

The Scottish  
**Intervention Initiative**

# Facilitator Handbook

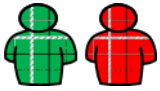
## SESSION 3:

### Rape & Sexual Assault

Dr. Melanie McCarry

Equally Safe in Colleges and Universities  
University of Strathclyde

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- Recap

- Confidentiality
- Appropriate language
- Attendance
- Leaving the room

## Disclosure

- Acknowledge
- Listen, Believe, Reassure
- Inform

## Session 3 (3 of 8): Rape & Sexual Assault

Objectives for this session:

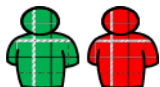
- Work through stages 1-3 for bystander intervention;
- Understand more detail about rape and sexual assault;
- Begin to form ideas about the types of situations which might call for a bystander intervention.


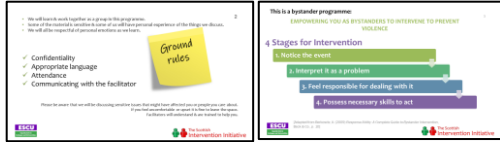
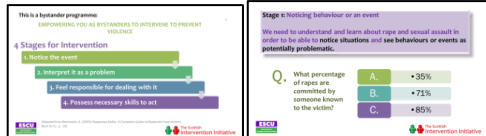
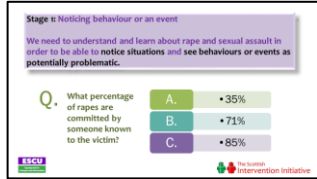
Session plan: ONE HOUR to one and a half hours




| What you need to know as facilitator before the session begins             |  |
|--|--|
| Quiz: Convicted Rapist or Men's Magazine                                   |  |
| Statements exercise – identifying offences. Could use to start the session |  |

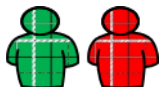
| Resources you need for this session             |  |
|---|--|
| PowerPoint slides                               |  |
| Internet connection for web links               |  |
| White board / flipchart                         |  |
| Pens  |  |
| Handout: Supporting a Friend who has been Raped |  |
| Handout: Sexual Offence                         |  |
| Handout: Male Rape                              |  |


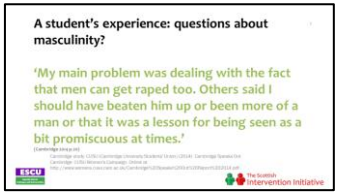





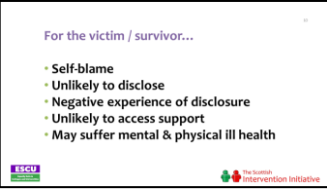



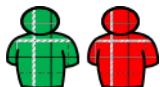
| Focus/Activity       | What to say   | What you need to know as a facilitator –info only | Resources   |
|----------------------|---|---|---|
| Brief recap          | What we have covered in last session: bystanders, the psychology of bystanders, why domestic abuse and sexual violence is everybody’s problem. Ground rules.  |   | <p style="text-align: center;"><b>Slide 1</b></p>    |
| Ground Rules<br>Aims | In this session we are talking about rape and sexual assault. We will be doing this in the context of what you can do as bystanders. Remember that it is only a minority of men who offend and our aim is to empower everybody else to stop this  |   | <p style="text-align: center;"><b>Slide 2 Slide 3: This is a bystander programme</b></p>                 |
| 4 Stages             | Casting our minds back, we remember that there are four stages to effective bystander intervention and the first stage is to notice the behaviour – to understand that something is happening. In order to be empowered to intervene it is important to know some of the myths and facts about rape and sexual assault. |   | <p style="text-align: center;"><b>Slide 3: 4 Stages (animation)<br/>Slide 4: Stage 1: Noticing</b></p>  |
| Myths                | What percentage of rapes do you think are committed by someone known to the victim?<br><br><b>ASK THE GROUP</b> :How many people think the answer is A? B? C?   |   | <p style="text-align: center;"><b>Slide 4: what percentage of rapes(animation)</b></p>                 |


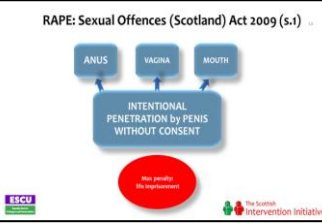
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|----------------|---|---|---|
| Facts          | <p>The majority of rapes are committed by someone known to the victim. The notion that rape is carried out by a psychopath hiding in a dark alley is largely a myth. Sometimes they are carried out by 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.<br/> <a href="http://www.hmcpsi.gov.uk/documents/reports/CJI_THM/BOTJ/Without_Consent_Thematic.pdf">http://www.hmcpsi.gov.uk/documents/reports/CJI_THM/BOTJ/Without_Consent_Thematic.pdf</a></p>   | <p><b>Slide 5: Facts</b></p>                         |
|                | <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 6: 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>. 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, Investigating and Detecting Recorded Offences of Rape (2007) 21.</p> | <p><b>Slide6: victim resistance (animation)</b></p>  |





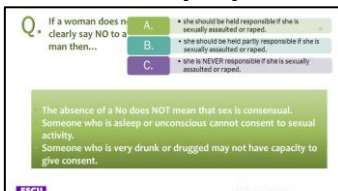
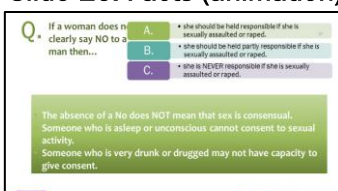
| Focus/Activity | What to say  | What you need to know as a facilitator –info only  | Resources  |
|----------------|--|--|--|
|                |  | <a href="https://www.rapecrisisscotland.org.uk/i-just-froze/">https://www.rapecrisisscotland.org.uk/i-just-froze/</a>  | <p><b>Slide 6: “I JUST FROZE” clip</b></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><b>Slide 7: student experience – masculinity?</b></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><b>Slide 8: Drink and drugs</b></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><b>Slide 8: rape is not the victim's fault</b></p>    |

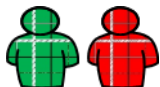
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|----------------|---|--|--|
|                | <p><b>ASK THE GROUP:</b> Ask the question about why it matters. You might wish to write ideas on the board.</p> <p>The next slides will give reasons.</p>   |  | <p><b>Slide 9: Discussion Point</b></p>   |
|                | <p>Being exposed to victim-blaming for example through the media or conversations with friends or family takes away opportunities for recovery which may lead to ongoing health consequences and reluctance / fear of any disclosure.</p> <p>You might make reference to the secret being carried in the empathy exercise in the previous session</p>   |  | <p><b>Slide 10: For victims</b></p>   |
|                | <p>Read this account of a woman's experience of rape at University. People often say things about victims like "What did she expect?", "She was asking for it", "She must have provoked it" – this shifts attention onto the behaviour of the victim, &amp; allow people to excuse or not think about the behaviour of the perpetrator.</p> <p>We've seen that many people hold beliefs that are actually not true about rape. Men &amp; women hold &amp; express beliefs that aren't based in fact &amp; that blame victims. If we think about it, we can see that there are strong psychological reasons for holding on to these ideas. A woman friend of a woman who has been raped has heard first-hand how devastating the experience of being raped is. While she may be sympathetic, she is likely to have an unconscious need to find a way to distinguish herself from being the kind of person that something like this might happen to. Also many people have a strong need to believe that life is fundamentally fair – that in life, we get what we deserve. When something bad happens to someone – like being raped – a common unconscious reaction might be to search for some kind of fault in the person to explain their misfortune.</p> | <p>Social psychology is informative on the subject of the "just-world fallacy" – the tendency for people to believe that the world is basically fair, and consequently to seek to attribute blame to themselves or others when bad things happen.</p> <p>Pages 13-15 of Nina Burrowes' booklet "Responding to the challenge of rape myths in court" are also illuminating in helping us to understand how people can respond negatively to victims of rape. It may be useful for facilitators to read. <a href="http://nb-research.co.uk/wp-content/uploads/2013/04/Responding-to-the-challenge-of-rape-myths-in-court_Nina-Burrowes.pdf">http://nb-research.co.uk/wp-content/uploads/2013/04/Responding-to-the-challenge-of-rape-myths-in-court_Nina-Burrowes.pdf</a></p> | <p><b>Slide 11: Experiencing blame</b></p>  |










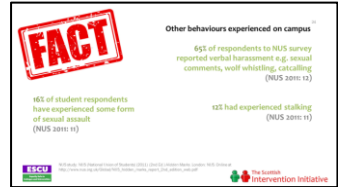
| Focus/Activity                               | What to say   | What you need to know as a facilitator –info only  | Resources   |
|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>• Myths can permeate the criminal justice system whether or not a victim discloses and the different levels where myths can operate to obstruct justice &amp; public protection.</li> <li>• If myths operate to stop disclosure or reporting the police never find out about it. The offender may be already a repeat offender know to the police. Or if the police remain unaware of the incident, the offender is free to repeat offend.</li> <li>• NB: the Procurator Fiscal make decisions based on whether they perceive there to be a realistic prospect of conviction. This prospect may be influenced by myths that everyday people who sit on juries will hold. If it goes to trial jury members may hold myths that allow them to blame the victim &amp; exonerate the perpetrator.</li> </ul> | <p>There is a body of research conducted by Vanessa Munro, Emily Finch and Louise Ellison about the influence of rape myths on jury decision- making.</p> <p>Of all reported rapes in Scotland 7.2% go to court and less than half than that result in a conviction.</p>   | <p><b>Slide 12: For the criminal justice system</b></p>  <p>The diagram illustrates the Criminal Justice System as a funnel. At the top, it branches into 'No disclosure' and 'Disclosure'. 'No disclosure' leads to 'No disclosure - reporting', which then leads to 'No investigation (police aware)'. 'Disclosure' leads to 'If offender caught', which then leads to 'If disclosure prosecuted as not alleged'. Both paths lead to 'Repeat offending' and 'Judicial decision making'. The bottom of the funnel is labeled 'BRINGING OFFENDER TO JUSTICE &amp; PROTECTING THE PUBLIC'. Logos for TICU and The Scottish Intervention Initiative are present.</p> |
| <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<br/> <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 13: law on rape</b></p>  <p>The diagram shows three boxes labeled 'ANUS', 'VAGINA', and 'MOUTH' with arrows pointing to a central box labeled 'INTENTIONAL PENETRATION by PENIS WITHOUT CONSENT'. Below this is a red circle with the text 'Also possible by object'. Logos for TICU and The Scottish Intervention Initiative are present.</p> <p><b>Handout: sexual offences</b></p>   |

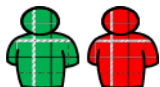


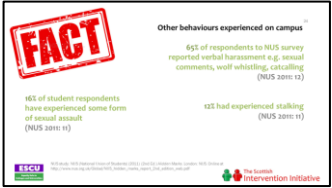
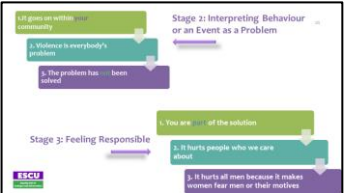
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|----------------|--|--|--|
|                | <p>Rape is penetration without consent &amp; it is crucial to understand what consent is. In law a person consents if s/he agrees by choice, &amp; has the freedom and capacity to make that choice. Submitting 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 14: Consent, choice</b></p>                     |
|                | <p><b>ASK THE GROUP:</b> what they think consent means. You might want to ask if students have learnt about it elsewhere e.g. school.</p>  |  | <p><b>Slide 15: Discussion point</b></p>                    |
|                | <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 16: if a woman does not clearly say no</b></p>  |
|                | <p>The absence of a 'No' is not enough<br/>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 16: Facts (animation)</b></p>                 |



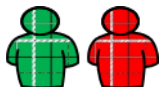
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|----------------|--|---|---|
|                | Consent - remember <ul style="list-style-type: none"> <li>• Can be withdrawn at anytime</li> <li>• Consent to one act does not mean yes to another act</li> </ul> Consent cannot be coerced. | Check Sexual Offences Act (2009)<br><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> | <b>Slide 17: Consent</b><br>               |
|                | Here is an example of an anti-rape campaign poster which aims to get this message across.<br><br><b>ASK THE GROUP :</b> Do you recognise this woman as vulnerable?                           |   | <b>Slide 18: Poster</b><br>                |
|                | As a bystander recognising when other people become vulnerable and may be unable to consent is important. This slide shows some things to look out for in others.                            |   | <b>Slide 18: What to look out for</b><br> |
|                | Remember this for yourself and others! And if you think someone might not be able to do this then this is a cue for intervention!  |   | <b>Slide 19 :Yes</b><br>                 |

| Focus/Activity | What to say   | What you need to know as a facilitator –info only  | Resources  |
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|                | <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 20 : 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 21: 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 22 :Sexual Assault</b></p>          |
|                | <p>Sexual assault is experienced by a lot of students</p>   |  | <p><b>Slide 23: Fact</b></p>                   |


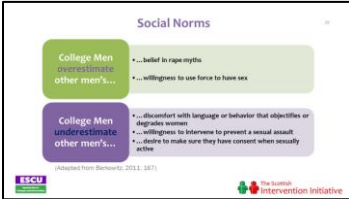
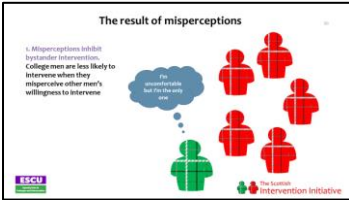
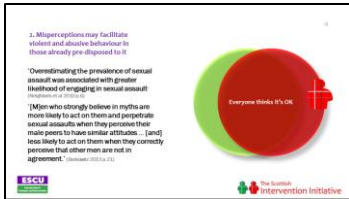


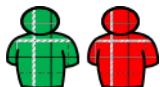
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|                | <p>Other behaviours experienced by students are sexual harassment and stalking.</p> <p><b>ASK THE GROUP to have a think about:</b> What kind of things happen to students here that might be described as sexual harassment or stalking?</p>   | <p>Sexual harassment can include the following:<br/>           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;<br/>           Someone groping, pinching or smacking your bottom when you did not agree to them doing so<br/>           Someone groping, pinching or touching your breasts when you did not agree to them doing so;<br/>           Someone lifting up your skirt in public without your consent.</p> <p>NUS, <a href="#">Hidden Marks</a> (2010) 34-35<br/>           NB: Please note that this is not a legal definition.</p> | <p><b>Slide 23: Other Behaviours</b></p>               |
|                | <p>Cast your minds back to the stages of intervention. Now you know what rape &amp; sexual assault are, you are more likely to notice problematic behaviours &amp; prevent situations occurring or escalating. The 2<sup>nd</sup> stage is to interpret violence as a problem.<br/>           Violence against women is not a problem that has been solved. It is very important to recognise that it is happening in your community, on your campus, in your circle of friends. Violence &amp; abuse are everybody's problem &amp; remember that you as an individual &amp; as a group &amp; as a growing movement, can do something about it!!</p> | <p>Enthusiasm and motivation are important here!</p>   | <p><b>Slide 24: Interpreting it as a problem</b></p>  |
|                | <p>The 3<sup>rd</sup> of bystander intervention is to feel responsible for dealing with it. We are responsible because we are part of the community and because people we care about are hurt by it. It is really worth thinking about the actions of a minority can affect the relationships between others. All men are hurt by the actions of a few because it makes women fear them.</p>   | <p><b>Remember the Golden Rule</b></p> <p>Refer back to the Golden Rule “Only Intervene when it is safe to do so. If not safe, in an emergency, dial 999)</p>  | <p><b>Slide 24: Feeling Responsible (animation)</b></p>   |




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|--|--|--|--|
|  |  |  | <p>The diagram illustrates a three-stage process:</p> <ul style="list-style-type: none"><li><b>Stage 1: It gives us within our community</b><ul style="list-style-type: none"><li>1. Violence is everybody's problem</li><li>2. The problem has been solved</li></ul></li><li><b>Stage 2: Interpreting Behaviour or an Event as a Problem</b><ul style="list-style-type: none"><li>1. You are part of the solution</li><li>2. It hurts people who we care about</li></ul></li><li><b>Stage 3: Feeling Responsible</b><ul style="list-style-type: none"><li>1. You are part of the solution</li><li>2. It hurts people who we care about</li><li>3. It hurts all men because it makes women fear men or their motives</li></ul></li></ul> <p>ESCU logo is present in the bottom left corner of the diagram.</p> |
|--|--|--|--|



| Focus/Activity | What to say   | What you need to know as a facilitator –info only  | Resources  |
|----------------|---|--|--|
|                | <p>The impact on victims is substantial: failure to intervene can have serious consequences for the person in a position of vulnerability who might become a victim of sexual violence.</p> | <p>Reactions to rape are to some degree gendered. While males and females often experience the reactions listed on the slides, it is evident that there are consequences that only impact one sex. For example, only women can become pregnant as a result of rape and males sometimes report that their sense of masculinity has been undermined by rape. Ref: N. Abdullah Kahn, <i>Male Rape: The Emergence of a Social and Legal Issue</i> (Palgrave, 2008).</p> <p>The recovery from rape is impacted by a wide range of factors, including the reactions of others and self-blame. When someone discloses a rape or sexual assault it is important that they are believed &amp; not judged. Belief helps recovery from rape &amp; sexual assault. Negative reasons, such as blame, whether self-directed or from others may hinder recovery:</p> <p>Refs: P. Frazier and L. Schauben, 'Causal Attributions and Recovery from Rape and Other Stressful Life Events' (1994) 13 <i>Journal of Social and Clinical Psychology</i> 1; R Campbell et al, 'Social reactions to rape victims: healing and hurtful effects on psychological and physical health outcomes' (2001) 16 <i>Violence and Victims</i> 287.</p> | <p><b>Slide 25 : Impact</b></p> <div data-bbox="1711 308 2051 501" style="border: 1px solid black; padding: 5px;"> <p>The Impact on Victims</p> <p>Short and longer-term reactions may include:<br/>Self blame, depression, fear, avoidance of people or situations, self-harm, trying to 'forget' or normalise, leaving university.</p> <p>Factors impacting on recovery include:<br/>The reactions of other people, self-blame, the availability of support.</p> <p><small>ESCU The Scottish Intervention Initiative</small></p> </div>  |
|                | <p>The impact for a convicted perpetrator is also substantial – so intervening to stop your friend doing something stupid /criminal is important too</p>                                    |  | <p><b>Slide 26: Consequences of offending behaviour</b></p> <div data-bbox="1711 1142 2051 1335" style="border: 1px solid black; padding: 5px;"> <p>The Consequences of Offending Behaviour</p> <p>Being labelled and known as an abusive person:</p> <ul style="list-style-type: none"> <li>• Facing friends, family and other students</li> </ul> <p>Possessing a criminal record:</p> <ul style="list-style-type: none"> <li>• Getting a job and impacting future potential</li> <li>• Being on the sex offender register</li> <li>• Public disclosure of a criminal record by the police</li> </ul> <p><small>ESCU The Scottish Intervention Initiative</small></p> </div> |

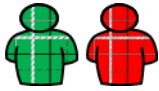
| Focus/Activity | What to say  | What you need to know as a facilitator –info only   | Resources   |
|----------------|--|---|---|
|                | <p>Given the potential impact of sexual violence, being a friend might be looking out for friends who might be potential victims and perpetrators – a bystander may act to prevent violence been perpetrated by a friend</p>   |   | <p><b>Slide 27 : Being Friend</b></p>  <p><b>Handout: Supporting a friend who has been raped</b></p> |
|                | <p>This slide shows the misperceptions that affect men. As you can see, research shows that men overestimate other men’s problematic behaviour – so they think more men believe in rape myths and are willing to use force to have sex than is actually the case. They also underestimate how many other men are: uncomfortable with sexist behaviours, willing to intervene to prevent sexual assault and get consent in sexual activity.</p>   | <p>The research cited is from US student populations hence the designation ‘college men’.</p>   | <p><b>Slide 28 : Social Norms</b></p>    |
|                | <p>These misperceptions have two consequences. Firstly, they stop men from intervening. If you cast your minds back to the last session, green people are less likely to intervene when they believe they are in the minority &amp; that others (the red people) are in the majority. Once we realise that actually the green people are in the majority, we are more willing to intervene.</p>  | <p>This is social norms theory</p>  | <p><b>Slide 29: Results of Misperception 1</b></p>   |
|                | <p>The misperception is really important, because, as we saw in the last session, the environment or culture can lead to a minority believing that problematic behaviour is ok. These people have an emotional investment in believing that their behaviour is normal. The red people believe they are actually in the majority. This is false consensus. More worryingly some research suggests that there is a correlation between perpetration and environment. So those who have a pre-disposition to perpetrate may be more likely to do so when they believe (falsely) that they are in the majority.</p> <p>REF: Berkowitz, A. (2011). “Using How College Men Feel about Being Men and ‘Doing the Right Thing’ to Promote Men’s Development” in Laker, J. and Davis, T., <i>Masculinities in Higher Education: Theoretical and Practical Considerations</i>. Routledge. p.168</p> | <p>“men reported greater willingness to rape when they were given information suggesting that other men believed in rape myths, with this being strongest for men with greater rape-proclivity” (Berkoqitz 2011: 168)</p> | <p><b>Slide 30: Results of Misperception 2</b></p>   |



| Focus/Activity | What to say  | What you need to know as a facilitator –info only   | Resources  |
|----------------|--|---|--|
|                |  | <p>So what is the solution? By intervening! It might be speaking out or it might be another method of intervening – we will be coming on to these. So if the green people speak out and realise they are in fact the majority then the red people’s behaviour becomes socially unacceptable</p> | <p><b>Slide 31 :</b><br/><b>You are part of the solution</b></p>  |
|                | <p>As you are part of the solution can you share your ideas on what situations you might now notice, prevent or challenge?<br/><b>ASK THE GROUP to think of this in their own time:</b> give examples (<i>looking for situations along these lines:</i></p> <ul style="list-style-type: none"> <li>• <i>A friend being very drunk and someone you just met offering to take them home and look after them</i></li> <li>• <i>Your flatmate arriving home very drunk accompanied by someone you don't know.</i></li> <li>• <i>At a party overhearing “another one and I’m in there” where someone is deliberately plying another with strong drinks</i></li> <li>• <i>Rape banter</i></li> <li>• <i>Planning a ‘rape night’</i></li> </ul> | <p>If you are short of time you could ask students to do this for homework for next session.</p>  | <p><b>Slide 32: What can you do</b></p>                           |
|                | <p>These posters challenge social norms around rape</p>  |   | <p><b>Slide 33 &amp; 34: Poster</b></p>                         |







## 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 of 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**

Abdullah-Khan, N. (2008). *Male Rape: The Emergence of a Social and Legal Issue*

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>

## 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 victim's 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:**

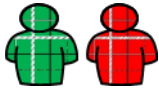
- disbelieves and re-traumatises the victim;
- invalidates the experience of the victim;
- discourages her or him from seeking help.

#### **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)



## 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>