

# VIEWING GUIDE: THE HUNTING GROUND

*This viewing guide is intended as a resource for colleges and universities preparing to show "The Hunting Ground" documentary on their campuses.*

*For more on the film, please visit [www.thehuntinggroundfilm.com](http://www.thehuntinggroundfilm.com).*

## BEFORE SCREENING

### **CONSIDER: How might this film be used?**

- Screening for campus community
- Panel addressing key issues within the film
- Campus campaign around rights and options for campus survivors
- Discussion about the role of Title IX



### **CONSIDER: Who might participate in the screening?**

- Departments who handle crisis response, reporting, and disciplinary procedures, as well as any others who shape campus response to sexual assault
- Students / student organizations
- Faculty
- Campus leadership (including Board of Trustees)

**NOTE:** For institutions considering mandating participation in the screening, remember that the content could be triggering for audience members and negative response from peers who do not want to participate could cause additional damage.

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## HOW WILL YOU PREPARE ORGANIZATION HOSTS OR PANELISTS WHO WILL PARTICIPATE?

- **SITUATION:** You can't predict how the audience, including the individuals you may engage to participate in post-screening panels or to provide support to others, will respond to this film. Staff, panelists, and administrators who are responsible for leading response and discussion efforts may be as affected as the audience at large. For example, someone may agree to participate in a panel discussion and recognize that he or she no longer feels comfortable doing so after watching the film.
- **ACTION STEPS:** Establish a process for boundary-setting, open communication, and a possible contingency plan. If possible, consider an advanced screening for these individuals or a discussion

## HOW WILL YOU PREPARE ORGANIZATION HOSTS OR PANELISTS WHO WILL PARTICIPATE? (CONT'D)

of themes that will come up in the film, such as:

- o Victim-blaming
- o Survivors intimately or graphically describing sexual assault
- o The range of survivor experiences
- o Audience reactions of disappointment/betrayal in relation to institutional response.

## ARE YOU PREPARED FOR TRIGGERS IN THE FILM?

- **SITUATION:** Audience members will experience a range of emotions while screening the film and could have a strong emotional response to certain content within the documentary. Institutions should prepare for a possible influx of students requesting information or needing to access resources during and following the film.
- **ACTION STEPS:** Have a well-trained advocate communicate to the audience that the difficult content within the film may trigger strong emotions or reactions. Highlight the individuals within the screening space who are available for emotional support during/immediately following the event, as well as the offices and individuals available within the campus community.

## ARE YOU PREPARED FOR AN INFLUX OF REPORTING?

- **SITUATION:** In addition to the immediate triggering affects of viewing the film, students may want to file a report with the university in the days and weeks following.
- **ACTION STEPS:** Consider what individuals or departments respond to reports of sexual assault and provide support to survivors. Think carefully about who on campus is designated to receive reports (including both campus professionals and students within reporting roles, such as resident assistants) and whether the campus community is aware of all reporting options. It is also a good time to assess whether these individuals are effectively trained on how to respond to a report. Have someone explain reporting options prior to the screening. Distribute a one-page sheet of resources prior to the screening.

## HOW CAN YOU RESPOND TO CONCERNS REGARDING ACCUSED STUDENTS?

- **SITUATION:** The film's primary focus is the experience of sexual assault survivors, which may lead to questions regarding the rights of accused students as well.
- **ACTION STEPS:** This is an opportunity to reinforce how your institution creates a prompt and equitable process and what resources are available for complainants and respondents. Be prepared to discuss your disciplinary procedures as well as your institution's history of responding to sexual assault on campus, your current efforts, and opportunities for change.

## WHAT INFORMATION MIGHT STUDENTS, PARENTS, AND MEDIA REQUEST?

- **SITUATION:** Students, parents, and local/national media outlets will likely want more information regarding campus policies, procedures, statistics, and overall response to campus sexual assault.

## WHAT INFORMATION MIGHT STUDENTS, PARENTS, AND MEDIA REQUEST? (CONT'D)

- **ACTION STEPS:** Review how this information is made available and the best way to share it with the campus community. It is helpful to notify your campus's communications and/or public relations team about the possibility of additional inquiries so they may anticipate these requests and know where and how to access the necessary information.

## IF YOU ARE NOT INVOLVED IN EXECUTING THE EVENT, HOW CAN YOU START A CONVERSATION ABOUT IMPORTANT CONSIDERATIONS WITH THOSE WHO ARE?

- **SITUATION:** Another campus department/program is hosting the screening.
- **ACTION STEPS:** This document may serve as a launch point for larger conversations across departments. Express interest in the event and in supporting in any way you can, and share this guide with the hosting department or program.

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## AFTER SCREENING

### What might institutions hope to accomplish by screening the film?

- Awareness of sexual assault as a campus problem
- Promotion of current response efforts and available resources
- An open and honest conversation about an important issue.



### What gaps in knowledge may the institution fill?

- Recognition that survivors' experiences vary and validation that each is important
- Translation of the messages of the film to the needs within your unique campus community
- Implementation of a call to action specific to your own college or university.

### What next?

- Listen to and respect the reactions of your campus.
- Evaluate current campus practices. Consider questions such as:
  - Are the right people responding to survivors?
  - Do our processes make sense?
  - How well do departments work together?
  - Can we honestly say, that when a survivor comes forward, he or she will consistently receive a compassionate response from the institution as it implements a fair and impartial process for all parties involved?
- Utilize available resources to promote and continue the conversation. A good place to start is with the *American College Health Association Toolkit Shifting the Paradigm: Primary Prevention of Sexual Violence*.

**QUESTIONS?** Please contact Bethany Lamolinara, Director of Program Services, at [blamolinara@clerycenter.org](mailto:blamolinara@clerycenter.org) for more information.