

Facilitator notes to accompany the two-hour SpeakUp initiative

Designed to counter sexual violence.

Developed by

Bovill, H, McCartan, K., Waller, R., Miguel Lazaro, A., Carrie, S., and Smith, T. (2018) *SpeakUp*. Bristol, University of the West of England. In collaboration with UWE students, UWE Student Union, UWE staff, and external stakeholders; Bristol Zero Tolerance, Somerset and Avon Rape and Sexual Abuse Support, and Stand Against Racism and Inequality.

Resources: All you will need to deliver this is:

1. access to a computer, internet and a media screen (with sound) to show the videos
2. Flip chart paper and a flip chart stand
3. White tack and post it notes
4. Labels for names

Setting up the room: Set up tables with space to work. Put flip chart paper on the tables and post it notes. Tell students they can write ideas and thoughts on these resources, caution about not using language that would offend others.

Part way through, you will give short two-minute activity breaks where indicated on the slides. This is to allow students time to move from one section to another and to allow them to approach the facilitator should they need to.

There are two activity breaks titled:

1. 'Unwanted sexual touching or groping: why is it so 'normalised'?
2. 'What is active sexual consent, is it an ongoing process and how can you talk to sexual partners about it?'

Before you start the session, write these titles on two large sheets of paper. Put them on the student tables so they can write on them in these breaks, with post it notes or directly on to the sheets.

Other than this there is no allowance for breaks. If these are required, more than two-hours will be needed to deliver this resource.

When students arrive: Ask them to sign a register with a name and contactable email. Ask students to write their name on a label and wear this so you can call them by name. Ask them to get into self-selected tables. When evaluating this resource students told us they preferred working with people they know. As a facilitator use your expertise here. If the groups are uneven, try to even them out. If anyone sits on their own, help them join in. If the groups self-select into all male and female or same ethnic groups, consider intervening to make the groups more inclusive. If, part way through, the groups are not working very well; think about moving them around. If they are working well keep them as they are.

What can you do if students demonstrate negative, judgemental or stereotypical responses? Be respectful to all students and do not belittle, this is ineffective in changing attitudes. If you open views up to the room, usually peers will offer alternative views. If this does not happen offer up a counter viewpoint yourself and see where this goes. If people have alternative views, e.g. sex outside of marriage is wrong, or women who wear certain clothes open themselves up to risk, discuss that even if these views are held, would they still help someone in a problematic situation, if this was the safe thing to do?

Timing of the resource: This resource takes 117 minutes to deliver based on times below. This gives a little leeway but time is tight so try and stick to limits as much as you can so you can get through the whole resource.

Make sure students know that the 'ways to intervene' sheet that you are using to support these activities is available on the website supporting this resource.

Slide 1	<p>SpeakUp. (4 minutes).</p> <ul style="list-style-type: none">• Show whole slide. Explain this is a general introduction to sexual violence on campus.• Go over developments leading to this initiative which are below: <p>Facilitator further notes: In 2010 National Union of Students conducted research which highlighted high incidences of sexual violence on campus in United Kingdom universities. Other countries such as the United States</p>
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	<p>had also began to demonstrate concern. Universities UK, which oversees procedures in universities in the United Kingdom, asked universities to respond to this issue and produced a report called 'Changing the Culture' in 2016.</p> <p>Most of you will have seen the rise in knowledge about issues regarding sexual violence in newspapers, within politics and the film industry. For example #MeToo. Time'sUp campaign. Everyday sexism Project.</p> <p>Most sexual violence is perpetrated by men against women or against other men. HOWEVER, this initiative highlights that sexual violence across genders/sexualities/all groups is not acceptable.</p> <p>It will look at what sexual violence is/ways to interrupt sexual violence/sources of support for you and your friends to help you stay safe and well at university.</p> <p>SpeakUp has been developed with students here at UWE.</p> <p>The resource is designed to START A CONVERSATION rather than give concrete answers.</p> <p>Let students know that all case studies/stories/scenarios are either real life situations, or they are based on current research depicting real student life.</p> <p>Let students know that you will go through sources of support with them at the end of the session.</p> <p style="text-align: center;">Draw attention to film links, we will play later.</p>
Slide 2	<p>Creative commons licence. (no time needed) This slide is just there for copyright reasons, go past this.</p>
Slide 3	<p>Ground Rules. (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide. • Read ground rules to students. • Explain that publicly disclosing for the first time is not a good idea in this space, but if people are comfortable sharing experiences of past events, without naming people or places, then that is ok.

	<ul style="list-style-type: none"> • Discuss that if people want to leave then they are free to do so, but if they could get back in contact with you if they do, you would appreciate knowing they are ok and will point them in direction of support should they need it. • It is also ok for people to get up and go to the toilet or take a short break. • Write out your work email on a board or on flip chart paper so students know it. • Let students know that they can talk to you after the session. <p>Further facilitator notes: If people seem to be oversharing, carefully move the conversation on. Perhaps try to speak to that person at the end to see if they need further support.</p> <p>If people get up to leave, don't follow them, they may just need a break or be going to the toilet. Try to make a note of who left and follow up with an email.</p>
Slide 4	<p>What is Bystander? 4 stages of intervention (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide. This is a general introduction to bystander. • Go over and read through these slides with students • Emphasise that responsibility to intervene often does not mean to intervene yourself, sometimes it is better to get help or to intervene at a later stage. • State that we will be going through ways to intervene as we work through the slides.
Slide 5	<p>Golden Rule. (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide. Further emphasise safety of intervention by going through the below: • Stress importance of always considering your own and others safety before you think about intervening. • Sometimes it is best not to intervene.

	<ul style="list-style-type: none"> • Sometimes it is better to intervene after an event, for example through reporting this to someone else or offering support to a friend. • Sometimes it is better to ask for help and for someone else to intervene, e.g. the police, or a bouncer in a night club. • Sometimes it is better to only intervene if you are with others and it feels safe to do so. • Intervention should not increase the risk for the person that you are trying to support or yourself. If possible, gaining a person's consent before intervening is a good idea in situations that warrant this. <p>SAFETY is always paramount.</p>
Slide 6	<p>Who can experience sexual violence? Anyone (2 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. The following slide lets students know some information about how prevalent sexual violence is and who it affects. • Read slide with students. • Explain these statistics come from: <ol style="list-style-type: none"> 1. The National Union of Students 2010 research using a questionnaire with 2058 female students. 2. Revolt Sexual Assault which is a national campaign striving to return power to student survivors of sexual assault. It was founded by recent graduates from Bristol University and works in partnership with The Student Room. This article that these statistics are based on was written in 2018. 3. Academic research. • Clarify that this university is clear that sexual violence from any group or individual toward any group or individual is not acceptable. • Put the statistics in context, e.g. sexual violence can cover a spectrum from cat calling to rape. • Studies are opt in and so this might mean that students who have suffered sexual violence may be more likely to respond?

	<ul style="list-style-type: none"> • Highlight that males as well as females can often suffer very high levels of shame regarding sexual violence which leads them not to report it. • Highlight that the LGBTQ community has noted in research that sexual violence services do not often recognise their particular needs and understand the prevalence of sexual violence toward them. This can impact on reporting patterns. • Highlight that research still demonstrates that women and girls suffer more sexual violence, nationally and globally, and that it is often more sustained, and potentially more violent.
Slide 7	<p>What students told us: social norms. (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide. • Explain, these areas of concern are highlighted in lots of research regarding sexual violence. • Explain, they were also highlighted by students here at UWE who took part in research to develop this initiative. Up to 85 students received a longer version of this initiative and then 15 of these students took part in 3 hour focus groups to talk to us about sexual violence in university and about what they thought other students needed to know more about. • Today we will focus on the first four social norms because of limited time. • You may want to talk about other things your university is doing to address these and other similar issues. • Play 30 second film hyper link. Re-iterate that the UWE message on this is: 'Everyone has the right to not be touched by another when they haven't consented. Unwanted sexual touching and groping is a crime.'
Slide 8	<p>Unwanted sexual touching or groping. (10 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. This part of the resource begins to look at the first social norm, 'unwanted sexual touching and groping'. • First part of slide shows extracts from focus groups at UWE with first year students and their experiences. This demonstrates that unwanted sexual touching can occur during ordinary day time events and not just night clubs.

	<ul style="list-style-type: none"> • Ask students to comment for 2-3 minutes on these extracts and what they think. • Play the two short video extracts in the article one after the other for comparison sake: <ol style="list-style-type: none"> 1. 'I'm probably guilty of groping'. (59 seconds). 2. 'I've been groped on a night out'. (54 seconds). <p>Further facilitator notes: Please note this discusses that unwanted sexual touching and groping occurs across the genders and also discusses that the man in the article did not realise that groping was not acceptable behaviour.</p> <ul style="list-style-type: none"> • Discuss these videos with the students and gain their views. (5 minutes).
Slide 9	<p>Unwanted touching or groping: being an active pro-social bystander. (5 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. • Ask students to talk about ways that they could be an active pro-social bystander before, during or after these two example situations. (5 minutes). Use some flip chart paper to record student responses. <p>Further facilitator notes: guide students to think about ways they could interrupt unwanted touching. Always emphasise that intervention is best done at the lowest level of escalation if possible, with the least amount of confrontation, and where possible with consent.</p> <p>See the 'ways you might intervene' sheet to help with examples, but let students come up with these (and others) first if you can.</p>
Slide 10	<p>Unwanted touching and groping is sexual assault. (3 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. • Spend one minute gaining answers from the whole class.
Slide 11	<p>Unwanted touching and groping is sexual assault. (1 minute).</p>

	<ul style="list-style-type: none"> • Show whole slide. • Let students read the quote. <p>Further facilitator notes: Explain that it is sexual assault, this is a criminal offence and can carry sentences of up to 10 years. Also make sure students know that research tells us this is happening on nights out, but also in day to day situations – it is not something that students should feel they have to put up with.</p>
Slide 12	<p>Take a 2 minute break to respond to the 'break activity', or just take a quiet moment</p> <ul style="list-style-type: none"> • Show whole slide. <p>Further facilitator notes: show students where you have placed the activity sheet:</p> <p>'Unwanted sexual touching or groping: why is it so 'normalised'?</p> <p>Explain (as on the slide) that students can put post-it notes on to this sheet responding to this question in any way they think is relevant. It might relate to experiences/thoughts/feelings. Remind students not to refer to names of people or places. Explain that you will look at some of these at the end if there is time.</p> <p>Also let students know that they can just take a quiet 2 minutes.</p> <p>Also remind students they are free to leave and could they get in touch with you if they do, or access the support and guidance website if they feel they need to or would prefer to do this.</p>
Slide 13	<p>Consent: it's as simple as tea..... or is it? (4 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. Let students know, subject shifts to second social norm of sexual consent now. • Play the 30 second UWE video of consent. Re-iterate that the UWE message is: 'Consent is mutual and a free choice. If you're not sure about a situation, stop, ask and check every time – even if you were previously given consent.'

	<ul style="list-style-type: none"> • Play consent video. (2 minutes 50 seconds) <p>No need to discuss this further, the next 2 slides will open up this debate.</p>
<p>Slide 14/15/16</p>	<p>NY Times Gender initiative: 45 Stories of Sex and Consent on Campus. (15 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. • Follow the activity on the slide. <p>Facilitator further notes: The stories on this slide are real life and are from work done By JESSICA BENNETT and DANIEL JONES from the New York Times, who asked college students how they navigate the gray zone of sexual consent, where communication is rarely as simple as “yes” or “no.” Let students know that this electronic resource is available on the reference list of this powerpoint and that they might find any of the 45 stories there interesting to read in their own time.</p> <p>In the discussions, please try and gently challenge (or have peers gently challenge) any emerging stereotypes or myths, e.g.</p> <ol style="list-style-type: none"> 1. When people drink then they are partly to blame if sexual assault or rape happens. 2. If people don't say no then it must mean yes. 3. If there are no physical signs then it can't be rape. 4. You cannot be sexually assaulted or raped by a partner. 5. Men are always ready for sex and sexually available.
<p>Slide 17</p>	<p>Ground Rules. (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide. • This is a reminder of the ground rules. The video that we will see next is sensitive and it shows a female student on a night out, which leads to a sexual assault. You do not see the assault but let students know what the content is so that they are prepared for it. • Re-read ground rules to students. (If this seems necessary).

	<ul style="list-style-type: none"> • Emphasise that access to support services are offered at the end of this initiative and that you will make sure that everyone knows how to access these. • Discuss that if people want to leave then they are free to do so, but if they could get back in contact with you if they do, you would appreciate knowing they are ok and will point them in direction of support should they need it. • Remind students of your work email on a board or on flip chart paper so students know it.
Slide 18	<p>Sexual consent: Being an active pro-social bystander. (10 minutes)</p> <ul style="list-style-type: none"> • Show whole slide. • Show the video until it stops at the point where sexual assault is about to occur and the door closes (4 minutes 50 seconds). Pause and ask the students the two questions on the slide. <ol style="list-style-type: none"> 1. Who could have intervened to stop this happening? 2. When could they have intervened? • Take some brief responses from the audience (2 minutes). • Play the rest of the video, which rewinds and demonstrates points of intervention and different outcomes. (Total video time is 8 minutes 6 seconds).
Slide 19	<p>Sexual consent: being an active pro-social bystander. (5 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. • Facilitate a discussion on student views after seeing both parts of the video. • Facilitate a discussion about where and how you could have intervened. <p>Further facilitator notes: Remember to emphasise safety. Remember to emphasise intervening at the lowest point of escalation if possible and in the safest way available.</p> <p>Some examples you could guide students toward are:</p>

	<ol style="list-style-type: none"> 1. Having agreements in place before you go out about how you might look out for one another. 2. Assigning one person as the designated non-drinker on a rotating basis that will look out for others on a night out and make sure people get back safe. 3. Taking people back to their home and making sure they are safe for the night if they seem to have drunk so much that their decisions are impaired. 4. When safe challenging the potential 'perpetrator' and removing them from the situation, e.g. getting them to go outside and cool off. 5. Calling on others such as bouncers/bar staff. 6. Using bars and clubs that are part of the 'good night out campaign'. This is a campaign in Bristol where bars and clubs who have signed up to this approach have staff trained in the area of sexual violence and drink and drug awareness. There may be something similar in your area.
Slide 20	<p>Consequences of rape or sexual assault: to the victim and perpetrator. (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide. <p>Let students read slide.</p>
Slide 21	<p>Take a 2 minute break to respond to the 'break activity', or just take a quiet moment</p> <ul style="list-style-type: none"> • Show whole slide. <p>Further facilitator notes: show students where you have placed the activity sheet: "What is active sexual consent, is it an ongoing process and how can you talk to sexual partners about it?"</p> <p>Explain (as on the slide) that students can put post-it notes on to this sheet responding to this question in any way they think is relevant. It might relate to experiences/thoughts/feelings. Remind students not to refer to names of people or places. Explain that you will look at some of these at the end if there is time.</p> <p>Also let students know that they can just take a quiet 2 minutes.</p>

	<p>Also remind students they are free to leave and could they get in touch with you if they do, or access the support and guidance website if they feel they need to or would prefer to do this.</p>
Slide 22	<p>Inappropriate use of social media: Being an active pro-social bystander. (5 minutes). Show whole slide.</p> <ul style="list-style-type: none"> • Show UWE 30 second film on inappropriate use of social media. Re-iterate that the UWE message on this is: 'Misusing social media, such as cyberbullying or sharing someone's image without their consent, can have lasting and legal consequences.' • Case study: Facilitate answers from the whole class on intervention strategies. <p>Further facilitator notes: guide students to think about ways they could interrupt inappropriate use of social media. Always emphasise that intervention is best done at the lowest level of escalation if possible, with the least amount of confrontation, and where possible with consent.</p> <p>See the 'ways you might intervene' sheet to help with examples, but let students come up with these (and others) first if you can.</p>
Slide 23	<p>The law and social media: Some highlights. (5 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. • Let students read the first part of the slide looking at the law. • Facilitate answers from the whole class on the impact of social media on professional lives. <p>Further facilitator notes: Let students know that many prospective universities/employers look at social media presence and usage. Remind students that affiliations to certain groups such as extreme right wing groups might also harm their prospects. This could include:</p> <ol style="list-style-type: none"> 1. Being suspended or expelled from university. 2. Not getting into university in the first place. 3. Not getting interviews. 4. Getting fired from jobs.

	5. Being hacked, e.g. teachers might be hacked by students and have information shared about them.
Slide 24	<p>What is domestic abuse? (3 minute).</p> <ul style="list-style-type: none"> • Content is now moving on to fourth social norm of domestic abuse. Stress that consent is also at the heart of this area of concern. Inappropriate use of social media is often a tool used for domestic abuse. All these areas are interlinked. • Show whole slide. • Show UWE 30 second film on this. Re-iterate that the UWE message on this is: 'Controlling someone's behaviour, choices and freedom is abuse. It's a crime that can take many forms including physical, sexual, psychological, financial, verbal or emotional.' • Spend three minutes gaining responses from the whole group on what domestic abuse is.
Slide 25	<p>Domestic abuse is. (3 minute).</p> <ul style="list-style-type: none"> • Show whole slide. • Let students read slide. Then spend 3 minutes allowing students to talk or ask questions about the different forms of abuse: psychological/physical/sexual/financial emotional.
Slide 26	<p>Signs can include. (3 minutes).</p> <ul style="list-style-type: none"> • Show whole slide. • Let students read slide. • Have a brief discussion. Are students aware of all the various signs? Do they find any of this surprising? • These are not the only signs. What other signs can students think of, e.g. controlling what you wear. • Let students discuss this and have Q and A for 3 minutes.
Slide 27	<p>Statistics. (1 minute).</p> <ul style="list-style-type: none"> • Show whole slide.

	<ul style="list-style-type: none"> Let students read slide. The image depicts numbers of deaths from domestic abuse in England and Wales.
Slide 28	<p>Domestic abuse is operated through? (1 minute).</p> <ul style="list-style-type: none"> Show whole slide. Let students read the slide.
Slide 29	<p>Domestic abuse is a form of gender based violence (5 minutes).</p> <ul style="list-style-type: none"> Show whole slide. Let students read slide which goes through forms of domestic abuse. Facilitate answers from the whole group on who can be victims and perpetrators of domestic violence. <p>Further facilitator notes: support students in understanding that anyone can be a victim of domestic abuse. Women can perpetrate it against men. Men's domestic abuse is often more sustained and can lead to more violent consequences and the incidence of death from domestic violence from men toward women is more than 2 women a week in the UK (as the poster previously).</p> <p>Femicide is the killing of a woman or a girl by a man on account of her gender.</p> <p>'Honour' based abuse is a crime or incident, which is committed to protect or defend the honour of the family and/or community. Honour can be seen to be undermined by many things; including: having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place. It can exist in any culture. Most victims are women but men can also be victims. It is important to understand that this is not a crime which is only committed by men, sometimes female relatives will support, incite or assist.</p> <p>Female genital mutilation is a practice, traditional in some cultures, of partially or totally removing the external genitalia of girls and young women for non-medical reasons. It is illegal in many countries including the UK.</p> <p>Bride price is a sum of money or quantity of goods given to a bride's family by that of the groom in some cultures.</p>

<p>Slide 30 and slide 31</p>	<p>Domestic abuse: Being an active bystander. (5 minutes and 5 minutes)</p> <ul style="list-style-type: none"> • In both cases, show whole slide. • Let students read the case study. • Take responses and note down on flip chart paper. <p>Further facilitator notes: This could include support such as:</p> <ol style="list-style-type: none"> 1. Noticing and talking to Jessica/Raj later. 2. Listening to Jessica/Raj when she/he is ready to talk. 3. Showing Jessica/Raj some support material. 4. Leaving support material around where Jessica/Raj might see it. 5. Bringing up examples of domestic abuse that you have seen on the news or have heard about before when Jessica/Raj is around. 6. Being non-judgemental if Jessica/Raj is unable to do anything about it at the time. 7. Re-assuring Jessica/Raj that whenever they are ready you will still be there for them. 8. You could do some of the above when the partner is around so that Jessica/Raj's partner might start to consider their actions. 9. Talking to Jessica/Raj's partner (though this is very tricky and potentially not advisable). Talking to their partner could increase risk and impact on safety of Jessica/Raj which is why it is not advised unless you get their consent to do this.
<p>Slide 32</p>	<p>Take away messages on being an active pro-social bystander from today. (10 minutes).</p> <ol style="list-style-type: none"> 1. Show whole slide. 2. Take feedback from the class on active bystander action discussed today, note on flip chart paper. <p>Further facilitator notes: Remember we have emphasised safety and intervening at the earliest point of escalation if possible. We have also emphasised that intervention can happen before, during or after an event. We have also said that sometimes it is best not to intervene or to get others to intervene. We have also emphasised gaining consent to intervene if the situation warrants it.</p> <p>Some ways we have discussed are:</p> <ol style="list-style-type: none"> 1. Ignoring inappropriate/offensive language or jokes. 2. Not laughing at such language or jokes.

	<ol style="list-style-type: none"> 3. Openly challenging inappropriate/offensive language or jokes. 4. Interrupting a situation, e.g. stepping in to begin a conversation when something problematic seems to be about to start 5. Changing the subject might also work. 6. Step in, for example in situations of unwanted sexual touching, e.g. on a dance floor. 7. Loudly call somebody out in public for unwanted sexual touching, this can embarrass them and cause them to stop. 8. Use your mobile to photo an incident. Please make sure you re-iterate that this photo must then be passed to the correct people and deleted. It must not be put on social media. It is legal to take a photo of an incident if your intention is to pass the information on to aid crime prevention. 9. Let someone know that their material is on social media. 10. Screen shot something and hand it in to someone appropriate to deal with it. 11. Call on others, e.g. bouncers/friends/bar staff/police/university staff. 12. Listen and believe. 13. Listen without judgment or interruptions. Allow the person to speak until they are finished. 14. Thank the person for trusting you with their story and assure them that you are there for them. 15. Provide emotional support (i.e. offer to hold their hand, remind them that they are loved and valued). 16. Express non-blame (i.e. assure that this experience was not their fault) 17. Point people in the direction of support. 18. Leave material around so that someone can pick it up in their own time. 19. Discuss similar scenarios so that people might start to understand problems in their behaviour or the behaviour of others. 20. Send people links to help and support. <p>Take other relevant ideas from students. Emphasise it is not a student's duty to intervene and there are many ways of getting other help.</p>
Slide 33 and 34	<p>Sources of support. (5 minutes).</p> <ul style="list-style-type: none"> • This has UWE support (which is being updated) and also support local to Bristol. You will want to replace this with your own institutional and local support. • Show whole slide.

	<ul style="list-style-type: none"> • Go through the website • Make sure students understand how to access support. • Remind students that they can talk with their programme leaders/academic personal tutors/other members of staff who will support and guide them • Remind students that you will stay behind after the session (if that is possible and the room is not booked) to discuss any needs arising from this. Try and book the time and room for another half an hour to enable this. • Remind students of the confidential nature of what has been discussed today and to treat anything said with sensitivity. • Remind students that there is a handout on the website depicting scenarios and ways to intervene that they can access at any time.
Slide 35	<p>Evaluating the programme</p> <p>You can use the evaluation included in this pack or create your own.</p>
Slide 36, 37 and 38	<p>References. (No time needed as just for reference).</p> <p>Just to note these are all used in the materials in the ppt.</p>