 

**Workshop One**

**Sexual and**

**Gender-Based Violence**

**Guidance Notes**

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**Slide 2: Plan for today**

* Agree workshop ground rules, make sure everyone is onboard and feels comfortable.
* How we work: 100% unembarrassable; we ask that you are respectful of one another today; no obligation to participate - nip to the loo if you need to at any point; **we are not making judgements about your lives/what might be relevant - we appreciate some info today will not be relevant to you now or ever, and some information may be new to some people but not to others; but hopefully there will be something for everyone today.** As per your usual lessons the sessions will be confidential unless we had a safeguarding concern in which case we would just pass that onto the person that needs to know.

**Slide 3: Survey**

* Ask students to fill out a quick survey so we can find out what they already know about the topic. Please ensure students only provide their initials, not their name, and that they complete all the answers.
* Link to survey:

<https://docs.google.com/document/d/16KKAN0Jc3ZKrtKbtWnfBFf5boBnrEm0V/edit>

**Slide 4: What is Sexual and Gender-Based Violence?**

* ‘“Sexual violence” is a term ... to describe any sexual activity or act that happened without consent, ... that was unwanted or involved one or more of the following: pressure, manipulation, bullying, intimidation, threats, deception, force’ (Rape Crisis England & Wales).
* The term ‘sexual violence’ is an all-encompassing term that refers to a range of acts, some of which are criminal offences, like sexual assault, rape, and sexual abuse ([RAINN](https://www.rainn.org/types-sexual-violence)).
* Some acts aren’t **as yet** legally defined as crimes, e.g., street harassment, but they are still harmful. And thanks to the campaigning efforts of young women and girls in recent years, more acts are now criminal offences, e.g., an **upskirting law** came into force in **2019** after the campaigning efforts of Gina Martin (and others), and **street harassment is likely to be criminalised** by the Government soon.
* **Important** to note:All forms of sexual and gender-based violence involve the exercise of power and control, denying victims/survivors freedom and the capacity to give consent. Sexual and gender-based violence is not about sex or love.

**Slide 5: The Continuum of Sexual and Gender-Based Violence**

What we see here is that sexual and gender-based violence happens in many ways and spaces and that the different categories overlap.

**Important** **to note:**

* These are only examples, and they do not cover the range of types and experiences of sexual and gender-based violence.
* Sexual and gender-based violence is not only physical violence - it includes emotional, interpersonal, verbal, digital sexual violence etc. - e.g. sexual comments, leering, following, upskirting, slut-shaming, sharing nudes, etc.
* Although in legal terms hierarchies exist between these examples, i.e., some practices are illegal and others are not, in terms of how they are experienced by victim-survivors, there is no hierarchy between these examples and they cannot be ranked according to perceived harm. ALL forms of sexual and gender-based violence are capable of harm and are unique to the individual’s experience.
* All of these examples can take place online too (except those that involve physical touch).
* The Internet (i.e. social media platforms) is just a new vehicle for facilitating existing trends of sexual and gender-based violence. For example, unsolicited dick pics (also legally known as ‘cyberflashing’) are the online version of in-person ‘flashing’.
* Examples of online sexual violence will also change in the future as well. So there might be trends developing right now that we currently don’t recognise as harmful that will one day be classified as such.

**Slide 6: Key Points**

(As per slide 5)

**Slide 7: Sexual and Gender-Based Violence in Schools**

* Ask students to write down examples on post-it notes in their smaller groups and then display the post-its on the wall, grouped in themes.
* Feedback from students. Remind them about the ‘no personal comments’ ground rule. Be prepared for the disclosures.

Discussion notes:

* Link to Everyone’s Invited
* Get feedback from students
* Ask: Is sexual and gender-based violence common in school? Do people who enact it get in trouble? What about the people who are victims/survivors - how are they seen? Do they report their experiences?
* If any of the perpetrators go unpunished, if victims are blamed, if these behaviours are normalised…

**Slide 8: Video:** Plan International UK: Street Harassment #ISayIt’sNotOkay

These are examples of **rape culture** - a culture in which sexual and gender-based violence is treated as the norm and victims/survivors are blamed for their own assaults.

**Link:** <https://www.youtube.com/watch?v=sdn15-t7kg0&t=3s>

As this video shows, experiencing some forms of sexual and gender-based violence is so commonplace for girls, that it can feel like ‘a normal part of growing up’.

**Slide 9: Let’s Discuss**

* The four forms of sexual and gender-based violence in the video:

1. street harassment (leering, winking, catcalling/unwanted comments),

2. ‘groping’/sexual assault,

3. upskirting,

4. ‘slut shaming’

* Identities: if students are struggling with this question, ask about age, ethnicity and religion.
* How might the girls in the video feel? Emphasise that they are likely to experience a range of emotions e.g., embarrassment, annoyance, anger and fear. The girls are likely to be both frustrated and confused that they’re often sexually harassed and sexually objectified by men and boys and then ‘slut shamed’ by their parents (by telling them not to wear certain clothes). Is this fair? Is this another example of rape culture?

**Slide 10: The Prevalence of Sexual and Gender-Based Violence in the UK**

* Sexual and gender-based violence can happen to anyone, no matter their gender, ethnicity, age, sexual orientation, or gender identity and anyone can be a perpetrator of sexual and gender-based violence.
* Nonetheless there are patterns. The evidence shows that women and girls (and LGBTQ people) are often the victim-survivors and men are usually the perpetrators. For example, 98% of people who had survived rape or serious sexual assault reported that the perpetrator(s) were male (Office for National Statistics, 2021).
* These stats however only reflect reported or estimated incidents of sexual and gender-based violence. We know that sexual and gender-based violence is underreported by survivors of all genders, ethnicities, ages and sexual and gender identities.

**Slide 11: Underreporting of Sexual and Gender-Based Violence**

* It is impossible to accurately gauge the percentage of sexual and gender-based violence that is not reported (but reporting rates are low) and there can be several reasons that serve as a barrier between the victim-survivor and reporting or seeking help and support, including:
	+ the relationship between the survivor and the perpetrator,
	+ feelings of embarrassment, shame, or self-blame, e.g., societal myths and victim-blaming attitudes prevalent in society significantly contribute to the stigma surrounding sexual and gender-based violence and act as a barrier to reporting,
	+ the fear of retaliation, including physical abuse,
	+ survivors not wanting their family to know or worrying they won’t be believed,
	+ and some survivors simply downplay or minimise the experience.
* **Survivors may also not disclose due to a fear/distrust of the criminal justice system, e.g., believing that the police will not help. Often this is linked to structural inequalities which make it harder for some groups to report because of systemic prejudices that leave them not trusting authorities or the police.**
* Students might not report their experiences of sexual and gender-based violence to teachers as they worry their school will not deal with the issue effectively, either by not doing anything or by overreacting.
* For many male survivors, stereotypes about masculinity can also make it hard to disclose to friends, family, or the community. On average, it takes a man 26 years before they tell someone about their experience. Men and boys also may face challenges believing that it is not possible for them to be victims of sexual and gender-based violence, especially if it is perpetrated by a woman. Some men who have survived sexual assault as adults feel shame or self-doubt, believing that they should have been “strong enough” to fight off the perpetrator.

**Slide 12: Masculinities and Sexual and Gender-Based Violence**

* **Survivors may also not disclose due to a fear/distrust of the criminal justice system, e.g., believing that the police will not help. Similarly students might not report their experiences of sexual and gender-based violence to teachers as they worry their school will not deal with the issue effectively, either by not doing anything or by overreacting.**
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**Slide 13: Digital Sexual Violence**

* Digital sexual violence refers to a range of acts and activities where digital technologies are used to facilitate both virtual and face-to-face sexually based harms.
* There are 3 types of digital sexual violence.

**Slide 14: 1. Unsolicited Sexual Images**

* Any sexual content shared online which is not wanted by the recipient is **image-based sexual harassment**.
* This can include: unsolicited dick pics, ‘**cyberflashing**’, pornographic images from bots, unwanted nude images/videos.

**Slide 15: 2. Digital Sexual Pressure & Coercion**

* Being pressured or forced to engage in sexual activity on or offline via digital technologies is also **image-based sexual harassment**.
* This can include: pressurising, blackmailing or bribing someone to send nudes.

**Slide 16: 3. Non-consensual Taking or Sharing of Nudes**

* Creating, sharing or threatening to share someone’s nudes without their consent is **image-based sexual abuse** (sometimes called ‘revenge porn’).
* Can include: forwarding a nude in a group chat, showing a nude of someone else on a phone, upskirting.

**Slide 17: Scenario 1**

* Divide class into groups of six and get them to explore and discuss **one** scenario each for 3-5 minutes (max).
* Ask each group to report back to the class - maybe ask for two people from each group to act as spokespeople to ensure engagement.
* If there is insufficient time to discuss all six scenarios, ensure that a range of scenarios are discussed, e.g., offline and digital sexual violence and a scenario where a boy is a victim of sexual and gender-based violence, e.g., scenarios 1, 2 and 4 (or 6).

**Slide 18 - Scenario 2**

**Slide 19 - Scenario 3**

**Slide 20 - Scenario 4**

**Slide 21 - Scenario 5**

**Slide 22 - Scenario 6**

**Slide 23 - Online reporting - 3 useful tools**

**Note:** this slide will be provided as a handout.

* **CEOP =** Child Exploitation and Online Protection Command.

**Slide 24 - Some places you can go through to talk things through**

**Note:** this slide will be provided as a handout.

* Explain that someone might also want to report to the police (they don’t have to if they don’t want to) - and they can get extra support with this from the first four organisations on this list with either deciding whether they want to report or not, or help navigating the criminal justice system.
* For some forms of sexual and gender-based violence, like street harassment, there are *currently* no formal reporting systems or organisations that people can report to, but they can share their stories of street harassment and sexual assault, and get solidarity from other victims/survivors via websites like Everyone’s Invited, Hollaback!, Stop Street Harassment and the Everyday Sexism Project. These offer safe spaces for victims/survivors to share their stories anonymously and they provide information, advice, help and resources on sexual and gender-based violence.
* Explain that students can also block and report harmful and/or unwanted content on social media platforms and that they can talk to their parents, friends and trusted adults.

**Slide 25 - Survey**

**Important:**

* Ensure there is sufficient time at the end of the session for students to complete the survey and ask students to answer **all** the questions.
* Link to survey:

 <https://docs.google.com/document/d/16KKAN0Jc3ZKrtKbtWnfBFf5boBnrEm0V/edit>