives participants the opportunity to reflect on their own role in prevention and response to dating violence. Examples might be:

- "I have a friend who was in an unhealthy relationship and I wasn't very supportive at the time. I'm going to apologize for how I responded in that moment."
- "I'm going to think more critically about how the media I'm consuming represents relationships."
- "I'm going to talk to my younger sibling about healthy and unhealthy relationship behaviors."
- "I'm going to reflect on my own relationships and whether I'm demonstrating healthy behaviors."
- "I'm going to stop getting mad when my friends don't reply to my text messages right away."

ADDITIONAL RESOURCES

Break the Cycle | breakthecycle.org

What they do: Break the Cycle inspires and supports young people 12–24 to build healthy relationships and create a culture without abuse.

What to look for: Youth leadership and education, training and capacity building, legal services, policy and advocacy, and public awareness resources about dating violence, as well as Teen Dating Violence Awareness & Prevention Month materials and resources.

Casa de Esperanza | casadeesperanza.org

What they do: As a National Culturally Specific Special Issue Resource Center whose focus is working with Latin@ communities, Casa de Esperanza supports prevention and intervention efforts across the country to end domestic and dating violence.

What to look for: Information on trainings, resource library and toolkits for engaging men, language access and evaluation can be found at www.nationallatinonetwork.org, a project of Casa de Esperanza.

Changing Our Campus Culture | changingourcampus.org

What they do: Changing Our Campus Culture is a resource through the Department of Justice's Office On Violence Against Women Campus Grant Program, which builds systems, programs, and policies for effective prevention and intervention strategies to address violence against women.

What to look for: A comprehensive online clearinghouse on sexual assault, domestic violence, dating violence, and stalking on campus.

Loveisrespect.org | loveisrespect.org

What they do: Engage, educate, and empower young people to prevent and end abusive relationships.

What to look for: Downloadable materials like palm cards, bookmarks, posters, and handouts addressing healthy relationships and the warning signs of abuse.

OneLove | joinonelove.org

What they do: Work with young people across the country to raise awareness about the warning signs of abuse and activate communities to work to change the statistics around relationship violence.

What to look for: A free, research-based film that educates the community about relationship violence, a campaign to help students identify relationship abuse, and other materials.

National Coalition Against Domestic Violence | ncadv.org

What they do: Support efforts that demand a change of conditions that lead to domestic violence such as patriarchy, privilege, racism, sexism, and classism, as well as support survivors and advocates and hold offenders accountable.

What to look for: Resources for survivors of domestic violence and a National Domestic Violence Hotline: 1-800-799-7233 (1-800-799-SAFE).



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at the heart of campus safety