

#StandByMe – Workshop

NUS Women's Campaign has created a disclosure training workshop which enables students to understand what consent is, learn practical tips to responding to disclosures and signpost survivors to relevant services.

Introduction

NUS Women's Campaign has teamed up with Rape Crisis to launch a new project called #StandByMe, which aims to help create valuable partnerships between rape crisis centres, universities and colleges to improve support for student survivors of sexual assault and rape. As part of this project we've created a disclosure training workshop which aims to enable students to be able to:

- Understand what consent is
- Understand rape culture and myths around rape and what impact that has
- Learn practical tips when responding to disclosures
- Signpost survivors to relevant services
- Look after their own wellbeing while supporting a survivor

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About the workshop

Length of workshop: 2 hours

Suggested capacity: 20 people

Workshop Agenda

1. Introduction (10)
2. Understanding Consent 101 (15)
3. Rape Culture & Victim-Blaming (20)
4. Myth-Busters (20)
5. Supporting Survivors (30)
6. Your Self-care (20)
7. Reflection time (5)

Things you will need:

- The Stand By Me power point presentation & feedback forms
- A4 Paper, A3 Paper and pens
- Printed information about the support services your campus and local area.

Workshop Outline

1) Introduction (10 minutes)

- Introduce yourself and pronoun
- Explain the aims of the workshop
- Read out the workshop and the agenda.
- Read out the ground Rules.
- Explain what Trigger Warnings are and how they will be used.
- Ask everyone to introduce themselves and say their pronoun

2) Understanding Consent (15 minutes)

- Split the class in 4 groups
- Ask the groups to draw a chart and write down what they think is and isn't consent.
- Ask them to feed back what they have written
- Read out what the law says about sexual consent.
- Read out the definition of rape, sexual assault and rape by penetration, and definition of rape culture.
- Ask the group what they think about the definitions.

3) Rape Culture & Victim-blaming (20 minutes)

a) What is rape culture?

- Read out the definition of rape culture
- Ask people to get into pairs and think of one example of rape culture and the impact it has on society.
- Get everyone to feedback to the rest of the group.

b) What is Victim-blaming

- Read out the definition of victim-blaming
- Ask people to get into pairs and think of one example of victim-blaming and the impact it has on society.
- Get everyone to feedback to the rest of the group.

4) Rape Myths (20 minutes)

Before you begin this section of the workshop you may want to:

- Give a trigger warning that you are going to talk about rape myths
- Say that these myths are from the Crown Prosecution Service website and Survivors UK website.
- Say that some of the myths are gendered because of the context of the situations – but that rape myths are damaging to all victims of sexual assault and rape.

There are many ways you can discuss the rape myths depending on how many people are in your workshop and the amount of time you've allocated for this section. You could discuss all these myths or select a few to concentrate on.

In terms of structuring how you discuss them one way is to: Split the class into 5 groups and give them 2 myths each and 5 minutes to discuss the implications of people believing in that myth.

Myths:

Myth 1: Rape only occurs between strangers in dark alleys.

Facts: The majority of rapes are committed by those known to the victim. Date or acquaintance rape is very common. Victims are often raped in their homes.

Myth 2: Women provoke sexual assault by the way they dress or act.

Facts: People may dress attractively and flirt, this may be for attention and/or admiration. This is not an invitation for rape. Rape can happen to anyone, regardless of what they are wearing. Only the rapist is responsible for the rape.

Myth 3: Only gay men and boys are sexually abused.

Facts: Heterosexual, gay and bisexual men are equally likely to be sexually abused. Being sexually abused has nothing to do with your current or future sexual orientation. Your sexuality has no more to do with being abused than being robbed.

Myth 4: Rape is a Crime of Passion

Facts: Research and evidence from rapists themselves suggests that most rapes are premeditated and planned. Interviews with rapists reveal that they rape to feel powerful and in control, not for sexual pleasure. Many rapists are involved in sexually satisfying relationships with their partners at the time of the rape.

Myth 5: If the victim didn't complain immediately, it wasn't rape.

Facts: The trauma of rape can cause feelings of shame and guilt which might inhibit a victim from making a complaint. A late complaint does not necessarily mean that it's a false complaint.

Myth 6: Sex Workers cannot be raped.

Facts: Sex workers have the same rights with regards to consent as anyone else. The transactions they negotiate with clients are for consensual activities, not rape.

Myth 7: People who drink alcohol or use drugs are asking to be sexually assaulted.

Facts: Being vulnerable does not imply consent. If a person is unable to give consent because they are drunk, drugged or unconscious - it's still rape. Only the rapist is responsible for the rape.

Myth 8: Only gay men sexually assault other men.

Facts: Most men who sexually assault other men identify themselves as heterosexual. This fact helps to highlight another reality — that sexual assault is about violence, anger, power and control over another person, not lust, desire or sexual attraction.

Myth 9: If the victim didn't scream, fight or get injured, it wasn't rape.

Facts: Victims in rape situations are often legitimately afraid of being killed or seriously injured and so co-operate with the rapist to save their lives. The victim's perception of threat influences their behaviour. Rapists use many manipulative techniques to intimidate and coerce their victims. Victims in a rape situation often become physically paralysed with terror or shock and are unable to move or fight. Rape doesn't always leave visible signs on the body or the genitals.

Myth 10: Women cry rape when they regret having sex or want revenge.

Facts: Between January 2011 and May 2012, the Director of Public Prosecutions required Crown Prosecution Service areas to refer to him all cases involving an allegedly false allegation of rape and/or domestic violence. During that time, there were 5,651 prosecutions for rape but only 35 for making false allegations of rape. That is 0.01%

Myth 11: Men cannot be sexually assaulted

Facts: Any man or boy can be sexually assaulted regardless of size, strength, appearance or sexual orientation.

Myth 12: People cannot be sexually abused by women.

Facts: Although the majority of perpetrators are men, people can also be sexually abused (though not legally raped) by women*.

*women with vaginas

5) Supporting Survivors (30 minutes)

a) Identifying supportive and Unsupportive behaviour

- Split the class into four groups and give each group a large piece of paper.
- Ask the groups to draw up a table on their paper with the two headings "Example" and "Impact".
- Ask two of the groups to discuss "unsupportive" behaviour, and ask the other two groups to discuss "supportive" behaviour. This task should take five minutes.
- Spend 5 minutes discussing what people have written. Make sure you address and challenge problematic comments.

b) Practical tips for supporting survivors

Read out 6 top tips

- Listen, and show that you are listening
- Believe
- Be patient
- Ensure they stay in control
- Remember it's not their fault
- Acknowledge their strength and courage

c) Support services

- Talk about the existing support which is available on campus
- Talk about the existing support which is available at the local rape crisis centre/ sexual assault referral centre.
- Q & A

6) Self-Care (20 minutes)

a) Identifying personal impact

- Get into groups of four
- Ask them to spend 5 minutes discussing what the impact of responding to disclosure might have on a person.
- Ask one person from each group to feedback to the rest of the class what their group discussed.

b) 6 Top tips for Self-care

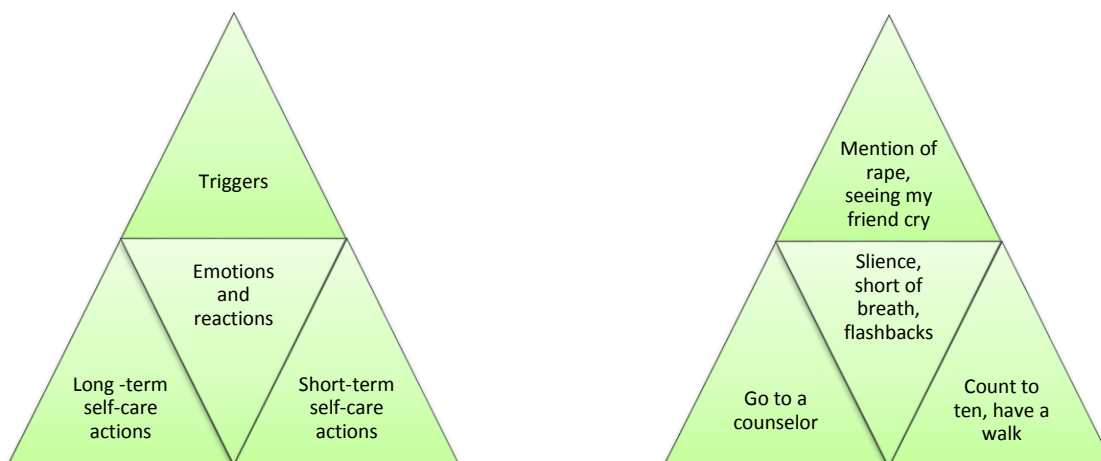
Read out top tips:

- Take time out for yourself, even if you want to be there for the survivor all the time; burning yourself out won't help you or them
- Likewise, keep up with your own hobbies, interests, work and other projects; these can be helpful diversions if things get overwhelming
- Expend some of your anger / pent up emotion through exercise
- Don't be afraid to tell the survivor how you're feeling, but without making them feel responsible for your emotions or relying on them for support
- Give yourself time and space to process your own emotions – cry if you want to
- If you want help and support, contact your local Rape Crisis service or helpline for specialist, confidential support; this way you can talk without betraying the survivor's confidence

c) Self-care plan triangle

Give each person a piece of paper and ask them to draw a self-care plan triangle and ask them to write a couple of things in the small triangles tailored to themselves. They can write however much they feel comfortable with and they do not have to share their triangle with the group. Ask them at the end of the task how they felt completing the triangle.

Example



7) Reflection Time (5 minutes)

- Allow the students to discuss what they have learnt and what they might use in the future
- Allow the students to ask any questions, if you don't have the answers you could always follow it up later.
- An activity they could do during this time is writing a supportive message to a survivor.
- Hand out any useful materials or feedback forms.
- Thank everyone for attending the workshop.

Useful information can be found at:

Rape Crisis - <http://rapecrisis.org.uk/supportingasurvivor.php>