

# The Scottish Intervention Initiative

## Facilitator Handbook

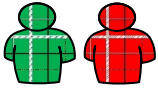
### FOUR HOUR FORMAT

- 1: Social Norms
- 2: Sexual Violence & Domestic Abuse
- 3: Culture
- 4: Bystander Behaviours

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Equally Safe in Colleges and Universities  
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With thanks to Rachel Fenton and Helen Mott for the development of the original  
*Intervention Initiative* materials upon which this is based.



## Good Facilitation & Discussion Tips for Facilitators

### **Ground Rules – set at first session and remind every session**

Ask the students what they need from you and from each other in order to feel safe talking about abuse and sexual coercion. E.g. do they require confidentiality, or the right to refuse to participate?

Develop ground rules together and make sure that these include:

- Confidentiality – experiences shared by participants in the room are not to be shared outside. Explain that you will never put anyone ‘on the spot’ by asking people to share experiences they don’t want to share.
- Appropriate language – while discussion is welcome, language that is racist, sexist, homophobic or otherwise offensive or biased is not acceptable and should be challenged. There will be some discussion of offensive language as a topic in some sessions.
- Attendance – a shared expectation for timely attendance at each session.
- Leaving the room – there will be discussion of some sensitive areas and some people in the room will have had personal experience with some of the issues. Needing to leave the room is ok. If someone needs to leave the room because of the content of the session, facilitator/s will want to be able to find them afterwards to check how they are feeling and that they have appropriate support – please ask students to contact facilitator/s in private after the session.

Remind everyone of the ground rules before each session and discussion exercise.

### **Defusing difficult situations**

- Foster a calm environment by modelling calm behaviour.
- If someone is dominating the discussion, summarise back to them what they have said and explain that you would now like to hear what others have to say.
- If a person seems hostile or antagonistic, do not respond with negativity but repeat back to them what they have said - they may feel that their opinions are not being listened to. Then ask if they can frame their views in a positive way that will move the discussion forward. Remind the group that it is fine to challenge ideas or opinions but not to be personal or to try to ‘win’ arguments.

### **Diversity**

When dividing students for group exercises, aim to create groups that have an inclusive mix of students from different backgrounds / identities. This encourages open conversation and dialogue. Some exercises however might be better completed in single sex groups if this is possible or appropriate.

## Safeguarding, confidentiality and disclosure

It is very important that everyone knows from the beginning that confidentiality is important – the issues being discussed may affect students on a very personal level and the process of discussing them may lead some students to disclose previous or current abuse or assault. At the beginning of the programme you will create ground rules with the participants – please ensure that they include confidentiality.

Your university will have a Safeguarding Policy which they will publish and which you are required to implement. If during the course of the programme you become aware or have concerns that a participant is being abused or harmed, or if you have concerns about their welfare, health or safety, and believe them to be vulnerable, your university's Safeguarding Policy is likely to require that you report concerns to a Designated Safeguarding Officer at the university. It is a requirement of law to report safeguarding concerns in the case of children or young people (anyone aged under 18) or vulnerable adults. See Protection of Vulnerable Groups (Scotland) Act 2007 (<http://www.legislation.gov.uk/asp/2007/14/contents>). The University of Strathclyde Safeguarding Policy is called Protecting Vulnerable Groups – <https://www.strath.ac.uk/hr/policiesandprocedures/pvg/>

If a participant does make a disclosure to you or to the group, you may find these points helpful:

### *Acknowledge*

- It takes courage to talk about personal experiences – thank the person for sharing. Check whether they would like to talk later in a safe/quiet space and before moving on, ask if they are happy for the group discussion to move on.

### *Listen, Believe, Reassure*

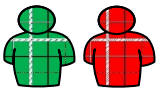
- This may be the first time they have ever spoken about this experience. It is important that they feel understood and believed. Reassure them that the abuse/assault is not their fault.

### *Inform*

- From the outset, do not make promises that you cannot keep such as “I’ll take care of it” or “I won’t tell anybody”. Explain that some information can be kept confidential but some cannot.
- Explain that the group is a learning group and not a support group – say that there are support services inside and outside the university and provide a list of contact details and telephone numbers. Ensure you have distributed the list of local and national organisations.

### Checklist:

- I have read and understand my university's safeguarding policy and the procedures I must follow.
- I have copies of a list of national and local support services including University support services and specialist support services (e.g. for domestic abuse, rape and sexual assault, forced marriage) to hand.



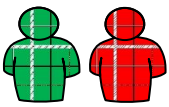
## Objectives



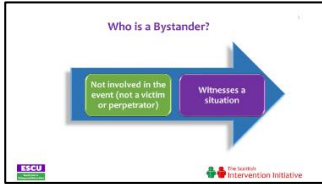
- To develop ground rules for the programme;
- To learn basic theory of bystander intervention;
- To understand why sexual violence & domestic abuse is a problem in society & in student populations;
- To obviate feelings of hostility and resistance when confronted with the reality of male violence;
- To understand that individuals can often be mistaken about others' beliefs and values;
- Recognise links between sexist attitudes, discriminatory practice & gender based violence;
- To understand how social norms affect our attitudes and behaviours;
- To engage students in becoming motivated active bystanders speaking out against violence;
- To develop familiarity with intervention strategies;
- To practice intervention behaviours;
- To improvise intervention behaviours.

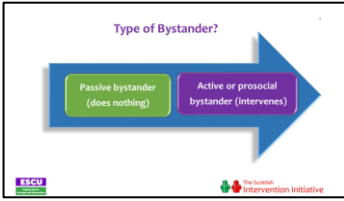

Session plan ONE HOUR to one and a half hours

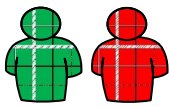
Resources	
Read - Guide to Safeguarding, Confidentiality & Disclosure	
Read - 'Good facilitation' resource	
Social Norms Questionnaire – session 1	
Social Norms results - session 3	
Empathy Exercise	
PowerPoint slides	
Internet connection for web links	
White board / flipchart	
Pens	
Handouts	

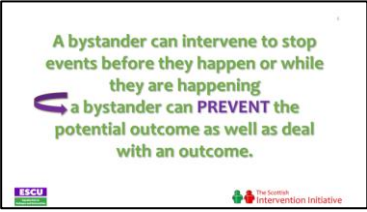

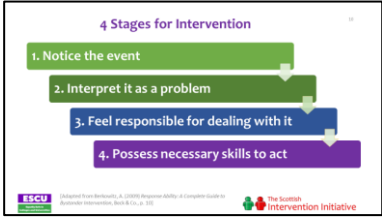




Focus/Activity	What to say	Facilitator –info only	Resources
<b>SESSION 1: SOCIAL NORMS</b>			
<p>Welcome / icebreaker</p> <p>Ground rules</p>	<ul style="list-style-type: none"> <li>➤ See the “Good facilitation” resource.</li> <li>➤ Introduce yourself and the group to each other. Ask the participant to provide their name, which area they are studying/ working and why they have signed up to the training.</li> <li>➤ Explain that we will from time to time in this course be discussing difficult and sensitive issues. Discuss confidentiality, listening, disclosure and ensure you have set the ground rules together.</li> <li>➤ Ensure you give your contact details to your group and explain you are trained to help them discuss any issues.</li> </ul>		<p style="text-align: center;"><b>Slides 1/1&amp; 1/2-Good facilitation” resource for facilitators</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Survey</p>	<ul style="list-style-type: none"> <li>➤ Explain that you are asking everyone to fill in (anonymously) a very short questionnaire at the beginning of the course, and that you will collect the questionnaires so that you can share the data with the group later in the programme.</li> </ul>	<p>You will use the results to show students in <b>Session 5</b> comparisons (%) between their responses and how they thought their peers would respond.</p>	<p style="text-align: center;">Handout – Social Norms Questionnaire Handout</p>
<p>Who is a bystander?</p>	<p>We are going to begin by looking at the definition of a bystander. Who is a bystander? A bystander is a person who witnesses an event. We are all bystanders, all the time.</p>		<p style="text-align: center;"><b>Slide 1/3: Who is a Bystander?</b></p> 

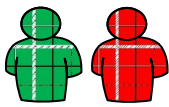
Focus/Activity	What to say	Facilitator –info only	Resources
Two types of bystander	<p>There are two types of bystander –passive and prosocial.</p> <p>There is no obligation for a bystander to do something, you can be a passive bystander or active or prosocial bystander</p>	<p>Don't spend too much time on this exercise as the point to get to is about prevention. It is not an exercise about how to respond in this type of situation.</p> <p>(Ref: Crapser, B. G., &amp; Stewart, A. L. (2014). <i>Men's Project: Sexual assault prevention program for college men program manual</i>. Storrs, CT: University of Connecticut, pp.26-27)</p>	<p><b>Slide 1/4- Passive/ prosocial bystander</b></p> 
Prevention before the event	<p>Let's say you save the person. No sooner have you swum them to shore or hauled the life ring to shore then another person is in the water drowning. You repeat the action. No sooner have you saved the second person than a third is in the water drowning.</p> <p><b>ASK THE GROUP</b> What might you be wondering now? What would you want to know?</p> <ul style="list-style-type: none"> <li>➤ <i>Answers you are looking for :</i></li> <li>- <i>Why are these people in the river? What's going on?</i></li> <li>- <i>What is happening upstream so that all these people are in the river?</i></li> <li>➤ <i>So it turns out that upstream there's a person pushing people into the river one by one.</i></li> </ul> <p><b>ASK THE GROUP</b> How does this change the situation? How does it alter your prevention effort? What are you trying to prevent? (people drowning?)</p> <p>So you might be better off at the source – i.e. preventing the person pushing the person in the river rather than saving them once they are in.</p>		<p><b>Slide 1/5- : Scenario</b></p> 

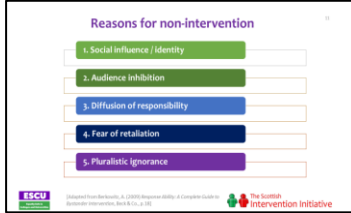
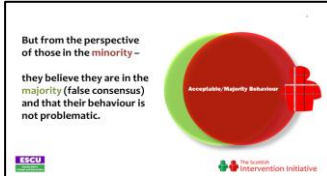




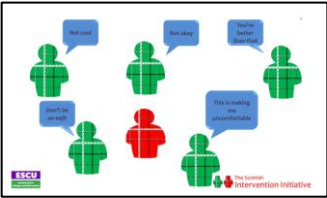


Focus/Activity	What to say	Facilitator –info only	Resources
	<p>So the learning point – a bystander can intervene to stop events before they happen or while they are happening i.e. a bystander can PREVENT the potential outcome as well as deal with an outcome.</p>		<p><b>Slide 1/6: Prevention</b></p> 
	<p>Explain that we will be discussing all the various forms and techniques of intervention later in the course.</p> <p>This is to enable students to realise from the start that interventions can be small even seemingly insignificant acts and which do not need to be confrontational.</p>		<p><b>Slide 1/ 7: What is Intervention?</b></p> 
<p>Bystander research</p>	<p>Research on bystanders offer reasons why people do and don't intervene.</p> <p>For a bystander to intervene, research shows 4 stages:</p> <ol style="list-style-type: none"> <li>1. Notice the event/behaviour (this is about being informed)</li> <li>2. Interpret it as a problem (not presuming that the problem has been solved/underestimate its importance)</li> <li>3. Feel responsible for dealing with it (realising that it's your responsibility/ not presuming that because you are not causing it that you are not part of the solution / recognising that behaviours have knock-on effects and affect others too / empowering someone to be a social justice ally)</li> <li>4. Possess the necessary skills to act (need to have training on</li> </ol>	<p>This is an overview only at this stage</p> <p>Adapted from Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck &amp; Co.)</p>	<p><b>Slide1/ 8: 4 Stages for intervention</b></p> 

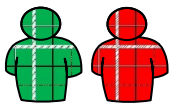


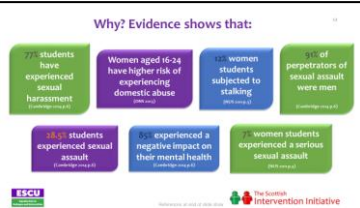
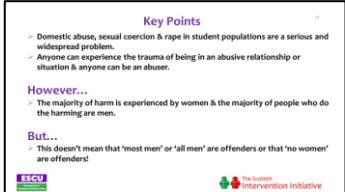

	how to intervene/role play/practising).		
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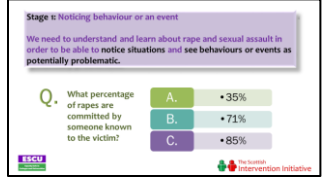



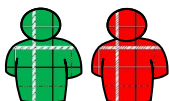
Focus/Activity	What to say	Facilitator –info only	Resources
Bystander research	<p>Reasons why we don't intervene</p> <ol style="list-style-type: none"> <li>1. Social influence and social identity (social psychology theory) (no one else is doing anything so I shouldn't either – and I don't feel a connection to the victim)</li> <li>2. Audience inhibition (fear of embarrassment)</li> <li>3. Diffusion of responsibility (assume someone else will intervene)</li> <li>4. Fear of retaliation (physical harm, others' reactions, can be overcome if have training in diffusion)</li> </ol> <p>Pluralistic ignorance (social norms theory) where individuals underestimate others' internal beliefs and believe they are in the minority when actually they are in the majority. (I.e. nobody else thinks this behaviour is wrong) This is important in a bystander context because it means they are less likely to act.</p>	<p>Adapted from Berkowitz, A. (2009) Response Ability: A Complete Guide to Bystander Intervention, Beck &amp; Co., p.10)</p>	<p><b>Slide 1/9: Reasons for non-intervention</b></p> 
False consensus	<p>We heard about 'false consensus' in the last session. This slide is a representation of how the world might look from the position of a 'red' person, a person who has problematic attitudes and behaviours – they are likely to believe that their behaviour is 'normal', majority behaviour - if nobody calls them on it &amp; if is reinforced by cultural messages. Some might not care that their behaviour causes harm to others, but some might not even realise.</p>		<p><b>Slide 1/10 False Consensus</b></p> 
Positivity	<p>This slide shows the essence of what can be achieved when we actively set about changing harmful social norms. We need to arrive at a position where healthy, positive behaviour is recognised by everybody, including the red people, as the right behaviour. This is how successful public health campaigns work – think about drink driving for example and how socially unacceptable it is now.</p> <p><b>ASK THE GROUP</b> What they would do if someone they were with tried to drive a car while drunk. Reflect on how this differs from social norms 30 years ago or in other countries or with other kinds of antisocial behaviour.</p>		<p><b>Slide 1/11: Where We Need to Get to</b></p> 

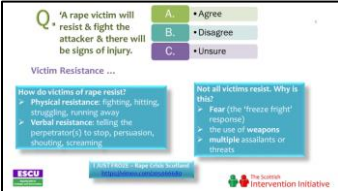

Focus/Activity	What to say	Facilitator –info only	Resources
How do we help to change behaviour	So, the question is, how can we help to alter behaviour?		<p><b>Slide 1/12: How Can we Help Alter Behaviour?</b></p> 
Behaviour change	If we constantly reinforce messages about behaviour that is unacceptable, this puts considerable pressure on people to rethink their behaviour.	<i>(facilitators may want to ask for or give examples here)</i>	<p><b>Slide 1/13: Examples Of Green People Intervening</b></p> 
	<p><b>WARNING!! THE GOLDEN RULE IS ONLY INTERVENE WHEN SAFE TO DO SO.</b> You must not start intervening until you have been taught skills in intervention and you have completed this course. You will also learn that intervention comes in many forms – it is often absolutely possible to make safe, unthreatening interventions that don't involve putting yourself in physical danger – and sometimes the best way to intervene is to wait for a better opportunity, or get in touch with a professional who can handle things safely.</p>	<p>This is a vital message – students are not yet equipped with the skills to intervene.</p> <p>Emphasize to the group that they are not equipped with the skills to be Bystanders after this session.</p>	<p><b>Slide 1/14: Golden Rule</b></p> 
Motivating the group to become the active bystanders	<p>This is a programme that is specifically about bystander intervention in rape and sexual assaults and domestic abuse. You maybe wondering why this is relevant to you- here is why- the evidence</p>	It is important to be upbeat and positive here to engage students and facilitate their 'buy-in' to this course	<p><b>Slide 1/15:</b></p> 


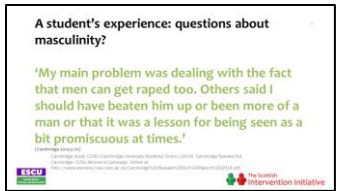




	What to say	Facilitator –info only	Resources
	<p>You may have seen a lot of media coverage recently about problematic behaviour in student populations. There have been some surveys carried out which will be referred to a lot in this course. In particular the NUS carried out a survey called Hidden Marks (2011) and Cambridge University also did a survey (2014), among others. What all the surveys have found is a large percentage of students being subject to sexual violence and this age group is also more likely to experience domestic abuse.</p> <p><b>ASK THE GROUP</b> Are you surprised by this? Worried about this ?</p>	<p>Give students some time to read the slide Go through some of the key statistics on the slide</p>	<p><b>Slide 1/16: Evidence Shows that</b></p> 
	<p>In summary, there is a serious problem – and you are part of the solution! That’s really important to note – that you can make a difference and this course will teach you how to do that! You need to be aware that violence and abuse can happen to anyone but also that it most often happens from male to female – i.e. males abuse females BUT that does not mean that all or most men are offenders or that women don’t offend. In fact, men are very much part of the solution in tackling other men’s violence! No-one is pointing the finger at men in this, we are not telling you that you are perpetrators – what we are telling you is that you can stop other men’s violence against women!</p>	<p>It is incredibly important to get this across in a positive manner so as not to alienate the men present.</p>	<p><b>Slide 1/17: Key points</b></p> 
	<p>Research indicates that men and women may feel resistant and hostile to the message about gender.</p> <p><b>ASK THE GROUP</b> :how those statistics make students feel? We need to acknowledge these feelings. Be extremely reassuring that we are talking about men as a statistical group and that most men are not abusers.</p>	<p>You may be challenged regarding gender, we are not saying that male domestic abuse does not happened but the statistics show it is overwhelmingly female victims. We do not bring an anti-men agenda but are using the evidence and the stats.</p> <p><b>Handout- Domestic Sexual Violence as a Gender Crime</b></p>	<p><b>Slide 1/18 How does this make you feel?</b></p> 
<p><b>END OF SESSION 1</b></p>			

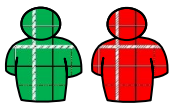
Focus/A	What to say	Facilitator –info only	Resources
<b>SESSION 2: SEXUAL VIOLENCE &amp; DOMESTIC ABUSE</b>			
	<p>We are now going to look at what is going on in student populations. Here's an example of a personal experience from a recent report by the NUS.</p> <p><b>ASK THE GROUP</b> How would you feel if you were that woman? (Looking for: Scared, Embarrassed, Degraded, Humiliated, Angry, Upset, Powerless.</p> <ul style="list-style-type: none"> <li>• Key point: frightened of escalation – see next column)</li> </ul> <p>If someone says they would be flattered this can lead to a conversation about how responding positively could validate the behaviour – next time, the next person subjected to this could be terrified. And it is a criminal offence (sexual assault) to touch somebody in this way.</p>	<p>Frightened of escalation e.g. escalation into gang rape. It is worth pointing this is not an unrealistic fear and it is one less likely to be felt by a male student in a similar situation if confronted by a group of female students.</p>	<p><b>Slide 2/1: A student's personal experience</b></p> 
<b>Empathy exercise</b>	<p>We're going to do something interactive now, to get everyone thinking and contributing to discussion.</p> <p><i>Follow the instructions in the <b>Victim Empathy Exercise</b> facilitator note</i></p>	<p>Make sure you have left time for this exercise – it is very powerful.</p>	<p>Facilitator note – Victim Empathy Exercise (one copy for facilitator only)</p> <p>Materials – 1 sheet of paper and a pen per participant (bin required afterwards for torn paper)</p>
Myths	<p>What percentage of rapes do you think are committed by someone known to the victim?</p> <p><b>ASK THE GROUP</b> :How many people think the answer is A? B? C?</p>		<p><b>Slide 2/2: what percentage of rapes(animation)</b></p> 
Facts	<p>The majority of rapes are committed by someone known to the victim. The notion that rape is carried out by a psychopath hiding in a dark alley is largely a myth. Sometimes they are carried out by such people, but very rarely. This was also the result of the student survey.</p>	<p>85% of reported rapes statistic from HMIC (Her Majesty's Inspectorate of Constabulary) (2007). Without Consent: A report on the joint review of the investigation and prosecution of rape offences. London: HMIC. <a href="http://www.hmcpsi.gov.uk/documents/reports/CJJI_THM/BOTJ/Without_Consent_Thematic.pdf">http://www.hmcpsi.gov.uk/documents/reports/CJJI_THM/BOTJ/Without_Consent_Thematic.pdf</a></p>	<p><b>Slide 2/3: Facts</b></p> 

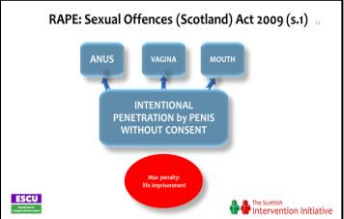



Focus/Activity	What to say	Facilitator –info only	Resources
	<p>A Rape victim will resist and fight back and there will be signs of injury?</p> <p><b>ASK THE GROUP:</b> How many people agree? Disagree? Unsure?</p>		<p><b>Slide 2/4: resist and fight back</b></p> 
	<p>There is no single, 'correct' response to rape. People react to violent &amp; frightening situations in many different ways. Some people freeze. The simple message is that: <i>not fighting back is a perfectly normal victim response</i>.</p> <p>Studies on rape victim resistance all find victims who did not verbally or physically resist. This can be for a variety of reasons – intense fear, intimidation, threats, 'freezing', the use of weapons or multiple perpetrators. Non-resistance is sometimes referred to as the 'freeze fright' response and has been successfully used in Australian rape case. In England &amp; Wales judges formally warn jurors that they should not assume that all rape victims physically resist their attackers or that they will be physically injured during a rape. Research by Feist et al suggests a range of resistance strategies, with verbal dissuasion being the most common. Some other forms of resistance include shouting, pushing, fighting or attempting to escape.</p>	<p>On freeze fright: 'Jury convinced by expert evidence on "freeze fright" response in rape victims'. To read more: <a href="http://www.canberratimes.com.au/comment/jury-convinced-by-expert-evidence-on-freeze-fright-response-in-rape-victims-20140406-zqrkd.html#ixzz32XKbGyL1">http://www.canberratimes.com.au/comment/jury-convinced-by-expert-evidence-on-freeze-fright-response-in-rape-victims-20140406-zqrkd.html#ixzz32XKbGyL1</a></p> <p>On judicial directions: Judicial Studies Board, <i>Crown Court Bench Book: Directing the Jury</i> (2010) 353-362</p> <p>In this study 28% of victims did not resist: A Feist et al, <i>Investigating and Detecting Recorded Offences of Rape</i> (2007) 21.</p>	<p><b>Slide 2/5: victim resistance (animation)</b></p> 




Focus	What to say	Facilitator –info only	Resources
		<a href="https://www.rapecrisisscotland.org.uk/i-just-froze/">https://www.rapecrisisscotland.org.uk/i-just-froze/</a>	<p>Slide 2/6: “I JUST FROZE” clip</p> 
	<p>Research shows many men don't resist for the same reasons. A male victim who is unable to resist may suffer anguish related to masculinity and social expectations that men are always strong.</p>	<p>See for example N. Abdullah-Khan, <i>Male Rape: The Emergence of a Social and Legal Issue</i> (Palgrave, 2008).</p>	<p>Slide 2/7: student experience – masculinity?</p> 
	<p>How many of you think that a person who is drunk or drugged should be A. held responsible, B. held partly responsible C. are never responsible if they are raped or sexually assaulted?</p> <p><b>ASK THE GROUP</b> - For a show of hands for A,B or C answers</p>	<p>SHOW OF HANDS</p>	<p>Slide 2/8: Drink and drugs</p> 
	<p>The only responsibility for a rape lies with the perpetrator – it is always a choice to commit a rape. It is never the fault of the victim no matter what. We could think about it in these terms: If a woman gets drunk and falls off a bar stool because she has drunk too much then it is her own responsibility. But if someone comes up behind a drunk woman sat on a bar stool and pushes her off and she is injured in the fall then it is clearly the fault of the person who pushed her.</p> <p>In the case of an intoxicated woman, if she is left alone then she will not be raped. She will only be raped if a man takes advantage of her intoxication and does not care that she is in no position to consent. The rapist here is like the person who pushes the women off the bar stool. He is 100% responsible. He has the choice not to push and not to rape. Without his conscious, deliberate act there would be no rape and no injury.</p>	<p>You may get questions or comments suggesting that the perpetrator might have been so drunk they did not know what they were doing. Explain that in law drunkenness is no defence to a criminal act.</p> <p>Rape is the total responsibility of the perpetrator - rape only takes place because of the act of the perpetrator.</p>	<p>Slide 2/9: rape is not the victim's fault</p> 

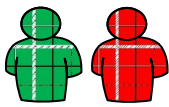










Focus/Activity	What to say	Facilitator –info only	Resources
<p>Understanding facts &amp; law on rape</p>	<p>Rape is a criminal offence only committed by a person because it requires penetration by a penis (including surgically constructed). Their sexuality is irrelevant. Without consent, anal, oral &amp; vaginal sex, constitute rape.</p> <p>If you are forced to have sex by someone close to you it is still rape, the relationship with that person does not make it less of an offence.</p> <p>Scottish Law on rape recognises both men and women as victims of rape (Sexual Offences (Scotland) Act 2009</p>	<p>You might get questions about women forcing men or other women to have sex. Women cannot commit rape but if a woman forces a man to have sex it is sexual assault. If she forces her fingers or an object into a man or woman’s anus or vagina this would be an assault by penetration.</p> <p>Questionnaires often use Qs that meet the legal definition of rape without calling it rape. See the analysis by D.E.H. Russell and RM Bolen, The Epidemic of Rape and Child Sexual Abuse in the United States (2000) 35.</p> <p>It can be difficult to define partner abuse as rape. See NUS 2012 <a href="http://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf">http://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf</a></p>	<p><b>Slide 2/10: law on rape</b></p>  <p><b>Handout: sexual offences</b></p>
	<p>Rape is penetration without consent &amp; it is crucial to understand what consent is. In law a person consents if s/he agrees by choice, &amp; has the freedom and capacity to make that choice. Submitting to an act out of fear of consequences is not consent. Consent to one sexual act is not consent to another, e.g, kissing someone does not equal consent to sex.</p> <p>You can revoke consent at any time, including during sex. Consent is an ongoing negotiation.</p>		<p><b>Slide 2/11: Consent, choice</b></p> 

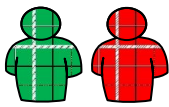



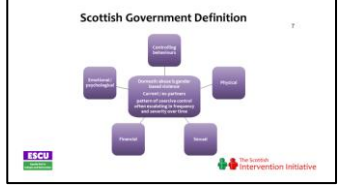
Focus/Activity	What to say	Facilitator –info only	Resources
	<p>If a woman does not clearly say NO then is she responsible, partly responsible or never responsible for being sexually assaulted or raped? A B or C?</p>	<p>This question aims to question whether a No is needed particularly in circumstances where the victim cannot say no. This is particularly important in this population where alcohol plays a significant role in social interaction.</p>	<p><b>Slide 2/12: if a woman does not clearly say no</b></p> 
	<p>The absence of a 'No' is not enough A person who is asleep or unconscious will not have the capacity to make an agreement by choice. A person who is very drunk may not have capacity to consent. But drunkenness will never absolve a perpetrator of guilt.</p>	<p>For more details on this you might want to look at Parts 2 and 3 of the Sexual Offences (Scotland) Act 2009.</p>	<p><b>Slide 2/13: Facts (animation)</b></p> 
	<p>Consent - remember</p> <ul style="list-style-type: none"> <li>• Can be withdrawn at anytime</li> <li>• Consent to one act does not mean yes to another act</li> </ul> <p>Consent cannot be coerced.</p>	<p>Check Sexual Offences Act (2009) <a href="http://www.legislation.gov.uk/asp/2009/9/part/2/crossheading/consent">http://www.legislation.gov.uk/asp/2009/9/part/2/crossheading/consent</a></p>	<p><b>Slide 2/14: Consent</b></p> 



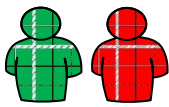
Focus/Activity	What to say	Facilitator –info only	Resources
	<p>This fact shows you that rape is happening to students.</p> <p>For anyone who is still unsure about the meaning of consent let's watch this video.</p>		<p><b>Slide 2/15 : Consent</b></p> 
	<p>Assault by penetration is the non-consensual penetration of the vagina or anus by an object or part of the body other than a penis.</p>	<p>You may want to note that this offence, like rape, carries a penalty of up to life imprisonment</p>	<p><b>Slide 2/16: Assault by Penetration</b></p> 
	<p>Any unwanted sexual touching like groping for example, will be a sexual assault and so the example we talked about in the previous session of the student who was groped outside her halls of residence would be a sexual assault.</p>	<p>You may want to note that this offence carries a maximum sentence of 10 years imprisonment</p>	<p><b>Slide 2/17 :Sexual Assault</b></p> 
	<p>Sexual assault is experienced by a lot of students</p>		<p><b>Slide 2/18: Fact</b></p> 



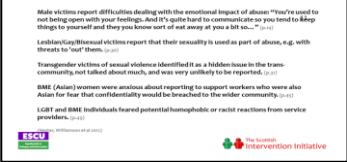
What to say	Facilitator –info only	Resources
<p>Other behaviours experienced by students are sexual harassment and stalking.</p> <p><b>ASK THE GROUP to have a think about:</b> What kind of things happen to students here that might be described as sexual harassment or stalking?</p>	<p>Sexual harassment can include the following:  Someone making unwanted comments with a sexual overtone that made you feel uncomfortable; Someone wolf whistling, catcalling or making other unwanted noises with sexual overtones; Someone asking you unwanted questions about your sex or romantic life when it was clearly irrelevant or none of their business; Someone asking you unwanted questions about your sexuality when it was clearly irrelevant or none of their business; Someone exposing their sexual organs to you when you did not agree to see them;  Someone groping, pinching or smacking your bottom when you did not agree to them doing so  Someone groping, pinching or touching your breasts when you did not agree to them doing so; Someone lifting up your skirt in public without your consent.  NUS, <a href="#">Hidden Marks</a> (2010) 34-35. NB: this is not a legal definition.</p>	<p><b>Slide 2/19: Other Behaviours</b></p> 
<p>This exercise helps students to understand some dynamics of domestic abuse but not draw parallels to it, leaving the students to contemplate. We will draw the parallels later.</p> <p><b>TELL THE GROUP:</b> that they live on a desert island represented by the triangle and it is ruled by a dictator. Reproduce the triangle on a board/flipchart.</p> <p><b>Question 1 : On your island what would the dictator control?</b>  Looking for: education, food, housing, healthcare, work, law, travel on &amp; off island, freedom of movement, freedom of association, media (manipulating sense of reality/'gaslighting') rules e.g relationships like marriage, access to abortion.</p> <p><b>Question 2: What would you do if you lived on this island – what are your choices?</b>  Looking for 2 main themes: choices – compliance or resistance (escape)  <b>Compliance:</b> Looking for:  comply, follow, avoid, passive, employ coping mechanisms such as substance abuse - drink, drugs, disordered eating, self-harm, appeasement, hoping it will change, self-blame</p> <p><b>Resistance</b> Escape</p>	<ul style="list-style-type: none"> <li>• Write down suggestions</li> <li>• Write them inside the triangle.</li> <li>• More information about mental abuse / gaslighting here <a href="https://en.wikipedia.org/wiki/Gaslighting">https://en.wikipedia.org/wiki/Gaslighting</a></li> <li>• On one side of the triangle (outside the triangle) list all words around compliance</li> <li>• On the other side list all words around resistance / escape.</li> <li>• Write these suggestions under the words on resistance / escape</li> </ul> <p>Write the suggestions on the board where there is space.</p>	<p><b>Slide 2/20: dictator</b></p>  <p><b>Flipchart / whiteboard</b></p>

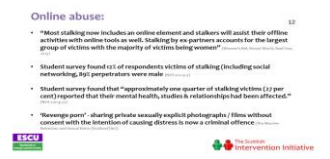

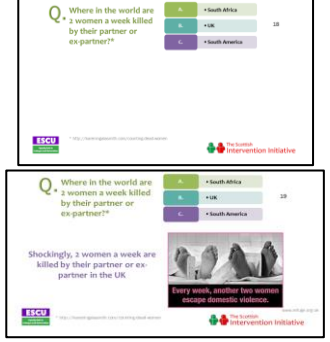


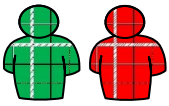
Focus/Activity	What to say	Facilitator –info only	Resources
	<p>Here are some key facts that are important to bear in mind and recognise. It can happen to anyone, in any type of relationship. But it is also gendered in that women are more likely to experience it.</p>		<p><b>Slide 2/21 : Key Facts</b></p> 
<p>Understanding domestic abuse</p>	<p><i>Domestic Abuse (Scotland) Act 2018</i></p> <ul style="list-style-type: none"> <li>This is a summary of the government’s definition of DA. It covers a wide range of behaviours, wider than the stereotype we might have of a brutal domineering man hitting his wife.</li> <li>Around the outside, you can see this range i.e. physical, psychological, emotional, financial &amp; sexual abuse. What they have in common is that they make up a pattern of coercive, controlling behaviour by one person over another. Coercive behaviour is harming, punishing or frightening someone, which has the result of making them subject to the other person’s control &amp; unable to act freely.</li> </ul> <p>DA can happen to anyone regardless of their gender or sexuality and it can be perpetrated by anyone, regardless of their gender or sexuality. It happens in LGBT relationships and to men in straight relationships.</p>	<p>Scot Govt def:</p> <ul style="list-style-type: none"> <li>DA can be perpetrated by partners or ex-partners</li> <li>physical abuse (assault &amp; physical attack involving a range of behaviour);</li> <li>sexual abuse (acts which degrade &amp; humiliate &amp; are perpetrated against their will, including rape);</li> <li>coercive controlling behavior including controlling money, isolation from family/friends &amp; other controlling behaviours</li> <li>mental &amp; emotional abuse (e.g. threats, verbal abuse, racial abuse);</li> </ul>	<p><b>Slide 2/22: government definition</b></p> 
	<p>Here is a description of physical partner violence - physical violence is definitely part of domestic abuse, and it happens in student relationships as this student testifies.</p>		<p><b>Slide 2/23: physical violence experienced by a student</b></p>

			<p><b>Physical violence experienced by a student:</b> "All of the first four [pushed, slapped, shoved or had hair pulled] concerning the case of you, kick, hit, or all sorts of this (kicked, dragged, thrown or thrown) have happened to me while being with you. I've been during my of and and year of 10. But I considered being (kicked) the most dangerous. He also threatened me." (2013, p. 10)</p> <p><b>Identifying Abuse...</b></p> <p><b>Physical violence: punching; slapping; hitting; biting; pinching...</b></p> <p>There are many other forms of abuse</p> <p><b>ESCU</b> <b>Remember!</b> It can be any incident or PATTERN of incidents of behaviour</p> <p>The Scottish Intervention Initiative</p>
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Focus/Activity	What to say	Facilitator –info only	Resources
Recognising abuse	<p>All of you will recognise that a man hitting a woman is DA. It's the stereotype and it is easily identifiable and it is all too common. It is often this that rings the alarm bell. But physical violence is only one manifestation of abuse in a relationship. We need to know and to be able to recognise other patterns of behaviour that are abusive. <i>Remind participants about patterns of behaviour.</i></p>	<p>This is an animated slide – click to add the alarm bells &amp; click again to add the green text. Click again to add reminder (red text).</p>	<p><b>Slide 2/24: Identifying abuse (animation)</b></p> 
	<p>It's really important to recognise that coercive and controlling behaviour can be manipulative and verbal, not necessarily physical although there might be the threat of physical violence. Here are some common signs of domestic abuse.</p> <p><b>ASK THE GROUP</b> :Have a look at this list; let's think about what you might notice  <i>(Looking for: bruises; rumours about a 'fight'; a friend having to take a photo to prove where she is; a friend needing to check with a partner before being able to spend money; a friend being jumpy or nervous if their partner is around or expected to arrive soon; a friend's normal pattern of using Facebook has changed; studies might be suffering; unable to come out even for special occasions; never available to study any more...)</i></p>		<p><b>Slide 2/25- subtle and not so subtle signs of abuse</b></p> 
	<p>This slide shows other differential impact. For men, masculinity ideals tell them they should always be strong, so admitting abuse can be difficult. In LGB relationships, sexuality is often part of abuse and there is some fear of homophobic reaction from service providers. In transgender communities abuse is a hidden issue. In some BME communities there are fears about reporting in case others find out and about racist reactions.</p>		<p><b>Slide 2/26: Male victims</b></p> 

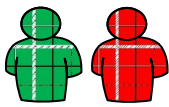
Focus/Activity	What to say	Facilitator –info only	Resources
	<p>It is also important to recognise that online abuse is increasing. <i>Note the recent change to law on revenge porn</i></p> <p>Stalking now mostly includes an online element and the predominant student age group is the most likely to use social networking. Many students have been victims of stalking including online stalking and the perpetrators are largely male. Stalking can have a serious effect on victims.</p>		<p><b>Slide 2/27: Online Abuse</b></p> 
<p>Facts and statistics: awareness</p>	<p>The statistics show that both men and women are victims of domestic abuse and both can be perpetrators. But it is important to know that it is also gendered: men's violence is likely to be more severe and repeated and create fear in the victim.</p>	<p>Try to be positive here &amp; try to emphasise that men can be victims &amp; women offenders so that men do not feel blamed.</p>	<p><b>Slide 2/28: statistics</b></p> 
<p>Prevalence</p>	<p>Where in the world are two women a week killed by domestic abuse? – you can probably guess that the answer is the UK.</p> <p><b>ASK THE GROUP:</b> Does that shock you?</p> <p>For more information about women killed through domestic abuse in the UK, and for answers to commonly asked questions like who is counting the number of men killed as a result of domestic abuse, you can visit the website identified on this slide.</p>		<p><b>Slide 2/29 &amp; 12/30</b></p> 








Escalation	Murder doesn't generally just happen out of the blue. It is important to know that generally speaking, domestic abuse escalates becoming more severe.		<p><b>Slide 2/31: escalation</b></p> <div data-bbox="1758 228 2096 395" style="border: 1px solid black; padding: 5px;"><p>Escalation <span style="float: right;">20</span></p><p><b>Domestic abuse is rarely a one-off. Incidents generally become more frequent and severe over time</b></p><p><small>© 2018 Glasgow City Council. All rights reserved.</small></p><p><small>ESCU</small> <span style="float: right;"><small>The Scottish Intervention Initiative</small></span></p></div>
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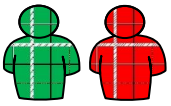


Focus/Activity	What to say	Facilitator –info only	Resources
	So here is why you have to act! Violence is everybody’s problem and you are part of the solution!	Be positive!	<p><b>Slide 2/32: violence is everybody's problem</b></p>
	This student tells us why it is so important to understand that abuse does happen in student relationships and to understand what you can do.		<p><b>Slide 2/33: a student writes</b></p>
Mental health	Another reason it is our responsibility is the effects on our friends and loved ones.	Go through the list	<p><b>Slide 30: mental health impact</b></p>
<p><b>END OF SESSION 2</b></p>	If you remember in the very first session, the costs to society in economic terms are huge – billions of pounds in terms of lost working hours, providing services, the criminal justice process, civil courts etc. Look at how much recorded crime is domestic abuse!		<p><b>Slide 31 : costs to society</b></p>


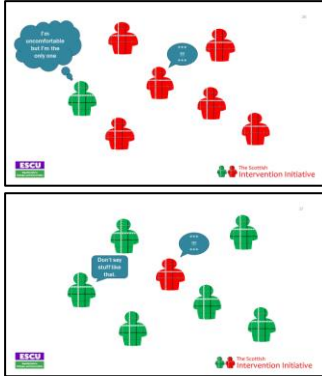


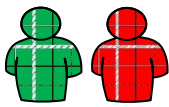
Focus/Activity	What to say	Facilitator –info only	Resources
<b>SESSION 3: CULTURE</b>			
	<p>The attitudes and beliefs that are all around us in our culture about gender, sex differences and sex roles, are very strong. So are the expectations that are put on people to conform. Study after study has shown that in terms of our personalities as well as our intellectual abilities and the biology of our brains, there is much more variation <b>among</b> any group of men and <b>among any group</b> of women than there is between men and women. But traditional ideas about gender roles, as well as about sex and sexuality, are passed down in our culture and take effect from the minute we are born, resulting in pressure to identify with and behave as either a masculine or a feminine person.</p>	<p>Background reading for interested facilitators:            Fine, C. (2010). <i>Delusions of Gender: How our minds, society and neurosexism create difference</i>. New York: WW Norton.            Bem, S. L. (1993). <i>The lenses of gender: Transforming the debate on sexual inequality</i>. New Haven, CT: Yale University Press.</p>	<p>Slide 3/1: portrayals of women &amp; men</p> 
	<p>Let's watch this clip.</p> <p>Ask them – what is the point being made here?            (Looking for: majority of behaviour could be described as 'harmless' fun but some things are inappropriate. The message is sent by an intervention (not laughing) that rape is not a joke.</p>	<p>Make sure that you have the volume turned up enough so that the audience can hear the dialogue at the end of this clip</p>	<p>Slide 3/2: “We are Man” clip</p> 
Lad Culture	<p>'Lad culture' in universities has been in the news a lot recently and the example of sexual assault we have just been thinking about might be thought about as an extreme example of 'lad culture' at work – we are going to have a look at what lad culture might be.</p>	<p>Be as positive as possible – recognise that this is a critical point where some men may disengage if they feel that 'men' are under attack in any way. Problematic masculinities are fundamental to the prevention of sexual and domestic abuse so they must be addressed but not at the expense of engagement. Most men will be horrified by the more extreme examples of lad culture.</p>	<p>Slide 3/3 &amp; 3/4: Lad Culture Slide</p> 



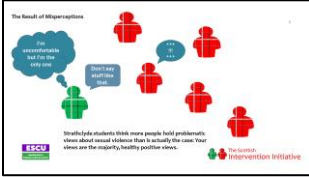
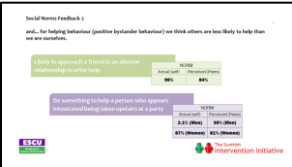
Focus/Activity	What to say	Facilitator –info only	Resources
	<p>This pyramid demonstrates how attitudes and beliefs can be the starting point for discriminatory behaviour and ultimately violence for some people. If we challenge people when they express problematic views, we can help change the culture that fosters violence and abuse. There is a handout describing this in more detail.</p>	<p>Familiarise yourself with the handout</p>	<p><b>Slide 3/5: Pyramid slide &amp; handout.</b></p> 
	<p>Moving back into the realm of violence and abuse, let's look at men's misperceptions about other people's beliefs. Most men don't buy into myths about masculinity – but they are likely to believe that others do. This is important because these beliefs can stop people from stepping up and speaking out.</p>	<p>This is a very important point. Most men, who are upset by the extreme examples of 'lad' behaviour that we have shown, may think that they are alone. It is crucial to get across the very positive and empowering fact that they are likely to be in a majority.</p>	<p><b>Slide 3/6: Research shows</b></p> 
	<p>While it is widely acknowledged that “ideal femininity” is a problem for women in many ways, the pressures of masculinity give boys and men a different set of problems and issues to contend with, here are a few of the ways that men are likely to have experiences what we are showing few of the ways in which men suffer disproportionately in our society. Taking on and internalising rigid ideas and gender role expectations can be harmful for men and for women alike.</p> <p>Remember that sometimes we think that the people around us have concerns or preoccupations that they don't really have. Misperceptions about other people's belief systems are common. Let's look at women for a moment. Studies of college students have found that women students overestimate the percentage of their female peers who prefer thinness and who engage in unhealthy eating and/or dieting. Looking at this slide, women in the green circle don't realise that most other women</p>	<p>For info.....</p> <p>Men have higher levels of</p> <ul style="list-style-type: none"> <li>- substance of abuse</li> <li>- high-risk behaviors (not seeking medical support)</li> <li>- criminality</li> <li>- suicide</li> <li>- experiencing violence</li> <li>- exclusion from schools</li> <li>- being incarcerated</li> </ul>	

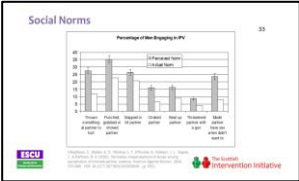
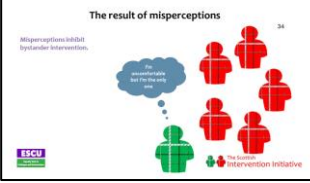




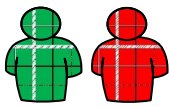
	are in the green circle too, like them. Meanwhile women in the red circle believe that most people are as worried about being thin as they are.		
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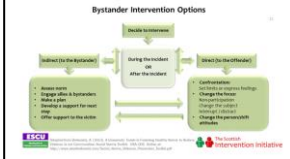
Focus/	What to say	Facilitator –info only	Resources
	<p>This visual aid is a reminder again that most male group behaviour (lad) is absolutely fine.</p>	<p>It is important that we continue to reinforce this point so as not to alienate or disengage men in the group – the aim is not to cause defensiveness in this group.</p> <p>Members of the group may raise the issue that there are problems with the ways young women behave in groups too when they go out drinking for example, &amp; this is true, but our focus for this programme is specifically sexual coercion &amp; domestic abuse which are related to problematic behaviour that is commonly associated with lad culture.</p> <p>In short, women might be violent but they are not commonly sexually violent or abusive – and if they are, the effects are different – relate back to the example of the fear of rape experienced by a young woman when groped. Remember the two fundamental differences – men are overwhelmingly perpetrators &amp; when women are perpetrators of low level abuse the impact is experienced differently by victims.</p>	<p><b>Slide 3/7: Green and Red</b></p> 
	<p>Let's say the red person has made a comment that is not ok – maybe it's a sexist comment, maybe it's racist or homophobic.</p> <ul style="list-style-type: none"> <li>• If nobody says anything, the red person is likely to believe that their behaviour is 'normal' and that others endorse it. Other people in the group might be worrying that they are unusual for not sharing the red person's beliefs. But if someone speaks up...</li> <li>• <i>(click to animate)</i></li> </ul> <p>We start to change the culture.</p>	<p>This is an animated slide – clicking to move on will replace the red group with predominantly green people.</p>	<p><b>Slide 3/8a &amp; 3/8b: the only one</b> <b>Click to animate</b></p> 



Focus/Activity	What to say	Facilitator –info only	Resources
Social norms feedback	<ul style="list-style-type: none"> <li>Present the information from the questionnaire that you have collated which reveals the difference between what individuals actually think or would do as opposed what they think other students think or would do.</li> </ul> Remind them that as we have seen, these perceived norms can make a big difference in terms of intervention.	PLACE IN SLIDE 4, 5 & 6 , stats from Social Norms questionnaire distributed in Session 1	<b>Slide 3/9: Questionnaire results and slide:</b> 
	Strathclyde students: perceived peer norm: who agrees - if a girl doesn't physically resist sex – even if protesting verbally – that it really can't be considered rape?		<b>Slide 3/10: perceived peer norm</b> <b>Slide 3/11: actual norm</b> 
	Strathclyde students think more people hold problematic views about sexual violence than is actually the case: Your views are the majority, healthy positive views.		<b>Slide 3/12: The result of misperceptions</b> 
	and... for helping behaviour (positive bystander behaviour) we think others are less likely to help than we are ourselves.		<b>Slide 3/13: social norms feedback 2</b> 

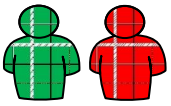
Focus/Activity	What to say	Facilitator –info only	Resources
Social norms theory	<p>This research shows the misperception of men who are perpetrators of IPV – intimate partner violence. So note how they substantially misunderstand the norm. The offenders think that far more men behave as they do, whereas in actual fact, most men do these acts far less.</p> <p>So the perpetrators are suffering from false consensus which helps them justify their own behaviour – they think it is ‘normal’.</p>		<p><b>Slide 3/14: Social norms</b></p> 
	<p>What happens when we get social norms wrong? If you remember the session on rape and sexual assault, it is the same here: the majority whose behaviour is fine, think that they are in the minority and therefore do not speak out even though actually they are in the majority.</p>	Be positive!	<p><b>Slide 3/15 : results of social norms misperceptions</b></p> 
	<p>Furthermore, just as we saw for rape and sexual assault, there is a correlation between overestimating others’ abuse and perpetrating abuse. So this research by Neighbors et al found that the more men think other men are perpetrating abuse, i.e. the more they thought it normal behaviour, the more abuse they perpetrated.</p>		<p><b>Slide 3/16: misperceptions 2</b></p> 
<b>END OF SESSION 3</b>	<p>You are part of the solution! By speaking out we can change the red people into green people!</p>		<p><b>Slide 3/17: part of solution</b></p> 



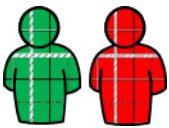
Focus/Activity	What to say	Facilitator –info only	Resources
<b>SESSION 4: BYSTANDER BEHAVIOURS</b>			
<p>“Who are You” Bystander film</p>	<p>We’re going to watch a short film about a sexual offence and some viewers may find this difficult to watch.</p> <p>The purpose of watching this is to think about opportunities for intervention among the people in the film. Please be aware the scene at the end might be upsetting for some people and it’s fine if you’d rather not watch.</p>	<p><a href="https://www.youtube.com/watch?v=iUj2OHLAG3w">https://www.youtube.com/watch?v=iUj2OHLAG3w</a></p> <p>(4 minutes 40)</p> <p>Discuss intervention strategies before, during and after</p>	<p style="text-align: center;"><b>Slide 9: warning and clip</b></p> 
	<ul style="list-style-type: none"> <li>• What techniques did the different bystanders use?</li> <li>• <b>(Pointing out on the chart)</b></li> <li>• This is all happening IN THE MOMENT, DURING THE INCIDENT. There may be situations where this is or is not appropriate. In this case they are intervening whilst it is in progress to stop it.</li> </ul> <p>In reverse:</p> <ul style="list-style-type: none"> <li>• The <b>flatmate</b>: does not confront him, rather, she diverts attention – she is shifting the focus &amp; interrupting the behaviour - thanks him for bringing her home &amp; takes her friend away.</li> <li>• The <b>stranger</b>: points out to mate and security – so this is indirect intervention – he has engaged allies. The security guard intervenes directly through confrontation – point out that they must never do this because it would not be safe – and interruption by taking her away.</li> <li>• The <b>bartender</b>: again no confrontation, he interrupts by calling friend over.</li> <li>• The <b>best friend</b>: again no confrontation but interruption - simply asks her if she wants to go &amp; takes her out of the situation.</li> </ul> <p>So there are ways of stopping a situation without directly confronting the offending person.</p>	<p>Point out on the chart on the slide as you go through the different interventions</p>	<p style="text-align: center;"><b>Slide 11 : chart</b></p>  <p style="text-align: center;">Handout: copy of the chart</p>



Focus	What to say	Facilitator – info only	Resources
	<p><b>Scripted Role Plays</b></p> <ul style="list-style-type: none"> <li>- Either distribute different scenarios amongst small groups or if fewer participants then do as a whole group with different volunteers taking a role.</li> </ul>		<p><b>Scripted Role Play 1: Changing the Person</b></p> <p><b>Scripted Role Play 2: Club Coercion</b></p> <p><b>Scripted Role Play 3: Supporting Disclosure of Rape</b></p> <p><b>Scripted Role Play 4: A Friend is Worried about Domestic Abuse</b></p> <p><b>Scripted Role Play 5: Social Media</b></p>
	<p><b>Case Studies</b></p> <ul style="list-style-type: none"> <li>- Either distribute different scenarios amongst small groups or if fewer participants then do as a whole group with different volunteers taking a role.</li> <li>- Each group to practice how they would tackle each scenario.</li> </ul>		<p><b>Case Study 1: A Friend Discloses Boyfriend Rape</b></p> <p><b>Case Study 2: A Friend Discloses Sexual Assault</b></p> <p><b>Case Study 3: Halls of Residence (1)</b></p> <p><b>Case Study 4: At the Gym</b></p> <p><b>Case Study 5: Supervisor</b></p>
<p><b>End of Programme</b></p> <ul style="list-style-type: none"> <li>- Evaluation forms</li> <li>- Certificate of Completion</li> <li>- Handouts</li> </ul>			







## SESSSION 1: Anonymous Questionnaire for the Bystander Participants

Please select your sex:    Female             Male             Other             Prefer not to say

Please indicate, how likely you think it is that people in your peer group (other students of the same sex as you at this university) would...

	Not at all	Rarely	Neither likely/unlikely	Likely	Extremely likely
1. Approach a friend if they thought s/he was in an abusive relationship to let them know they were there to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ask a stranger who looks very upset at a party if they are okay or need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do something to help a very intoxicated person who is being taken to a bedroom by people / a person at a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Stop sexual activity when asked to, even if already sexually aroused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate by providing a number between 0% - 100% to indicate the percentage of people in your peer group (other students of the same sex as you at this university) who you think would agree with the following statements...

	%
5. When girls go to parties wearing slutty clothes they are asking for trouble	<input type="text"/>
6. If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	<input type="text"/>

Please indicate how likely you personally are or would be, to take the actions described in the following statements...

	Not at all	Rarely	Neither likely/unlikely	Likely	Extremely likely
7. Approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ask a stranger who looks very upset at a party if they are okay or need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do something to help a very intoxicated person who is being taken to a bedroom by people / a person at a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stop sexual activity when asked to, even if I am already sexually aroused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions by indicating your level of agreement or disagreement with each of these statements...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11. When girls go to parties wearing slutty clothes, they are asking for trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **SESSION 1: Scoring the Social Norms Questionnaire**

- i) Count and record the number of responses that you have.
- ii) For each respondent, score as follows:
  - Questions 1-4 and 7-10
    - Score 0 (zero) for “Not at all”; “Rarely”; “Neither likely/unlikely”
    - Score 1 (one) for “Likely”; “Extremely likely”
  - Questions 5 and 6
    - Use the percentage scores given
  - Questions 11 and 12
    - Score 0 (zero) for “Strongly Disagree”; “Disagree”; “Unsure”
    - Score 1 (one) for “Agree”; “Strongly Agree”
- iii) Take the sum total for question 1 (i.e. add up all the scores), divide it by the number of respondents and multiply by 100 to give the % of their peers who participants think would behave this way.
  - Repeat for questions 2, 3, 4.
- iv) Add the scores for question 5 together and divide by the number of responses that you have. This gives you the average % of their peers who participants think would agree with the statements.
  - Repeat for question 6.
- v) Take the sum total for question 7, divide it by the number of respondents and multiply by 100 to give the % of respondents who said they would be likely to behave this way.
  - Repeat for questions 8,9,10.
- vi) Take the sum-total for question 11, divide it by the number of respondents and multiply by 100 to give the % of respondents who agreed with the statements.
- vii) There are likely to be some gender differences – you may want to analyse and compare responses between male and female participants.
- viii) You are now ready to select some interesting data ready to present to participants later in the programme. You will be comparing respondents’ own scores with how they scored their peers and you will be comparing:

1-7

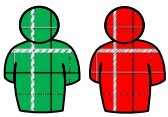
3-9

5-11

2-8

4-10

6-12



**SESSION1: An example of how you might set out the results:**

**Florida State University data for misperceptions of bystander norms and rape myths**

Strongly Agree / Agree	NORM	
	Actual	Perceived - peers
If I witnessed a man pressuring a woman to leave with him, I would ask if everything was okay.	69%	50%

Strongly Disagree

If a woman is willing to go home with a man, consent to have sex is implied.	73%	35%
It is usually only women who dress suggestively that are raped.	79%	44%
When women are raped, it's often because the way they said "no" was ambiguous.	73%	49%

In the last 12 months

Got consent before sexual activity.	85%	55%
Stopped the first time that your date said no.	62%	17%

(Berkowitz, A. (2013). A Grassroots' Guide to Fostering Healthy Norms to Reduce Violence in our Communities: *Social Norms Toolkit*. USA: CDC.)

## SESSION 1: Challenging sexual violence as a gender crime - Key Points

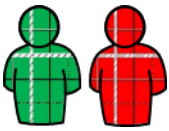
### Rape & Attempted Rape:

- Rape & attempted rape accounted for 18% of sexual crime.
- These crimes decreased by 5% from 1,901 in 2014-15 to 1,809 in 2015-16. This follows a previous upward trend since 2010-11, with rape & attempted rape increasing by 60% overall between 2010-11 and 2015-16.

### Sexual Assault:

- Sexual assault accounted for 39% of sexual crimes in 2015-16.
- Just over half (18) of local authorities recorded an increase in sexual assault since 2006-07 and exactly half (16) recorded an increase between 2014-15 and 2015-16.
- In 2015-16 there were 58,104 incidents of domestic abuse recorded by the police in Scotland, a decrease of 3.0% from 2014-15 and the lowest number recorded since 2010-11 when 55,698 incidents were recorded.
- In 2015-16, 51% of incidents of domestic abuse recorded by the police in Scotland included the recording of at least one crime or offence.
- There were 108 incidents of domestic abuse recorded by the police in Scotland per 10,000 population in 2015-16. At a local authority level, Dundee City (160) and West Dunbartonshire (152) recorded the highest incident rates per 10,000 population. Aberdeenshire (51) and East Renfrewshire (53) recorded the lowest rates per 10,000 population.
- **Where gender information was recorded, 79% of all incidents of domestic abuse in 2015-16 had a female victim and a male accused. This percentage share has fallen from 87% in 2006-07.**
- **The proportion of incidents with a male victim and a female accused (where gender was recorded) has increased from 11% in 2006-07 to 18% in 2015-16.**
- In 2015-16, the 26-30 years old age group has the highest incident rate for both victims (283 incidents recorded per 10,000 population) and those accused (272 incidents recorded per 10,000 population).
- Incidents of domestic abuse recorded by the police are more common at weekends with 36% of all incidents in 2015-16 occurring on a Saturday or Sunday.
- In 2015-16, 87% of all incidents of domestic abuse occurred in a home or dwelling.

- **Source: The Scottish Government Website**



## SESSION 2: Victim/Survivor Empathy Exercise

Materials: Pens and Paper – one sheet per participant

### Instructions:

Ask each participant to tear a piece of paper into 4 strips & number them 1 to 4. Explain they will not have to share the info that they will be writing on the paper. On each strip ask them to write the following:

- 1. the person you trust the most**
- 2. a place where you feel the safest**
- 3. your favourite group activity, sport, club or similar**
- 4. a secret – something you have told nobody or only one or two others.** [If no secret, ask them to imagine one and write it down].

**1a)** Ask the participants to look at the first piece of paper. Ask them to share with you what they like about this person, what they enjoy, why they feel close to them. Write what they indicate on the board.

**1b)** Now ask them to tear up the piece of paper with the person's name written on it and throw the pieces away. Say: You can no longer talk or be with that person – she/he either blames you for your assault or you were assaulted by him/her. How do they feel now? Write their reactions on the board.

**2a)** Ask the participants to look at the second piece of paper. Ask them to share with you what they like about this place and why they feel safe there. Write what they indicate on the board.

**2b)** Now ask them to tear up the piece of paper with the place written on it and throw the pieces away. You no longer feel comfortable going to that place, you were assaulted there. (Cite statistics: 55% of rapes happen in victim/survivors' homes – rising to 75% of those raped by a current or previous partner<sup>1</sup>). How do they feel now? Write their reactions on the board.

**3a)** Ask the participants to look at the third piece of paper. Ask them to share with you what they like about this activity (or club, sport or similar); what they enjoy about it, etc. Write what they indicate on the board.

**3b)** Now ask them to tear up the piece of paper with the activity or club written on it and throw the pieces away. You can no longer take part in this activity; you might see your perpetrator there. How do they feel now? Write their reactions on the board.

**4a)** Now ask the participants to look at the piece of paper with their secret. Why is it a secret? Why don't you want many people to know? Write their reactions on the board.

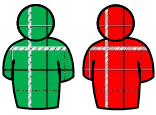
**4b)** Now take the piece of paper with the secret written on it. You can't tear it up or throw it away. You must keep it forever. Think about what people might say to you, or do, if they knew. Now think about telling a stranger, maybe a tutor, your family, your friends, a union representative. How do you feel now? What might you worry about if you were going to tell someone? Are there possible reactions you would be dreading? (*looking for blame; disbelief; dismissal*). Write their reactions on the board. Why might you worry that people could respond like this? (*looking for – people use denial or blame as a way of coping or not facing up to painful facts*<sup>ii</sup>) was their friend, partner, relative? What if it happened where they felt safe? What if they can no longer take part in social activities they used to enjoy?

**5)** Think about how a survivor might react after being assaulted. What if the person who assaulted them.

**6)** Consider the negative emotions; ask what might some of the consequences be for them socially, physically, academically, psychologically? What about taking the decision to share a secret – can we see how important it is to respond sensitively if someone tells us a secret? If a victim is a person of colour or a non-native speaker or gay/lesbian for example, how might these facts change the way they approach a police officer, rape crisis worker, or other service providers? What if the victim/survivor was assaulted by a member of the same sex – what issues might come up for them in reporting or disclosing to anyone?

**7)** Debrief: this has been an exercise in putting ourselves in other people's shoes, reflecting on the significant changes that might happen in a person's life as they cope with the aftermath of being assaulted or abused. It has also been an exercise in thinking about how important it is to respond in a serious and supportive way if someone discloses a traumatic experience to us.

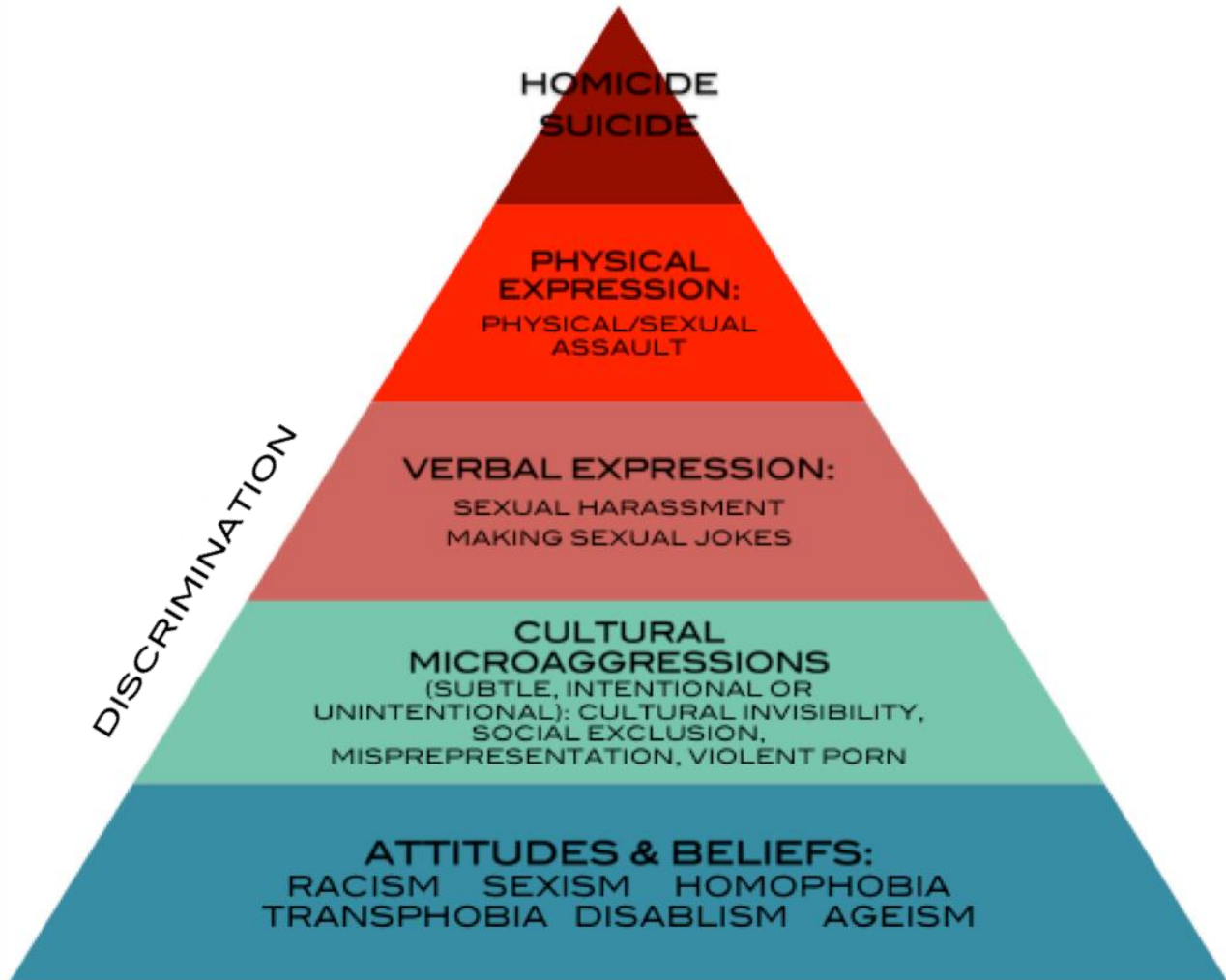


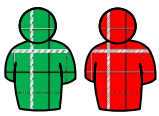


## SESSION 2: Pyramid of Discrimination and Violence

In our culture sometimes both men and women can assume that sexual harassment or even sexual violence are a fact of life, inevitable as death or taxes. However, much of what we accept as inevitable is in fact the expression of values and attitudes that can evolve.

This pyramid represents a continuum of abuse – the further up we go, the less socially acceptable the behaviours are. But we can't measure harm to a victim by what 'category' it falls into – apart from death, right at the top. Everyone's experience is different.





## SESSION 2: Stage 1: Beliefs and attitudes

Sexual violence is not usually something that an offender simply chooses to commit impulsively out of the blue. Sexual violence, like other forms of violence directed at someone because of their identity, starts with established attitudes and beliefs about other people, whether or not those attitudes or beliefs make sense. These include prejudices such as racism, sexism, transphobia. As offenders cultivate these beliefs through exposure and repeated reinforcement by those around them, they strengthen their dogmatic belief that certain types of people are simply not equal to them, moving them up the pyramid.

### Stage 2: Microaggressions

Called 'microaggressions' not because they are insignificant (they aren't!) but because they are all around and normalised as part of our culture, these things represent the daily indignities experienced by people who have less power in society. For example a workplace that only has pictures of Caucasians – white people – on the walls, or a social situation where a group of able-bodied students have arranged to have a party at a place that is inaccessible to their friend who uses a wheelchair. In terms of sexist culture, in the UK people have been collecting and sharing their experiences via the [@everydaysexism](#) twitter feed and [site](#).

### Stage 3: Verbal expression

Soon, people with prejudiced attitudes begin verbally expressing these feelings of difference and superiority, testing the waters with jokes or stereotypical statements about others; even beginning to harass others, or boast about times they verbally or physically marginalised others.

Once this type of behaviour begins, it may remain at this level or there may be an internalisation of a grossly invalid sense of entitlement and offenders begin to normalise the dehumanisation of others – they actually begin to treat others as less than human.

### Stage 4: Physical expression

This is where sexual violence happens. As offenders move up through the pyramid, they feed off the power they have gained. This is where a sense of sexual entitlement can begin to manifest itself as sexual violence.

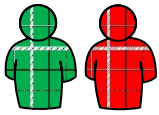
Offenders believe that it is their right and within their power to use sex as a means to control the individuals they do not see as equals. They can often justify the pain they inflict on others because they believe the victim/survivor has done something to deserve the assault. They do not feel responsible for the crime they've committed, and they may not even recognise their actions as an assault.

### Making a Change

Unless the beliefs and attitudes of offenders are challenged early on (it is most effective to address them at the initial stages), it is very difficult to change this type of patterned behaviour. Still, it's extremely important to take a stand against the behaviours at any level of the pyramid.

It all starts with [challenging the attitudes and beliefs of our peers and social groups](#).





## SESSION 2: Adult Male Rape and Sexual Assault

Adult male sexual victimisation is a problem that is often poorly understood. The purpose of this handout is to provide an outline of its nature and impact, along with information about victims and perpetrators.

In 2013, 12% of recorded offences of rape in England and Wales involved a male victim. The Ministry of Justice estimates that for all sexual offences against males (including, but not limited to rape) there are between 59,000 and 109,000 male victims aged 16-59 per year. Male rape and sexual assault is also an issue for university students. A 2014 study involving Cambridge University students found that men reported being victims of rape and sexual assault by male and female perpetrators. (CUSU, 2014)

Male victims are from a wide variety of social and economic backgrounds; of differing races, ethnicities and nationalities; male victims can be young or old; disabled; strong or weak; athletic or unfit; gay, straight, bisexual or transsexual. There is no typical male victim.

The impact of rape or sexual assault on males can be just as traumatic as it is for females. Men are not affected any less just because they are male, nor can they simply 'get over it'. Male victims may experience many reactions, including: self-blame, guilt, shock, fear, low self-esteem, depression and self-harm. (Watson, 2014) Some male victims may have trouble trusting other men following an attack. They may also feel they are weak and that their sense of masculinity has been undermined because they were unable to protect themselves. (Abdullah-Khan, 2008)

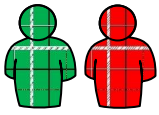
While some male victims physically or verbally resist an attack, others 'freeze' while being raped. Some men experience rape as a life-threatening attack and experience intense fear. (Abdullah-Khan, 2008) This happens because rape is an inherently frightening experience: a perpetrator may threaten or possess a weapon, target someone who is intoxicated, or attack as part of a group.

Some male victims react with shame or anxiety around issues of sexuality. A male being raped or sexually assaulted does not make him gay and if he is gay, it does not make it his fault or any less serious. A gay male might be raped by his partner, date, friend, acquaintance or a complete stranger. Male rape, however, is not a 'gay crime' in the sense that all victims and perpetrators are gay. Some victims and perpetrators are gay; but others are straight or bisexual. Men rape other men for a variety reasons: anger, control, possessiveness, homophobia, or a sense of entitlement to what they see as sex. (Watson, 2014)

A minority of male victims experience erection or even ejaculation when being raped or sexually assaulted. Some victims experience what McMullen describes as 'consent confusion,' which can occur because a victim may assume that he can only experience erection when consenting to sexual activity. (McMullen, 1990) In fact, Sarrel and Masters long ago reported that males can have erections when feeling 'overwhelmingly negative-embarrassment, humiliation, anxiety, fear, anger, or even terror.' (Sarrel and Masters, 1982).

### **Bibliography**

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- Watson, C. (2014). *Preventing and Responding to Sexual and Domestic Violence against Men: A Guidance Note for Security Sector Institutions*
- McMullen, R. (1990). *Male Rape: Breaking the Silence on the Last Taboo*
- Sarrel, P.M. & Masters, W.H. (1982). 'Sexual molestation of men by women' 11 *Archives of Sexual Behavior* 117
- Cambridge study: CUSU (Cambridge University Students' Union) (2014). *Cambridge Speaks Out*. Cambridge: CUSU Women's Campaign. Online at <http://www.womens.cusu.cam.ac.uk/Cambridge%20Speaks%20Out%20Report%202014.pdf>



## SESSION 2: Some Further Examples of Rape Myths\*

### ***Rape is a crime of passion***

#### **Implications:**

- assumes that rape is impulsive and unplanned;
- assumes men to be incapable of delaying gratification or controlling sexual urges;
- assumes that rape is about uncontrollable lust;
- attempts to excuse, minimise and romanticise rape;
- assumes that only 'attractive' women are raped;
- disregards elements of power, aggression, violence, control and humiliation in rape; and
- attempts to remove the responsibility for the rape from the rapist.

#### **Facts:**

- research and evidence from rapists suggests that most rapes are premeditated & planned;
- many rapists fail to get an erection or ejaculate;
- interviews with rapists reveal they rape to feel powerful & in control, not for sexual pleasure;
- there is no typical victim of rape. Girls, boys, women & men of all ages can be victims;
- many rapists are involved in sexually satisfying relationships with their partners at the time of the rape.

### ***You can tell if she's 'really' been raped by how she acts***

#### **Implications:**

- disbelieves and re-traumatises the victim;
- invalidates the victims experience and individuality;
- discourages her or him from seeking help.

#### **Facts:**

- reactions to rape are highly varied and individual;
- many women experience a form of shock after a rape that leaves them emotionally numb or flat - and apparently calm. Male victims can exhibit a similar reaction.

### ***Prostitutes cannot be raped***

#### **Implications:**

- further disempowers women & men involved in commercial sexual exploitation (CSE);
- provides an excuse for abuse

#### **Facts:**

- people involved in CSE have the same rights with regards to consent as anyone else. The law does not distinguish between victims who are involved in CSE and those who are not.

### ***If the victim didn't complain immediately it wasn't rape***

#### **Implications:**

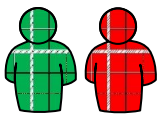
- disbelieves and re-traumatises the victim;
- invalidates the experience of the victim;
- discourages her or him from seeking help.

#### **Facts:**

- the trauma of rape can cause feelings of embarrassment, shame and guilt which might inhibit a victim from making a complaint. There are many other reasons for delayed reporting, too. For example, a victim might delay because she or he may seek support from someone she trusts such as a friend or family member before reporting.

\*This text has been slightly revised and is taken from the Crown Prosecution Service web site:

[http://www.cps.gov.uk/legal/p\\_to\\_r/rape\\_and\\_sexual\\_offences/societal\\_myths/#a01](http://www.cps.gov.uk/legal/p_to_r/rape_and_sexual_offences/societal_myths/#a01)



## SESSION 2: Definition of Sexual (and Related) Offences

### s.1: RAPE

If a person (“A”), with A’s penis—

(a) without another person (“B”) consenting, and  
(b) without any reasonable belief that B consents,  
penetrates to any extent, either intending to do so or  
reckless as to whether there is penetration, the vagina,  
anus or mouth of B then A commits an offence, to be  
known as the offence of rape.

In this Act—

- “penis” includes a surgically constructed penis if it forms part of A, having been created in the course of surgical treatment, and
- “vagina” includes—
  - (a) the vulva, and
  - (b) a surgically constructed vagina (together with any surgically constructed vulva), if it forms part of B, having been created in the course of such treatment.

[Sexual Offences (Scotland) Act 2009]

### s.2 SEXUAL ASSAULT BY PENETRATION

If a person (“A”), with any part of A’s body or anything else—

(a) without another person (“B”) consenting, and  
(b) without any reasonable belief that B consents,  
penetrates sexually to any extent,  
either intending to do so or reckless as to whether there is penetration,  
the vagina or anus of B then A commits an offence, to be known as the offence of sexual assault by penetration.

[Sexual Offences (Scotland) Act 2009]

### SEXUAL HARASSMENT

See Stalking – section 39 or the Criminal Justice and Licensing (Scotland) Act 2010

### STALKING

new offence of Stalking - under Section 39 of the Criminal Justice and Licensing (Scotland) Act 2010. a person commits the offence of stalking if they ‘engage in a course of conduct (two or more incidents) that they know, or ought to have known in all circumstances would be likely to cause in another person to suffer fear or alarm’.

Stalking = ‘acting in any other way that a reasonable person would expect to suffer fear or alarm’.

If the stalking charge cannot be proven in court under Section 39, it may be considered under the alternative offence of ‘Threatening and Abusive behaviour’.

[Criminal Justice and Licensing (Scotland) Act 2010]

### s.12: CONSENT

“consent” has to be a choice free from any consequences

[Sexual Offences (Scotland) Act 2009]

### s.3: SEXUAL ASSAULT

If a person (“A”)—

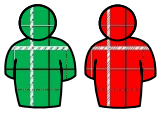
(a) without another person (“B”) consenting, and  
(b) without any reasonable belief that B consents,  
does any of the things mentioned in subsection (2), then A commits an offence, to be known as the offence of sexual assault.

[Sexual Offences (Scotland) Act 2009]

### REVENGE PORN

To disclose, or threaten to disclose, an intimate photograph or film without consent. Covers photographs or films showing people engaged in a sexual activity which would not usually be done in public, or with their genitals, buttocks or breasts exposed or covered only with underwear. Up to five years imprisonment.

[The Abusive Behaviour and Sexual Harm (Scotland) Act 2016]



## How to Help a Friend who has been Raped or Sexually Assaulted

If someone has told you that they have been raped or sexually assaulted, it's likely to have been one of the hardest things they have ever had to say. It may have taken them weeks, months or even years to feel able to talk to anyone about what has happened. Most people have little experience of helping someone through a traumatic event such as a sexual assault or rape, so it's normal to feel unsure about what to do. What is important is that you care enough about that person to want to help. This guidance aims to help you, help your friend.

- Before you do anything else, listen to your friend.
- Be patient.
- Ask them how you can help: you might have ideas about what they should or shouldn't be doing but it's important to allow them to come to their own decisions without feeling pressured.
- Give them time: as well as listening, you need to remain patient. Try to resist asking them about the details of the assault because they might not feel ready to talk about it. If they don't feel ready to talk about their experience, you may want to suggest that they write it down to help them 'get it out' and begin to make sense of what has happened to them.
- Give them space: knowing when to give someone space is vital. An important part of their healing process will be to regain a sense of control over their life.
- Avoid taking over: respect their decisions and never plan their recovery for them. Only they know how they feel, so it's important they're allowed to recover at their own pace. You could help them find useful information but don't insist on them doing anything or speaking to anyone they don't want to.
- Reassure them: when they feel confident enough to talk to you about what happened, remember to reassure them. Tell them that you believe them; don't judge & don't blame them.
- Don't ask 'how much did you drink?' 'What were you wearing?' 'Why didn't you ...?' or make statements such as 'You should have ...' These questions or statements might be interpreted as disbelief or blame and could cause distress.
- Be consistent: being supportive over a long time is very important.
- Following a sexual assault or rape, different people will react in different ways. A person may experience a variety of feelings and emotions for a long time after the assault. Don't expect your friend to react in particular way. There is no 'normal' response to rape or sexual assault.

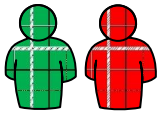
**Helping a partner:** If your partner has been sexually assaulted or raped, it will almost certainly have an impact on you and your relationship. There are things you can do to help you both get through this difficult time together such as:

- Believe them;
- Be patient;
- Allow them to tell you what has happened in their own time, without pressuring them for details
- Respect their decisions, even if you don't agree with them;
- Take responsibility for looking after yourself and how you're feeling; your partner is unable to do this at the moment;
- Ask them how you can help.

Whether the victim is your friend or a partner you may be struggling to cope with what has happened and how you're feeling. You may feel upset, angry or helpless. If this is the case, it's important that you seek help for yourself.

The content of this document has been revised from original material that can be found on the *NHS Choices* website: <http://www.nhs.uk/chq/Pages/2487.aspx?CategoryID=118&SubCategoryID=124>





## Session 2: Early Warning Signs of Domestic Abuse

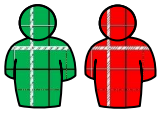
Is your friend...

- Having their movements monitored (being checked up on)
- Being stopped from seeing friends & family
- Having their phone & social media monitored
- Having their finances controlled
- Being put down in public
- Being told what to wear, how to behave
- “Walking on eggshells”
- Being coerced to have sex
- Being physically hurt

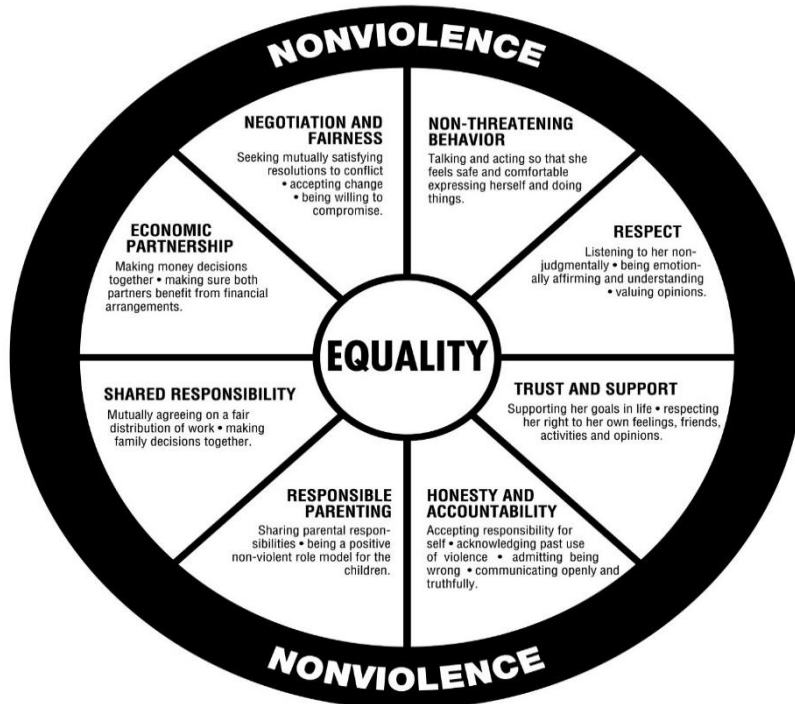
Is your friend’s partner...

- Jealous and possessive?
- Charming one minute and abusive the next? Do they have sudden changes of mood – like Dr Jekyll and Mr Hyde?

(Adapted from [www.refuge.org](http://www.refuge.org). <http://refuge.org.uk/what-we-do/campaigns/early-warning-signs>)



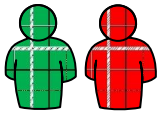
### Duluth Equality Wheel



### Duluth Power and Control Wheel







## Some Bystander Intervention Strategies

### ASK THE QUESTION

- If you see someone who looks like they are in trouble, ask if they are ok.

### DON'T LEAVE THEM ALONE

- Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone.
- If a person is trying to get you to leave so that they can take advantage of someone, refuse to leave the area or call the police.

### "I" STATEMENTS

- Three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond.
- Focuses on your feelings rather than criticising the other person. Example: I feel \_\_\_\_\_ when you \_\_\_\_\_. Please don't do that anymore.

### SILENT STARE/ BODY LANGUAGE

- Remember, you don't have to speak to communicate.
- Sometimes a disapproving look can be far more powerful than words.

### HUMOUR

- Reduces the tension of an intervention and makes it easier for the person to hear you.
- Don't undermine what you say with too much humour. Funny doesn't mean unimportant.

### GROUP INTERVENTION

- There is safety and power in numbers.
- Best used with someone who has a clear pattern of inappropriate behaviour where many examples can be presented as evidence of their problem.

### "BRING IT HOME" (EMPATHY)

- Prevents someone from distancing themselves from the impact of their actions.  
EXAMPLE: "I hope no one ever talks about you like that."
- Prevents them from dehumanizing their targets as well.  
EXAMPLE: "What if someone said your girlfriend deserved to be raped, or called your mother a slut?"

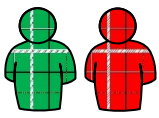
### "WE'RE FRIENDS, RIGHT..."

- Reframes the intervention as caring and non-critical.  
EXAMPLE: "Hey, Jack. As your friend, I've got to tell you that your Tshirt isn't doing you any favours, it's killing your rep'. Do yourself a favour and don't wear it again, in fact, just chuck it out."

### DISTRACTION/INTERRUPTION

- Most effective for street harassment. Snaps someone out of their "sexist comfort zone."

EXAMPLE: Ask a man harassing women on the street for directions or the time.



## Scripted Role Play 1: Changing the Person

Two people – Jared and Sean - each to read a part. First, read the description of the situation.

### Jared and Sean meet up the morning after a night out.

Jared: Alright mate? Man I drank too much last night, I've got a serious hangover, how about you?

Sean: Yeh, pounding headache. Still, I reckon it was worth it!

Jared: Let's go get a fry up and I want to talk to you about something

*[In the café]*

Jared: So last night, you were being quite abusive to women, you know when we were going from bar to bar, you were calling out "ho" and "bitch" and "slut" and stuff to every girl that walked past, do you remember?

Sean: [laughs] Ha, yes, damn right, women are such bitches.

Jared: Well you know Rosie and her mates left our crowd because of it. They were really bothered and upset and they said you were abusive and that's not okay.

Sean: But it's just a laugh, I'm sure they are cool.

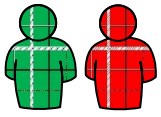
Jared: I don't think they saw it that way mate and they left because of it. Seriously. And the girls you were yelling at were quite scared, you could see it. Frankly, it was embarrassing and I know some of the other guys were a bit pissed off too, cos it was stopping the girls coming near us, they thought we were a load of dicks.

Sean: Really? Nah, all guys do it

Jared: No actually, it's just you mate. So what's with that? Why do you get so hostile when you're hammered? Is it about Hannah dumping you?

Sean: I just think they're all bitches, they use you and then dump you.

Jared: Well, from what you told me last term, Hannah had her reasons and she was pretty nice about it. And even if she hadn't been, that's no reason to behave like a prick to other girls. Its sexual harassment, and I know from my course that it really bothers girls and it really can scare them. I think you are going to get excluded from the group if it doesn't stop because I know the guys are not happy. I'm saying this cos you're my best mate and I don't want that to happen. And I really think you need to get over it and move forward otherwise you're gonna be this sad old man that no one wants to hang with.



## Scripted Role Play 2: Club Coercion

Four people – Mark, Ryan, David and Alex - each to read a part. First, read the description of the situation.

**Mark, Ryan, David and Alex are in a club. They went out hoping to pull (find someone to hook up with).**

Mark: Shit! Haven't pulled, it's 3 already.

David: That's cos you're useless with women mate. They'd have to be really steaming or desperate to go home with you, haha.

Ryan: Let's find a girl for Mark who's got her beer goggles on.

Alex: Better find someone quick! *[Looks around and spots a girl on her own, falling over drunk.]* There's one.

*[Alex goes off. 5 minutes later he is back with the group. He has his arm round the drunk girl]*

Alex: Looks like I can call it a night!

David: Mate she needs an ambulance not a taxi.

Alex: You're just jealous 'cos you won't be getting any.

*[Alex walks off with the girl, holding her up]*

David: *[to Mark and Ryan]* we can't let him take her home, she's totally wasted, if he does something, shit'll go down.

Mark: Let's grab him before he makes himself look like a prick.

*[the guys catch up with Alex]*

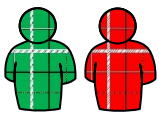
David: *[to Alex]* Mate, it's not a great idea, she's hammered. Just leave it.

Alex: No way, I'm so in there.

Mark: Mate, it's just not happening.

Ryan: You're not a rapist, are you mate?

David: *[to girl]* What's your name? Who are you with? Let's find your mates.



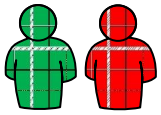
## Scripted Role Play 3: Supporting Disclosure of a Rape

### Role Play 3 - part 1 of 2

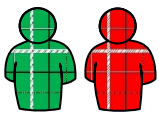
Two people – Ruby and Bonnie - each to read a part. First, read the description of the situation.

**Ruby has come to visit her friend Bonnie. She has been worried about Bonnie who has been quiet and withdrawn since a night out.**

- Ruby: How are you feeling now? The last time I saw you, you were very upset but you were unable to talk about it. You have been extremely quiet and you haven't seemed your usual self for a while now.
- Bonnie: I am feeling so lost but to be honest I don't think I have the words or energy to explain. I wouldn't know where or how to begin.
- Ruby: Oh honey, I hate the fact that you're struggling so much. You can tell me anything, it won't change the way I think about you. I'm always here for you no matter what. If you want to talk about it you can start anywhere that's easiest for you & I will just listen.
- Bonnie: Thanks, that means a lot although I still don't know how to explain what happened to make me feel like this. I'll probably just get upset & make myself look even more stupid.
- Ruby: If something has upset you this much you won't look stupid. You can tell me as much or as little as you want and it will be kept between us and won't go any further unless you say otherwise. It doesn't matter how you explain it, I'm sure I will understand and if I don't I will say.
- Bonnie: Okay, I will try to explain but I haven't told anyone yet so bear with me. Do you absolutely promise you won't say anything no matter what I say?
- Ruby: I promise, take as much time as you need I'm not going anywhere.
- Bonnie: Do you remember that night out we had with the girls on a Monday when we went to the Hothouse Club?
- Ruby: Yes, the one where we went to the Pool Lounge after?
- Bonnie: Yeah that one, in fact the Pool Lounge was where it all went wrong for me.
- Ruby: I don't remember anything going wrong in the Pool Lounge; did I do something to upset you?
- Bonnie: No, it wasn't you. I will try to explain.... I actually had an alright time in the Hothouse when it was just the three of us having a drink and a dance. It all started to change although I didn't realise it at the time. When Rose started talking to those guys and they joined us.
- Ruby: Do you mean Will and his friends? I have just remembered the drama at the end of the night when your phone was taken, sorry I should have remembered that.

**Role Play 3 – part 2 of 2**

- Bonnie: Yes I do mean them; there is more to it than that... When we left the club and started walking to the Pool Lounge I was talking to Will, he seemed nice and mentioned we had a lot of friends in common. I had seen him out before but never really talked to him properly. He was acting normally as far as I could tell. I keep going over and over it in my head as to what I could have done differently or whether I should have realised something was up or if I did something to make him be like he was.
- Ruby: Honey, are you okay? What happened?
- Bonnie: Well when we got to the Pool Lounge we all had a game of pool, Rose was a tad drunk but the rest of us were fine so you took her to get some air, do you remember that?
- Ruby: Yes
- Bonnie: After you went outside Will seemed upset, I asked him if he was alright and he asked if we could talk away from his friends. I thought his friends had done something to upset him so I agreed and we walked towards the back of the club near the toilets.
- Ruby: Okay, then what?
- Bonnie: He pushed me into the toilets which confused me and I asked what he was doing and tried to walk straight back out but he put his arm across the door and said he was worried about his friends hearing. I felt really uncomfortable straight away and everything got out of control so quickly after that. I don't think I can explain in detail it is just too difficult.
- Ruby: Did he hurt you?
- Bonnie: *[Nods]*
- Ruby: You don't have to explain anything if you don't want to, would it help to just tell me the outcome or if I ask questions? We can stop at any point if this is too much for you.
- Bonnie: He locked the door and then I started to panic as I felt trapped he was getting closer and closer to me and started running his hands all over me. I asked him to stop and tried to push him off..... I don't know how to explain it.
- Ruby: Did he rape you? I'm sorry this is so difficult.
- Bonnie: I don't know if I would call it rape because he didn't actually come, because he was interrupted by the bar staff knocking on the door saying that only one person was allowed in the toilets at a time. He had his hand over my mouth and said we would be out in a minute. He pushed me to the floor, unlocked the door and went back out. The worst part was the bar staff gave me dirty looks until we left. When I came out you guys were back and were laughing and joking with him, I just wanted to leave but then realised my phone was missing too, you know the rest.
- Ruby: Oh my god, I had no idea. I am so sorry, I can't imagine what you must be going through. You might not want to hear this but it's irrelevant whether he came or not, it is still rape. It was definitely a rape. You poor thing. Are you going to report it?
- Bonnie: I don't know what to do anymore.
- Ruby: I will help you whatever you decide. There are people you can talk to who can help you decide, and who can help you recover from this. It took real courage to tell me about this, it must have been so hard for you. I believe you. This is in no way your fault and you didn't deserve this to happen to you. I will do whatever I can to help. Would you like me to find a list of organisations who can support you, and we can go through the options together?



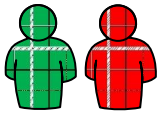
## Scripted Role Play 4: A Friend is Worried about Domestic Abuse

### Role Play 4 - part 1 of 2

Two people – Nikki and Joanne - each to read a part. First, read the description of the situation.

**Nikki and Joanne are friends. Joanne is going out with Leanne and Nikki is worried that there are signs of an abusive relationship.**

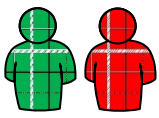
- Nikki: Hey honey, how are you?
- Joanne: I'm okay thanks, how are you?
- Nikki: I'm not too bad thank you, uni has been pretty hectic but that's coming to an end now. What have you been up to? I haven't seen you out since Elisha's birthday.
- Joanne: I have been pretty busy with uni too, was so glad to finish last week. I'm trying not to go out as much at the moment.
- Nikki: How come? Now we have all finished we should plan something to celebrate like a meal out or a few cocktails sometime soon, what do you think?
- Joanne: I'm trying to spend more time with Leanne and save a bit of money. Yeah that sounds good but I need to check with Leanne first.
- Nikki: Is everything okay with you guys? You didn't seem yourself at Elisha's party and I noticed Leanne left early.
- Joanne: Yeah everything is fine.
- Nikki: Are you sure you're okay? Did anything happen at the party? I'm always here if you ever want to talk.
- Joanne: I'm okay. No, nothing really, Leanne just got annoyed as she thought I was spending too much time with the boys so after an argument she went home. The arguments aren't usually as bad as the one at the party but she did apologise for pushing me after we cleared the air.
- Nikki: She pushed you? That's not good. Does that happen often? I didn't notice you spending much time with the boys
- Joanne: It's happened a couple of times recently, Leanne doesn't like me spending time with my male friends.
- Nikki: That must be difficult, have you talked to her about it?
- Joanne: Yeah but it has just lead to arguments. So I haven't been going out much recently and that has helped so I'm feeling better about the situation.
- Nikki: I'm sorry you have been having a hard time. You don't have to tell me if you don't want to, but why does Leanne have a problem with you spending time with your male friends?



**Role Play 4 - part 2 of 2**

Joanne: Ummm well it's because of my sexuality and the fact that I'm bisexual, she gets paranoid I will leave her for a man. It never used to be an issue but it became one whenever I went out with my uni friends without her. I'm spending more time with her now which helps.

Nikki: The whole situation must be really upsetting for you. I'm always here if you ever want to talk. You can call me anytime. There is nothing wrong with you being bisexual and you shouldn't be punished for having male friends. I'm a bit worried about the pushing – you know, I learned a bit about this on one of my courses and often it can escalate, so I'm a bit concerned that next time she might really hurt you. There are organisations that could help you as well, if you wanted, such as Women's Aid or Broken Rainbow. I can help you get in touch if you want. Whatever you decide I will be there for you.



## Scripted Role Play 5 Social Media

Two people – Veronika and Natalie - each to read a part. First, read the description of the situation.

**Veronika and Natalie are having coffee and looking at Facebook on their iPads**

Veronika: I can't believe those guys posted pictures of Alice like that.

Natalie: That's just sick.

Veronika: We have to do something. She's going to be gutted.

Natalie: Maybe we shouldn't get involved, it's not our business.

Veronika: It is our business cos she's our friend and it's all over Facebook.

Natalie: Yes, I suppose so.

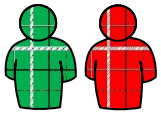
Veronika: We could both post on Steven's wall or message him and tell him we're disgusted and that he has to take the photos down.

Natalie: Yeh but he probably won't.

Veronika: Well then we'll tell him we'll report it to Facebook and to our Head of Student Services – in fact I'm gonna report it now on Facebook.

*[Veronika clicks on the Triangle – Report a Problem – Abusive Content button on Facebook]*





## Case Study 1: A Friend Discloses Boyfriend Rape

You and your friend Elle are having coffee for a catch up. You haven't seen her much since she got a new boyfriend and whenever you see her recently it's always her and him as a couple so you feel like you haven't had a chance to really catch up. Also you have seen him check her phone when you've been with them so you don't get to ask her how things are with him through texts or email.

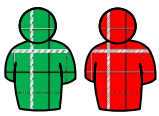
You start chatting with Elle about her boyfriend and she says that it's great except something a bit weird happened the other day. She wasn't feeling very well so when her boyfriend wanted sex she told him she didn't feel like it but it kind of happened anyway. She says they usually have a good sex life but she feels uncomfortable about what happened as she told him she didn't want to.

[REF: SARSAS.(A quarter of the people SARSAS supports are raped by a partner or ex-partner).]

## Case Study 2: A Friend Discloses Sexual Assault

You are home from uni for the Christmas holidays. At 8 o'clock on a Saturday morning, a close female friend from uni calls you, crying. You ask her what has happened and she says someone came into her room on campus last night. She reluctantly tells you that she woke up to find a naked man on top of her. She is afraid to tell her parents because she didn't lock her door and believes she is at fault.

[REF: NSVRC SAAM, 2010 from Plante et al., 2002]



### **Case Study 3: Halls of Residence**

As you enter the halls of residence at your college, you see a couple stumbling down the hallway. Their hands are all over each other in a clearly sexual way. A few minutes later you hear a struggle, then loud voices and yelling coming from the room they entered.

[REF: NSVRC SAAM, 2010 from Banyard et al., 2005]

### **Case Study 4: At the Gym**

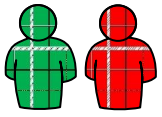
You are working out at the gym and overhear a group of male students ‘rating’ the women in the gym on a scale based on their attractiveness in their gym clothes. They are not being particularly quiet about this and the women know they are talking about them.

[REF: ESHE/ESCU 2019]

### **Case Study 14: Supervisor**

You are a final year PhD student who switched supervisors because he was always trying to get you to stay late in his office when everyone in the building had left or to go to his apartment to work. A first year PhD student has relocated here from overseas to work with this supervisor but has expressed some concerns that he always wants her to work late with him and sits too close to her when they are in meetings and has touched her on the legs and shoulders. The supervisor has told her that she needs to attend a conference with him, that is specifically on her research topic, and they need to stay in a local hotel.

[REF: ESHE/ESCU 2019]



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Notes.....