

FACILITATOR GUIDE

STALKING ON CAMPUS: KNOW IT, NAME IT, STOP IT *PUBLIC AWARENESS PROGRAM*

Dear Colleague:

Thank you for bringing this program to your campus! This guide includes an overview of the program, instructions for preparing for the session, and answers to FAQs.

SPARC offers comprehensive training and support to campus professionals, prosecutors, law enforcement, victim advocates, and other disciplines to strengthen their responses to stalking. However, preventing and ending stalking requires a collective community response. Friends and family are usually the first people who a stalking victim discloses to, and their responses heavily influence whether or not a victim seeks further help. Stalking will only end when friends, family, neighbors, teachers, mentors, classmates, and colleagues know how to identify this victimization and support victims.

Everyone has a role to play in knowing, naming, and stopping stalking. This workshop is intended for a broad campus audience, from students to faculty and staff. It can be facilitated at new student orientations as well as for smaller groups on campuses (such as fraternities/sororities, gender center programming, or religious organizations). While we suggest that the facilitator(s) be familiar the dynamics of power-based violence, the program is fully scripted, activity-based, and should be simple to implement for anyone who wishes to do so.

This introductory session provides a basic overview of stalking, focusing on defining stalking, identifying stalker behaviors, and recognizing the prevalence and dynamics of this often misunderstood form of abuse. Participants will also leave the session with guidance and information on how to support victims and connect them with resources. Visit our website for more guidance and information.

By providing this program to your campus community and offering a convenient and accessible training, you are empowering others with the information and strategies they need to identify stalking and support victims.

Thank you for facilitating this training and for all of your essential work. Don't hesitate to reach out to Dana Fleitman (info@StalkingAwareness.org) with any questions or concerns about leading this workshop.

Best,

The SPARC Team



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Program Components

This is a PowerPoint-based program that includes discussions and activities. It should take 60-90 minutes to facilitate, but may take longer depending on the length of the group discussions.

The Program Includes:

- Facilitator guide (for facilitator only) with speaking notes
- PowerPoint slides
- Scenarios 1, 2, and 3 (each small group should receive one, not all of these)
- Handouts for brainstorm on Surveillance, Life Invasion, Intimidation, and Interference (each group should get one, not all of these)
- Caitlin Mathis case transcript (in place of video if needed) and timeline (distribute to each group)

Materials Needed:

- Projector or monitor to show PowerPoint presentation with A/V for video
(If not possible, you may print and distribute the slides and use this article as a handout rather than view the video that is embedded in the PPT file)
- Optional: large pieces of paper and markers for brainstorm activity on Surveillance, Life Invasion, Intimidation, and Interference

We recommend you also distribute:

- [Stalking on Campus Fact Sheet](#) (one for each participant)
- [Stalking on Campus Brochure](#) (one for each participant, [order here](#))
- [Supporting Victims and Survivors](#) Handout (one for each participant, distribute at the end)

Our website includes a video of a facilitator conducting the full session in webinar format. The website also includes tools and resources that support this workshop. Share the website link with participants for further learning, including those who were unable to attend the session.

Preparing for the Program

- **Familiarize yourself with the content.** Read through the full workshop and speaker's notes at least twice and watch the webinar recording of the training to help guide your preparation. Having a co-presenter is a best practice, especially if you're presenting to a multidisciplinary audience and/or participants outside of your field. Meet with your co-presenter(s) ahead of time to determine how best to facilitate this training cooperatively. Read the studies cited ahead of time to familiarize yourself with the research. Consider watching SPARC's "Context is Key" webinar recording to cement your understanding of stalking.
- **Follow the script – but make it your own.** Stalking is a sensitive, serious, and nuanced topic. Before presenting, become familiar with the foundational information on each slide.

FACILITATOR GUIDE

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- **Create/acquire materials.** Make sure the PowerPoint and hand-outs are set up and ready when attendees arrive for the training. Load the video in advance, and download it to your desktop if you're unsure of the internet connection where you'll be presenting. For the Brainstorm Activity on Surveillance, Life Invasion, Intimidation, and Interference (slide #), decide if you'd like to hand out worksheets or have groups write on large piece of paper. Make copies and/or acquire the materials as appropriate.
- **Provide relevant supporting materials and referrals.** This program can be difficult for participants to process and may trigger intense emotional reactions. Add a campus resource list to the slides and consider bringing brochures, business cards, or other information to help students find help on campus. If possible, you may wish to have a representative from mental health services in the room.
- **Consider space, timing, and A/V needs.** Ideally, participants will be seated in small groups (round tables with groups of 5-8) to allow for discussion during group activities. Test the projector/monitor ahead of time and make sure everything is set up when participants arrive.
- **Schedule strategically.** Consider attendee availability when scheduling the program and incentives like snacks, "points," or extra credit. January is Stalking Awareness Month and may be a natural time to schedule this program.

Frequently Asked Questions

Who is the workshop for?

Stalking will only end when friends, family, faculty, teachers, coaches, mentors, and classmates know how to identify stalking and support victims. The workshop is intended for all students, staff, and faculty on college campuses. Any group that receives formal programming on sexual violence and/or intimate partner violence should also receive education on stalking.

Who should lead the workshop?

The workshop can be facilitated by one person, or several people can divide the presentation. Facilitators should be strong presenters who can commit to preparing for the session. Ideally, presenters will have some background in the domestic violence and/or victim services field. The training is scripted and interactive, so a lay person may also choose to deliver the training.

Are there other options to educate people about stalking – either in place of or in addition to this program?

Yes! This is the most content-rich workshop, but there are many ways to bring stalking education to your campus. Hosting programs year-round is also a great way to re-enforce the messages in this training. [Additional activities and discussion guides are available here](#), including discussion guides for the TV show *You* and suggestions for incorporating stalking education into existing programming.

FACILITATOR GUIDE

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I want to do a training or series of trainings for staff and faculty on campus who work directly with student victims or offenders. Is this the right workshop?

Maybe – you can certainly start with this training as an overview of stalking. SPARC also offers trainings around more specialized topics such as identifying a course of conduct, student conduct and disciplinary investigations, and supporting survivors. Please see our website to determine which offering will best meet your needs.

How much preparation is involved?

Facilitators should plan on 1.5-3 hours of preparation time. The facilitator(s) will need to review the materials, make copies of the handouts, and schedule and advertise the program. This Facilitator's Guide includes all the slides and the speaking points on each slide.

I don't think a face-to-face training is realistic for my campus. What else can I do?

If you aren't able to do the in-person workshop, the website includes a recorded webinar of the presentation. You could view the webinar as a group and facilitate a group discussion afterwards.

I don't have access to a projector/monitor to show a PowerPoint. Can I still do the program?

Yes! Copies of the slides are available here (link) without facilitator notes, and groups can read copies of the video transcript rather than watch the video. Print these for participants so they can follow along with the program.

How much does it cost?

The program and materials are offered at no cost. If you adapt these materials for your own branding, please be sure to credit SPARC with the creation of your materials.

Who can I contact for more information?

For more information on the program, contact Dana Fleitman, SPARC Training and Awareness Specialist, at Info@StalkingAwareness.org.

Slide 1



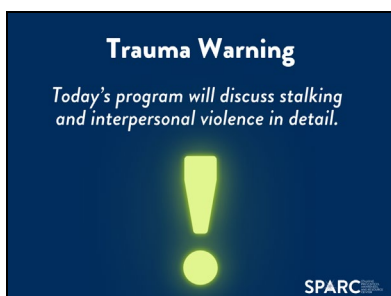
Key message: Introduction to the presentation

- Welcome
- My name is [name] and I'm [role].
- This training was created by the Stalking Prevention, Awareness and Resource Center (SPARC)– the national training provider on stalking for the Office on Violence Against Women.

Slide 2



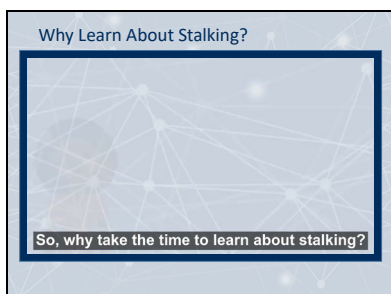
Slide 3



Key message: Today's program will discuss stalking and violence in detail, with examples and true stories.

- Trauma Warning: Today's program will discuss stalking and violence in detail, with examples and true stories.
- Please take care of yourself however you need to throughout this event.

Slide 4

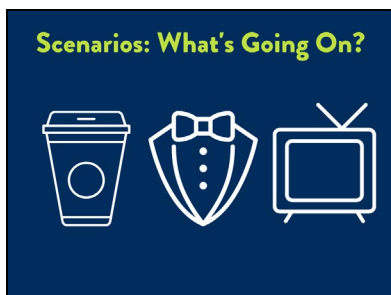


Note to facilitator: This 3-minute video is embedded in the PPT slides and available online at StalkingAwareness.org – Awareness – Videos.

Slide 5



Slide 6



Key message: Stalking behaviors are highly contextual. What causes a stalking victim to feel fear may not be obviously understood as scary by an outsider.

Divide participants into small groups and give each one of the three examples. Allow 5 minutes for discussion and then ask them to report out. If you have a small audience, you may just split the group into 3. If you have a larger audience, multiple groups will discuss the same prompt. Allow 5 minutes to discuss and 1 minute for each report out).

Debrief:

- *Can someone from each group briefly summarize the story you read?*
- Stalking cases often include stories like these.
 - Many stalkers use specific, personal, and disturbing methods to scare their victims.
 - Sometimes, it's not clear to victims that a crime occurred.
- Stalkers know that their victims may sound crazy when they report the stalking – especially if they don't have proof of what happened.
 - Stalkers can use this to their advantage.

Slide 7



Key message: Context is critical to understanding stalking and why something may be scary to a victim.

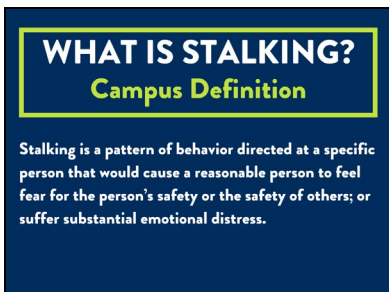
- As you discussed with the scenarios, context is critical in stalking cases.
 - The coffee cup isn't scary until we know the whole story.
- In most stalking laws, there is a “reasonable person standard.”
 - The reasonable person standard asks us to consider how any rational person in similar circumstances to the victim might feel.
 - In other words, if a reasonable person would be scared – once they understood the context – that could be stalking.

Slide 8



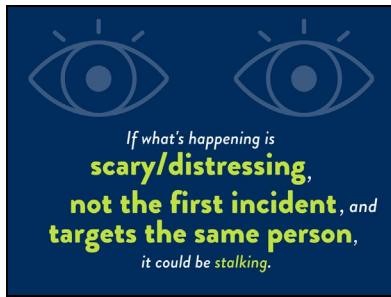
Note to facilitator: This 2-minute video is embedded in the PPT slides and available online at StalkingAwareness.org – Awareness – Videos.

Slide 9



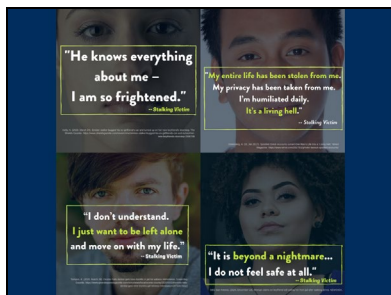
Key message: This is the campus definition of stalking from the Clery Act and our student policies.

Slide
10



Key message: In other words -- stalking is scary, involves multiple incidents, and involves a stalker targeting one individual victim.

Slide
11



Key message: Fear and/or emotional distress is key to the definition of stalking. These quotes from stalking victims describe some of the fear and distress they experienced.

- Stalking is not just frustrating or annoying. It is scary and/or causes severe emotional distress.
- It's important to hear from victims in their own words.
 - Fear is how we differentiate stalking from other crimes, like harassment.
 - Harassment generally describes behavior that is irritating, while stalking describes behaviors that cause fear.
- It can be tricky to identify stalking because, like the video mentioned, some victims may not use language like this –they may seem more annoyed, frustrated, or concerned than scared.
- One way to help figure out how scary and/or distressed someone is to take note of what they've changed in their lives.
 - People experiencing stalking may make big and small changes in their lives to avoid the stalker.
 - For example, they may withdraw from social activities, change their routines, avoid being alone, and/or change phone numbers or social media accounts.

- There may also be differences in someone's health – they might change their eating or sleeping habits, or increase alcohol or drug use.
- People experiencing stalking might miss class, have academics decline, and/or just not seem to be themselves.

Slide
12



Key message: Stalking is directed at a specific person, though other people may be targeted by the stalker in order to get to the primary victim.

- Stalking is directed at a specific individual, not a group.
- However, stalkers may target other people close to the primary victim – like roommates, classmates, or a new romantic partner.
 - A stalker may use people close to the victim to get to the victim.

Slide
13



Key message: Stalking is a pattern of behavior that requires 2 or more behaviors. The behaviors can vary or be the same. Some behaviors are criminal on their own (like property damage) while others only become criminal when part of a stalking case (like excessive texting).

- Like dating violence, stalking is NOT just one incident. It is a pattern.
 - *Ask the group: How many times does something have to happen for it to be a pattern?*
(Answer: 2-3)
 - *Does the behavior have to be the same every time (for example, calling every day) or can the behaviors be different?*
(Answer: Behaviors can be different – like calling one day and then sending a gift the next week)

- When you're looking at your school or state's stalking law or policy, realize that most official definitions of stalking use the term "course of conduct." This is a synonym for "pattern of behavior."
- Many different behaviors can be part of a stalking pattern/course of conduct.
 - Some stalking behaviors are criminal (for example, property damage).
 - Others are not crimes on their own (for example, sending gifts), but can become criminal when part of a stalking course of conduct.
 - Some take place in person, while others happen through technology.

Slide
14



Key Message: Now that we KNOW IT, we will move on to the second section: NAME IT.

Slide
15



Key message: Stalking can include a wide variety of behaviors. Stalkers often engage in surveillance, life invasion, interference, and intimidation.

- Stalking can include a wide variety of behaviors.
 - These behaviors can happen through technology, in-person, or both.
 - These categories overlap and can build on each other.
- Most stalking behaviors fall under one of these categories.
 - Surveillance includes watching, tracking, and/or gathering information

- Life invasion means showing up in the victim's life where they victim does not want them to be
- Interference includes sabotaging, attacking, humiliating, or otherwise changing the victim's life for the worse
- Intimidation means the ways a stalker threatens and/or scares a victim

Options for facilitator:

1) Divide participants into small groups and assign each one of the four categories. Ask them to brainstorm as many stalking behaviors as they can within their group's assigned category, considering both in-person tactics and those that might be facilitated through technology, on the provided handout. If you have a small audience, you may just split the group into 4. If you have a larger audience, multiple groups will discuss the same prompt. Allow 5 minutes to discuss and 1 minute for each report out with a long list.

2) If you don't have time for the full activity, simply ask the larger group for a few examples of each category and then proceed to the next slides.

Slide
16



Key message: These are a few examples of surveillance behavior.

Note to facilitator: The examples listed here are general. If students have not, please add campus-specific context – for example, “following around campus or trailing the victim when they go to their internship” or “asking friends/roommates/classmates about the person, especially acquaintances that may not know they are helping a stalker – like someone who lives on their dorm floor.”

Slide
17



LIFE INVASION Examples

- Messaging, texting, e-mailing, and otherwise contacting across platforms
- Calling the person's phone, including hang-ups
- Contacting other people close to the victim
- Showing up – in public and private spaces (victim's dorm, outside of class, library)
- Joining student activities or enrolling in classes the victim is a part of
- Leaving gifts/packages/notes for the victim
- Spreading rumors and/or misinformation

Key message: These are a few examples of life invasion.

Note to facilitator: The examples listed here are general. If students have not, please add campus-specific context – for example, “contacting other people close to the victim, like their roommate or sorority sister.”

Slide
18



INTERFERENCE THROUGH SABOTAGE OR ATTACK Examples

- Hacking/tampering with accounts (financial, academic, e-mail, social media)
- Impersonating the victim online
- Forced confrontations (like standing in the dorm hallway)
- Damaging property
- Sabotaging through spreading rumors, public humiliation, or otherwise ruining reputation
- Causing trauma and/or physical injury that the victim needs to spend time and resources to address

Key message: These are a few examples of interference.

Note to facilitator: The examples listed here are general. If students have not, please add campus-specific context – for example, “like slashing your tires so you can’t get to class, or changing the password on an account so you can’t sign in and submit an assignment.”

Slide
19



INTIMIDATION Examples

- Verbal, written, and/or online threats to hurt, embarrass, or otherwise cause harm
- Direct/explicit threats (“I will hurt you”)
- Indirect/implicit threats (“remember when you told me that secret?”)
- Sending third parties to watch/intimidate
- Symbolic violence (like scary gestures) and property damage (like slashed tires)
- Blackmail/threats to release intimate or private photos, messages, or information
- Threats to hurt oneself and/or the victim's loved ones (roommates, friends, family, pets, etc.)
- Forced confrontations, like standing in the hallway

Key message: These are a few examples of intimidation.

Note to facilitator: The examples listed here are general. If students have not, please add campus-specific context – for example, “sending third parties to intimidate the victim, like a fraternity brother or sorority sister.” Symbolic violence means the stalker threatens the victim in a way that is not clearly scary to others, but is intimidating because of the relationship/history – like using certain terms or nicknames, making threatening gestures, or leaving items/gifts.

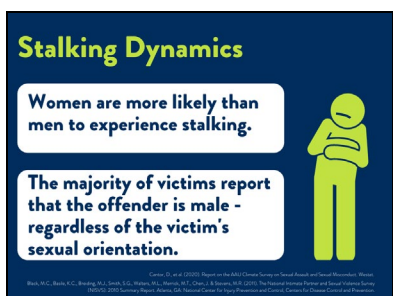
Slide
20



Key message: Stalking is prevalent.

- An estimated 25 million people have been stalked in the United States over the course of their lifetimes.
- 6-7.5 million are stalked in a one-year period.
- That's about 1 in 6 women and 1 in 17 men.
 - People of all genders experience stalking, but we don't have a great national estimate for stalking among gender non-conforming people.
- People experience stalking across the lifespan, from children to older adults.
 - Young adults ages 18-24 experience the highest rates of stalking, on average, among adults.

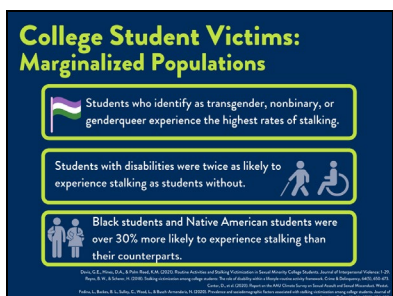
Slide
21



Key message: While people of all genders can experience stalking, women are more likely than men to experience stalking.

- Most known victims of stalking are women.
- The majority of victims identify their stalkers as male.
 - This is true for male victims, female victims, and gender non-conforming victims.

Slide
22

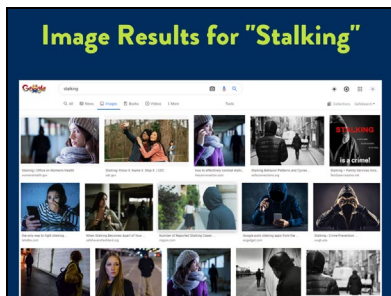


Key message: Some students – particularly those from marginalized communities -- are at a higher risk for stalking than the general student population.

- While anyone can be a victim of stalking, some students – particularly those from marginalized communities -- are at a higher risk for stalking than the general student population.
 - Students who identify as transgender, nonbinary, and/or genderqueer experience the highest rates of stalking on campus.

- Multiple studies show that lesbian, gay, and bisexual individuals are also at increased risk for stalking.
- Students with disabilities are more than twice as likely to experience stalking as students without.
- Black and Native American students experience about a third more stalking than other students.
- Stalking behaviors, relationships, and impacts may be different in different communities.
 - Please refer to the fact sheet and to the StalkingAwareness.org website for more information on how stalking impacts different populations.

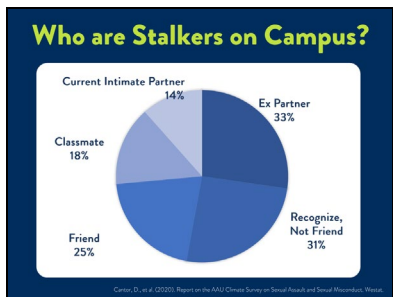
Slide
23



Key message: Myths about stalking can keep victims from recognizing it when it happens. Popular culture often shows stalkers as hooded strangers.

- Here is a screenshot of an image result for the term “stalking.”
- *Ask the group: What do you notice about these pictures? What is the popular image of a “stalker”?*
 - The popular image of a “stalker” is often a hooded, faceless, male strangers.
 - TV shows popularize the “secret admirer” stalker.
- While this can happen, it is rare.

Slide
24



Key message: Most offenders are known to their victim in some capacity – they are usually intimate partners, friends, or acquaintances.

- When many people think about stalking, they think about celebrities being stalked by obsessed fans.
- In reality, about half of stalkers are intimate partners (current or former)
 - Stalking is a method of exerting power and control in an abusive relationship.
- It is also essential to realize that many stalkers are NOT intimate partners.
 - They may be acquaintances, friends (or estranged friends), or classmates.

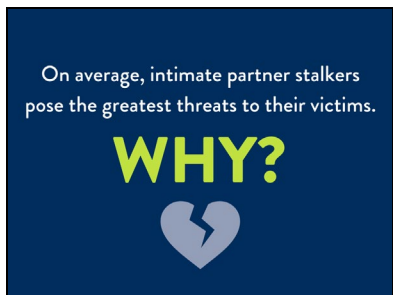
Slide
25



Key message: The popular misunderstanding of stalking can keep us from identifying it.

- When you look at these two figures, which one seems scarier?
- When we think of stalkers as hooded strangers, spies, or obviously creepy people, we are less likely to accurately identify when it’s really happening.
- Most victims of stalking on campus do not identify what they’re experiencing as stalking and do not seek formal help.
 - Victims may think or say, “oh that’s not a *stalker*, that’s just my ex having a hard time getting over things” or “it’s just an old roommate who’s angry about something, not a *stalker*.”
 - This can lead to under-reporting and minimization from victims.

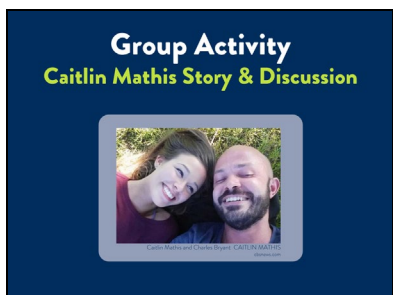
Slide
26



Key message: Intimate partner stalkers, on average, pose the greatest threats to their victims.

- All stalkers can be dangerous.
- On average, intimate partner stalkers are the most likely to threaten and harm their victims.
- *Ask the group: Why do you think this is? Why might an intimate partner make for a particularly dangerous stalker?*
(Sample answers: they know the victim the best – the victim’s schedule, social network, even accounts and passwords. They know the victim well and how best to upset them. They have the most access to the victim).

Slide
27



Key message: Introducing Caitlin Mathis video and providing a trauma warning to participants.

- We’re going to learn more about a specific stalking case.
- We’ll [*watch the video or read the article*] and then discuss questions in small groups, then come back together to report out.

Note to facilitator: Either watch the video as a large group OR split the room into small groups and distribute the article about Caitlin. Show the discussion questions on the next slide. Video used with permission from CBS. Video is 7 minutes and 10 seconds long. Edited for length. Full episode available at <https://www.cbsnews.com/news/jackie-vandagriff-murder-targeted-killer-ex-48-hours/>.

If watching the video, say the following:

- This video is disturbing and includes examples of stalking.
- Participants are encouraged to take care of themselves as they see fit.

Allow up to 10 minutes for groups to discuss – reading the article/watching the video and group discussion should take a combined 20 minutes or so.

Slide
28



Note to facilitator: Video is 7 minutes and 10 seconds long and embedded in this slide. Allow up to 10 minutes for groups to discuss – reading the article/watching the video and group discussion should take a combined 20 minutes or so.

Slide
29

Discussion Questions:
(5-10 Minutes)

1. What stalking behaviors did Charles use to scare Caitlin?
2. What are some examples of contextually frightening behaviors (i.e., experiences that were scary to Caitlin, but may have been difficult to explain to outsiders)?
3. How might you respond if Caitlin was your friend and told you about Charles coming onto campus after the break-up?
4. At what point do you think Charles became scary? Was there one clear moment, or would it be different for different people?
5. How did Charles' stalking behavior impact Caitlin? Others?

Note to facilitator: Allow small groups time to discuss. Debrief the discussions and allow groups to “report out” and share insights. Encourage participants to refer to the timeline handout.

Key message: Charles used a wide variety of stalking tactics to scare Caitlin. She was terrified of him, many of his behaviors would be easy to dismiss as romantic or harmless from others.

Debrief:

- Thank you for having that discussion.
- *Does anyone have any major reflections that they want to share?*
- Caitlin’s case highlights some common dynamics of stalking.
- Charles used a wide variety of tactics to scare Caitlin, both in-person (like showing up) and through technology (like texting her).
 - Some – like leaving her flowers with a note – were contextual in nature and could be easily dismissed by others as “no big deal.”

- Different people have different reactions to behaviors like Charles', and different victims may become scared at different points.
 - You could see how some of these early signs – like Charles showing up on campus – could be brushed off by friends and responders.
- Stalking should not have to keep happening again and again and again before we take it seriously.
 - If a victim is afraid, they probably have a good reason.
- We need to be able to identify stalking behaviors early on and step in to stop it.

Slide
30



Key message: You have the power to support victims and hold perpetrators accountable.

- We all have a role to play in building awareness about stalking, addressing stalking, and supporting victims and survivors.

Slide
31

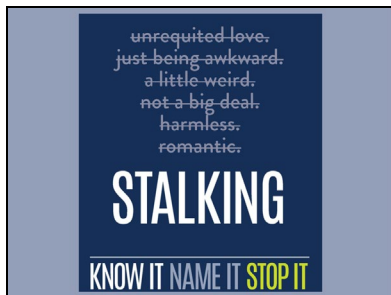


Key message: The casual use of the word “stalking” can make this crime seem less serious than it really is.

- The word “stalking” is often used casually and incorrectly.
 - You may have heard – or said – something like “I was stalking you on Facebook” or “I was stalking you online” when what was happening was not actually stalking.
 - Looking at a friend’s photos on social media is not scary. It is not stalking.

- Hearing “stalking” used incorrectly so often can negatively impact our sense of urgency around this crime.
 - It can lead both victims and responders to minimize the experience and think that stalking is not so bad.

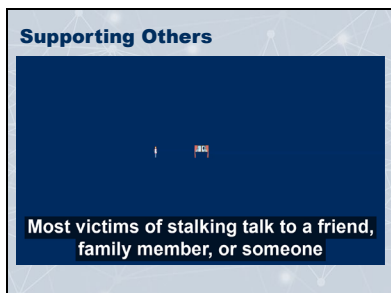
Slide
32



Key message: Do not minimize stalking.

- In the media, stalking is often presented as romantic, funny, or sexy.
 - In reality, it is criminal, traumatic, and dangerous.
- Do not minimize or “downplay” stalking.

Slide
33



Note to facilitator: This 2-minute video is embedded in the PPT slides and available online at StalkingAwareness.org – Awareness – Videos.

Key message: Most victims of stalking talk to their friends or family about the situation before pursuing any sort of professional or legal help. If a stalking victim talks to you, your response makes a huge difference in if they feel validated and/or seek help.

Note to facilitator: A handout is available to distribute with more information on supporting others experiencing stalking. Consider distributing that to attendees and/or referring them to it on the SPARC website, available under Information – for friends.

- Most victims of stalking talk to their friends or family about the situation before pursuing any sort of professional or legal help.

- In other words, if this is happening to someone you love, they may come to you about it.
- Your response makes a huge difference in if they feel validated and/or seek help.

Slide
34

Key message: Documentation is critical to show how stalking incidents are adding up. This log is available for free on the SPARC website.

- If you or a loved one are experiencing stalking, documentation is critical.
 - This can help you and any professionals that you work with (Title IX, law enforcement, victim advocates, etc.) better understand what's going on.
- This log is available for free in English and Spanish on the SPARC website.

Slide
35



Key message: You can educate your community on stalking. SPARC has resources to help you.

- By attending today's training, you took an important step in learning about stalking.
- Stalking is a dynamic and complex crime. There's a lot of information.
- Continue to educate yourself on stalking.
- Stalking impacts every population in every community.
- Bring stalking awareness to groups where you have influence: it could be through your sorority or fraternity, religious community, or other clubs and networks.
- Educating your community on stalking can make victims more aware of when they are being stalked and more likely to take the threat seriously and seek help.

- I'll hand out and/or e-mail some resources for you to leave with today.
- You can order print brochures and posters free of charge for organizations you're a part of.
- Today's workshop is scripted and available for free online.

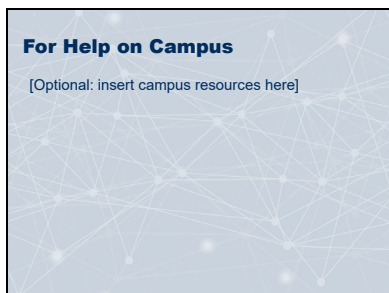
Slide
36



Key message: January in National Stalking Awareness Month. Resources to get involved are available on the SPARC website.

- SPARC creates ready-to-use resources each January for Stalking Awareness Month, including social media posts, trainings, and more.
- Visit the SPARC website to get involved.

Slide
37



Key message: There are resources and help available if you or a friend is being stalked.

Note to facilitator: you may wish to find and insert your campus' specific information

Slide
38



Key message: Take the time to brainstorm what you can do to address stalking.

- Turn to the person next to you and discuss one thing you can do to help address stalking. *(Allow 2 minutes for discussion. If time allows, ask for some participants to share their commitments).*

Slide
39



Key message: SPARC has more informational resources on stalking. SPARC does not offer services to victims.

- SPARC provides in-person and online training and resources on stalking.
- Visit the SPARC website to learn more.
- Please note that SPARC does *not* offer services or guidance for victims.
- Follow SPARC on social media @FollowUsLegally

Slide
40



- Thank you for your attention today!
- Please learn more at www.StalkingAwareness.org