

FACILITATOR GUIDE

STALKING: KNOW IT, NAME IT, STOP IT PUBLIC AWARENESS WORKSHOP

Dear Colleague:

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

SPARC offers comprehensive training to law enforcement, victim advocates and other professionals to strengthen their response to stalking. However, ending stalking requires a collective community response. Friends and family members are usually the first people who a stalking victim tells about what's going on, and their responses heavily influence whether or not a victim seeks further help. This crime will only end when friends, family, neighbors, teachers, mentors and colleagues know how to identify stalking and support victims.

Everyone has a role to play in knowing, naming and stopping stalking. This workshop is intended for a broad audience and can be offered in a variety of settings including (but not limited to) PTA meetings, office lunch-and-learns, congregational meetings, or anywhere that people gather. While we suggest that the facilitator(s) be familiar the dynamics of power-based violence – for example, an educator from your local domestic violence agency – 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, recognizing the contextual nature of this crime, and providing strategies for participants to get involved in building awareness and supporting victims and survivors. Visit our [website](#) for more guidance and information.

By providing this program to your 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 SPARC (Info@StalkingAwareness.org) with any questions or concerns about leading this workshop.



This project was supported by Grant No. 2017-TA-AX-K074 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

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Program Components

This is a PowerPoint-based program that includes discussions and videos. It should take about 60-90 minutes to facilitate in its entirety, but may be shorter or longer depending on the length of the group discussions. You may wish to divide the program into three shorter sessions (Know It, Name It, and Stop It) with breaks in between.

The Program Includes:

- Facilitator guide (for facilitator only) with speaking notes
- PowerPoint slides
- Scenarios 1, 2 and 3 (each small group should receive one of these scenarios)
- Supporting Victims and Survivors Handout (one for each participant, distribute at the end)

We recommend you also distribute:

- Stalking Fact Sheet (one for each participant, available at stalkingawareness.org)
- Understanding Stalking Brochure (one for each participant, [order here](#))
- Supporting Victims and Survivors Handout (one for each participant, distribute at the end, [link](#))

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 read this article rather than view the video)
- White board or flip chart and markers

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. Please share the website link with your colleagues further learning, including those who were unable to attend the session.

Preparing for the Program

- **Familiarize yourself with the content.** Please read through the full workshop and speaker's notes at least twice and consider viewing the webinar recording of the training to help guide your preparation. Having a co-presenter is 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.

- **Follow the script – but make it your own.** Stalking is a sensitive, serious and nuanced topic. Please become familiar with the foundational information on each slide.
- **Create/acquire materials.** Make sure the PowerPoint and hand-outs are set up and ready to go 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.
- **Consider space, timing and A/V needs.** Ideally, participants will be seated in small groups (round tables with groups of 5-6) 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. Incorporating the training into normally scheduled meeting times and/or lunch-and-learns can be strategic for community groups. January is Stalking Awareness Month and may be a natural time to schedule this program.

Frequently Asked Questions

Who is the workshop for?

As this crime will only end when friends, family, neighbors, teachers, mentors and colleagues know how to identify stalking and support victims, the workshop is intended for the general public. Audiences may include those in the domestic violence and/or criminal justice field as well as any concerned group of individuals.

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.

I want to do a one-time public awareness training. Is this the right workshop?

Yes! If you're only doing one workshop on stalking, this should be the one.

I'm building public awareness for students on a college campus. Is this the right workshop?

SPARC is pleased to offer a similar scripted workshop that has been adapted for college audiences. Please download the campus version on our website.

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 community. Hosting programs year-round is also a great way to re-enforce the messages in this training.

- Additional activities and discussion guides are available at <https://www.stalkingawareness.org/awareness-educators/>, including discussion guides for the TV show *You* and suggestions for incorporating stalking education into existing domestic violence/relationship programming.

I want to do a training or series of trainings for professionals in the criminal justice and/or domestic violence field. 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, prosecuting stalking cases, evidence collection, 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 workplace/group. 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 an interview 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's 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



Key message: Let's get started.

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

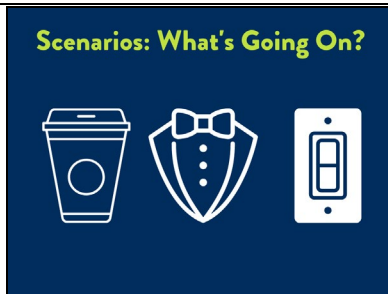


Note to facilitator: This 3-minute video is embedded in the PPT slides and available online at StalkingAwareness.org – Awareness – Videos.

Slide 5



Slide 6



Key message: Stalking crimes 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.

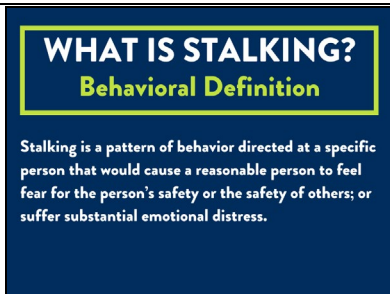
- As you discussed with the scenarios, context is critical in stalking cases.
 - The coffee cup isn't scary until we know the whole story.
- In most legal statutes, stalking crimes have a "reasonable person standard."
 - The reasonable person standard asks us to consider how any rational person in similar 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.

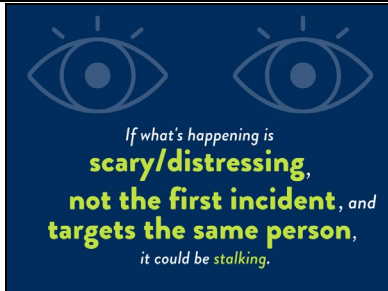
Slide 9



Key message: This is the behavioral definition of stalking.

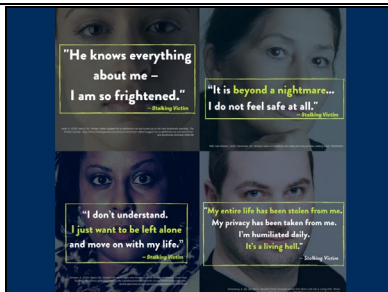
- Stalking is a pattern of behavior directed at a specific person that would cause a reasonable person to feel fear for the person's safety or the safety of others; or to suffer substantial emotional distress

Slide 10



Key message: 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 scared 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, change phone numbers or social media accounts, or even relocate.
 - There may also be differences in someone's health – they might change their eating or sleeping habits, or increase alcohol or drug use.

Slide 12



Key message: Stalking is directed at a specific person (or persons).

- Stalking is directed at a specific individual, not a random person.
 - Stalkers may target other people close to the primary victim – like family members or a new boyfriend or girlfriend.
 - A stalker may use people close to the victim to get to the victim.
- Some stalkers target multiple victims – like a couple, or members of a sorority or fraternity.

Slide 13



Key message: Stalking is a pattern of behavior that requires 2 or more incidents. 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).

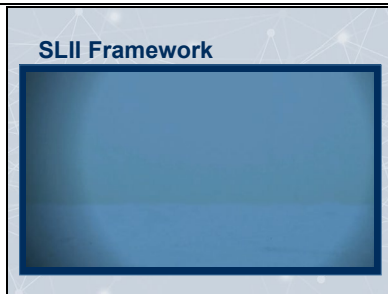
- Like domestic violence, stalking is NOT just one incident. It is a pattern.
 - *Ask the group: How many incidents have to happen for it to be a pattern? (Answer: at least 2-3)*
 - *Does the behavior have to be the same every time (for example, calling every day) or can the behaviors be different? (Answer: Behaviors can change – calling one day and then sending a gift the next)*
- When you're looking at your state's stalking statute, realize that most legal definitions of stalking use the term "course of conduct." This is a synonym for "pattern of behavior."
- Different behaviors can make up the pattern.
 - 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.

Slide 14



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

Slide 15



Note to facilitator: This 4.5-minute video is embedded in the PPT slides and available online at StalkingAwareness.org – Awareness – Videos.

Slide 16



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

- 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 do 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

Note to facilitator: Do one of the activities below.

Activity 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 17



SURVEILLANCE
Examples

- Following or checking in on (on foot, in a car, online)
- Watching/waiting places victims might be
- Planting and/or accessing a camera, GPS, and/or recording device
- Keeping track of the person's online/social media activity, researching them
- Hacking into accounts and/or monitoring someone's devices
- Asking friends/family/colleagues about the person

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

Slide 18

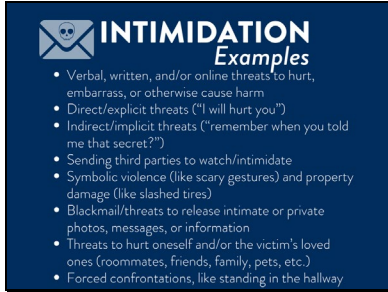


LIFE INVASION
Examples

- 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 (workplace, gym) and private (victim's home) spaces
- Joining groups/communities the victim is a part of (PTA, religious groups)
- Leaving gifts/packages/notes for the victim
- Spreading rumors and/or misinformation

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

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.

Slide 20



INTERFERENCE
THROUGH SABOTAGE OR ATTACK
Examples

- Hacking/tampering with accounts (financial, workplace, e-mail, social media)
- Impersonating the victim online
- Forced confrontations (like standing in the apartment 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
- Custody interference

Key message: These are a few examples of interference.

Slide 21



Stalking Prevalence

NEARLY **1 in 3 women** & NEARLY **1 in 6 men**

experience **stalking** in their lifetimes.

Smith, S.G., Basile, K.C., & Revillon, M. (2022). The National Intimate Partner and Sexual Violence Survey (NISVS) 2010-2017 Report on Stalking. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Key message: Stalking is prevalent.

- Over 13 million people are stalked in a one-year period.
- That's about 1 in 3 women and 1 in 6 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 22

Stalking Dynamics

Women are more likely than men to experience stalking.

The majority of victims report that the offender is male - regardless of the victim's sexual orientation.



Gravel, D., et al. (2003). Report on the 2001 Crime Survey on Sexual Assault and Sexual Harassment. Boston, MA: Boston Police. Smith, S.L., Walker, M.L., Meehan, M.T., Chan, J.S. (2009). The National Crime Survey and Sexual Violence Survey. (2009). 2009 National Crime Survey. Boston, MA: Boston Police. Center for Public Protection and Community Safety. Center for Crime Prevention and Research.

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 23



Less than 40% of stalking victims report to law enforcement.

Brown, K., Graham, S., Rand, M. (2009). Stalking Victimization in the United States. Washington, DC: Bureau of Justice Statistics.

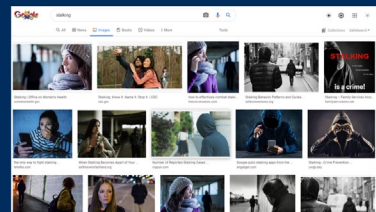
Key message: Most victims *do not* report to law enforcement. Stalking often goes unnamed and unreported.

Many stalking victims don't report what they're experiencing to law enforcement

- *Why do you think this is?*
 - Minimization – they don't think what's going on is a big deal.
 - Not recognizing it as stalking – they do not know what's happening is a crime.
 - Shame – they may be embarrassed and/or think what's occurring is a private matter.
 - Distrust of police – they do not believe that law enforcement will respond appropriately.

Slide 24

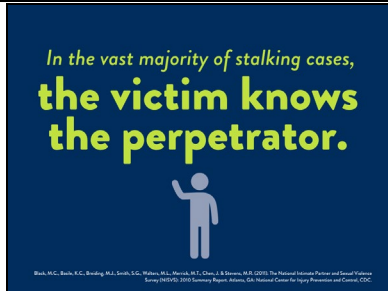
Image Results for "Stalking"



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?*
 - 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 25



Key message: The victim knows the perpetrator the vast majority of the time.

- In popular culture, when we hear “stalking” we may think about celebrity stalkers.
 - While this can happen, the victim knows the perpetrator the vast majority of the time.

Slide 26



Key message: Most offenders are known to their victim in some capacity – most often former/current intimate partners or acquaintances. Strangers only account for a minority of the cases.

- When many people think about stalking, they think about celebrities being stalked by obsessed fans.
- In reality, the majority of stalkers are intimate partners (current or former) or acquaintances.
 - Stalking can be a method of exerting power and control in an abusive relationship.
- It is also essential to realize that many stalkers are NOT intimate partners.
 - Particularly for male victims, the stalker is often an acquaintance.
- Stalking is often categorized under domestic violence.
 - But it’s essential to realize that not all stalking is related to domestic violence.
 - All stalking victims need our help and our response.

Slide 27

On average, intimate partner stalkers pose the greatest threats to their victims.

WHY?



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 28

Group Activity
Peggy Klinke Story & Discussion



Key message: Introducing Peggy Klinke 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 Peggy Klinke.

If watching the video, say the following:

- Included in this video is a very distressing 911 call and a graphic description of a murder.
- Participants are encouraged to take care of themselves as they see fit.

Note to facilitator: After the video, allow up to 10 minutes for groups to discuss. Reading the article/watching the video and group discussion should take a combined 20 minutes. Then, move on to a large group debrief with slide 30.

Slide 29



Note to Facilitator: The video is embedded here to view. There is also a short article available that participants may read instead of watching the video, available as part of the Handouts for this training. The next slide includes the discussion questions.

Slide 30

Discussion Questions:
(5-10 Minutes)

1. What stalking behaviors did Patrick use to scare Peggy?
2. What are some examples of contextually frightening behaviors (i.e., experiences that were scary to Peggy, but may have been difficult to explain to outsiders)?
3. Why do you think Peggy's family initially thought Patrick was "just playing a game"?
4. At what point did Patrick's behavior become scary? Was there one clear moment, or would it be different for different people?
5. How did the stalking impact Peggy's life? The lives of her loved ones?

Note to facilitator: Allow small groups time to discuss. Debrief the discussions and allow groups to "report out" and share insights.

Key message: Patrick used a wide variety of stalking tactics to scare Peggy. The stalking case consumed her entire life and affected her friends and family.

Debrief:

- Thank you for having that discussion.
- *Does anyone have any major reflections that they want to share?*
- Peggy's case highlights some common dynamics of stalking.
- Patrick used a wide variety of tactics to scare Peggy.
 - His behaviors include some of the most common stalker tactics mentioned earlier (for example, following, property damage, targeting people close to the victim and gathering information about her).
 - Some – like jumping out the bushes and proposing – were contextual in nature and could be easily dismissed by others as "no big deal."
- Stalking should not have to rise to the level of violence or murder before we take it seriously.
 - We need to be able to identify stalking behaviors early on and step in to stop it.

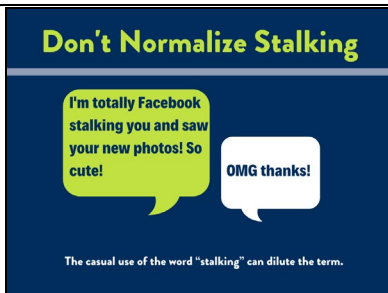
Slide 31



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 32



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 33



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.

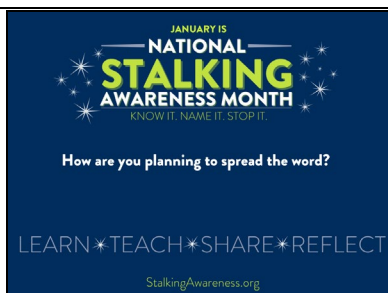
Slide 36



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 work, a PTA, a religious group, or any number of other places.
- 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 37



Key message: January is 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. Visit the SPARC website to get involved.

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: There are resources and help available if you or someone you know is experiencing stalking

Note to facilitator: you may wish to find and insert specific information here

Slide 40



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 41



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