


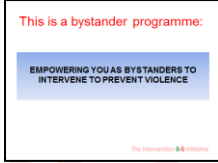
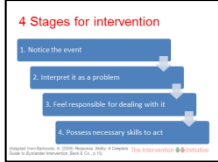
## Slides and Notes - SESSION THREE (3 of 8)

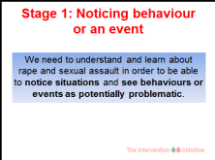


Objectives for this session:

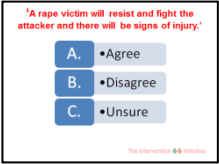
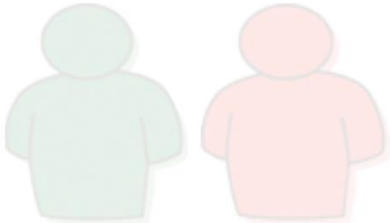

- Work through stages 1-3 for bystander intervention
- Understand more detail about rape and sexual assault
- Begin to form ideas about the types of situations which might call for a bystander intervention

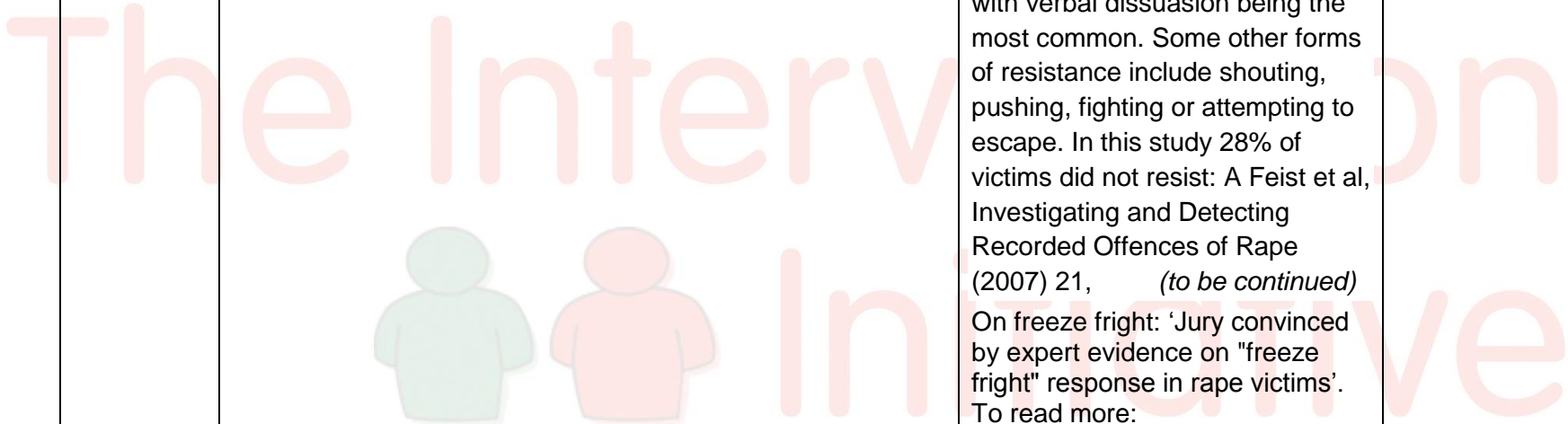
Session plan: ONE HOUR to one and a half hours




Time allocation	Resources
One hour to one and a half hours	<p>Slides &amp; (if possible) Turning Point technology for instant quiz responses. Method for counting quiz responses (you might use a show of hands or collect votes in another way).</p> <p>Copy of slides as a handout with space for taking notes, if you wish.</p> <p><b>Handout:</b> Supporting a friend who has been raped <b>Handout:</b> Sexual Offences <b>Handout:</b> Male rape</p> <p>If you have Turning Point technology, you may wish to adapt some of these slides for Turning Point so that students can use clickers to vote.</p> <p><b>Additional resources:</b></p> <ol style="list-style-type: none"><li>1. Quiz - Convicted rapist or Men's Magazine. (You might use this with an all-male group).</li><li>2. Statements exercise – identifying offences. You could use this to start the session</li></ol>

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		<p>Just to remind you about the ground rules. Some of the content of this session might be upsetting for some people – many of us have experienced sexual assault or rape and most of us will know someone close to us who has. Please use the handouts from the last session which have details about help and support and if you need to leave the session at any point, please contact me / the course leader immediately afterwards to let us know how you are.</p>		<p>Slide: ground rules</p> 
	Aims	<p>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>		<p>Slide - This is a bystander programme</p> 
	4 stages	<p>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.</p>		<p>Slide – 4 stages</p> 
		<p>In order to be empowered to intervene it is important to know some of the myths and facts about rape and sexual assault.</p>		<p>Slide - Stage 1: Noticing</p>

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	myths	<p>What percentage of rapes do you think are committed by someone known to the victim? How many people think the answer is A? B? C?</p>		<p>Slide: what percentage of rapes</p> 
		<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. <i>(link on next page)</i> London: HMIC. <a href="http://www.hmcpsi.gov.uk/documents/reports/CJJI_THM/BOTJ/Witout_Consent_Thematic.pdf">http://www.hmcpsi.gov.uk/documents/reports/CJJI_THM/BOTJ/Witout_Consent_Thematic.pdf</a></p>	<p>Slide: Facts</p> 


Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		<p>A Rape victim will resist and fight back and there will be signs of injury?            How many people agree? Disagree? Unsure?</p>		<p>Slide: resist and fight back</p> 
		<p>There is no single, 'correct' response to rape. People react to violent and frightening situations in many different ways. Some people freeze. The simple message is that: <i>not fighting back is a perfectly normal victim response</i></p> 	<p>Every study that has sought to examine the question of rape victim resistance has found some victims who have not verbally or physically resisted. This can be for a variety of reasons – intense fear, intimidation, threats, 'freezing', the use of weapons or multiple perpetrators.</p> <p><i>(to be continued on next page)</i></p> <p>Non-resistance is sometimes referred to as the 'freeze fright' response and has recently been used successfully in an Australian rape case. In England and Wales judges formally warn jurors that they should not assume that all rape victims physically resist their</p>	<p>Slide: victim resistance</p> 

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			<p>attackers or that they will be physically injured during a rape.</p> <p>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. In this study 28% of victims did not resist: A Feist et al, Investigating and Detecting Recorded Offences of Rape (2007) 21, (to be continued)</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></p>	


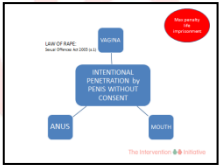
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			(2010) 353-362	
		<p>Research shows many men don't resist for the same reasons. A male victim who was unable to resist may suffer particular mental anguish related to masculinity and social expectations that men are always strong.</p>	<p>See for example N. Abdullah-Khan, <i>Male Rape: The Emergence of a Social and Legal Issue</i> (Palgrave, 2008).</p>	<p>Slide: student experience – masculinity?</p> 
		<p>How many of you think that a person who is drunk or drugged should be A. held responsible, B. held partly responsible C. are never responsible if they are raped or sexually assaulted?</p>		<p>Slide: Drink and drugs</p> 
		<p>The only responsibility for a rape lies with the perpetrator – it is always a choice to commit a rape. It is never the fault of the victim no matter what.</p> <p>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</p>	<p>You may get questions or comments suggesting that the perpetrator might have been so drunk they did not know what they</p>	<p>Slide: rape is not the victim's fault</p> 

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		<p>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>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><i>Ask the question about why it matters. You might wish to write ideas on the board.</i></p> <p><i>The next slides will give reasons.</i></p>		<p>Slide: Discussion point</p> <div data-bbox="1789 778 2007 943" style="border: 1px solid black; padding: 5px;"> <p><b>Discussion point:</b></p> <ul style="list-style-type: none"> <li>• Why does it matter if people hold erroneous views (myths) about rape?</li> </ul> </div>
		<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. You might make reference to the secret being carried in the empathy exercise in the previous session.</p>		<p>Slide: For the victim/ survivor</p> <div data-bbox="1789 1046 2007 1211" style="border: 1px solid black; padding: 5px;"> <p><b>For the victim / survivor</b></p> <ul style="list-style-type: none"> <li>• Self-blame</li> <li>• Negative experience of disclosure</li> <li>• Unlikely to disclose</li> <li>• Unlikely to access support</li> <li>• May suffer mental and physical ill health</li> </ul> </div>




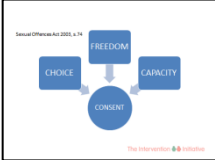


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		<p>Read this account of a woman’s experience of rape at University.</p> <p style="text-align: right;">(PTO)</p> <p>People often say things about victims like “What did she expect?”, “She was asking for it”, “She must have provoked it” - these kind of comments shift attention onto the behaviour of the victim, and 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 and women alike hold and express beliefs that aren’t based in fact and 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>Slide: Experiencing blame</p> 
		<p>This slide shows how myths can permeate the criminal justice system whether or not a victim discloses and the different levels where myths can operate to obstruct justice</p>		<p>Slide: For the criminal justice system</p>







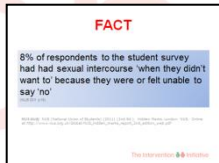


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		<p>and public protection.</p> <p>No disclosure: if myths operate to stop disclosure or reporting then the police never find out about it. The offender may be already a repeat offender know to the police.</p> <p style="text-align: right;"><i>(TBC)</i></p> <p>If the police remain unaware of the incident, the offender is free to repeat offend.</p> <p>Disclosure: the CPS 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 and therefore exonerate the perpetrator.</p>	<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>Understanding facts and law on rape</p>	<p>This slide show you that rape is a criminal offence only committed by a male because it requires penetration by a penis. So only men can commit rape. A woman or a man can be raped. Their sexuality is irrelevant. It is important to note that without consent, anal and oral sex, as well as vaginal sex, constitute rape. Many people don't realise that forced oral sex is rape.</p> <p>Although women cannot rape men in law, men are raped by other men.</p> <p>Again we are talking about male violence.</p>	<p>You may find it useful to read and distribute the one page handout detailing the different sexual offences that this session will deal with. Depending on your audience you might or might not want to distribute this.</p>	<p>Slide: law on rape</p>  <p><b>Handout:</b> sexual offences</p>


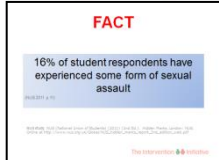

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		<p style="text-align: right;">(PTO)</p> <p>It is also important to know that if you are forced to have sex by someone close to you it is still rape, the relationship with that person does not make it less of an offence.</p> <p>The law on rape recognises both transgender victims and perpetrators of rape (Sexual Offences Act s.79(3))</p>	<p>You might get questions about women forcing men or other women to have sex. Explain that women cannot commit rape but that if a woman forced a man to have sex it would be a sexual assault, or if she forced her fingers or an object into a man or woman's anus or vagina this would be an assault by penetration. We will look at these later on.</p> <p>It is also important that you understand that many people have difficulty defining or labelling an act as rape, particularly when it involves those close to them. Questionnaires often use questions that meet the legal definition of rape without calling it rape. See the analysis by D.E.H. Russell and RM Bolen, <i>The Epidemic of Rape and Child Sexual Abuse in the United States</i> (2000) 35.</p> <p style="text-align: right;">(PTO)</p> <p>It can be difficult to define partner abuse as rape: the</p>	

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			<p>NUS survey states that: “Whilst our research demonstrates that violence against women is primarily perpetrated by people known to the victim, it is clear from the comments we received that violence perpetrated by friends or partners can be hard to define in those terms. One student explained that she had felt coerced into sex with a male friend:          “It made me unsure if it had been my fault or not. It was only when talking about it with a friend and she said ‘that’s practically rape’ to me that I realised it actually was. It made me distrustful of male friends for a long time afterwards.”</p> <p><a href="http://www.nus.org.uk/Global/NUUS_hidden_marks_report_2nd_edition_web.pdf">http://www.nus.org.uk/Global/NUUS_hidden_marks_report_2nd_edition_web.pdf</a></p>	
		<p>As we have seen, rape is penetration without consent and it is crucial to understand what consent is. In law a person a person consents if he agrees by choice, and has the freedom and capacity to make that choice. Submitting to an act out of fear of consequences is not consent. Also, consent</p>		<p>Slide: consent, choice</p>

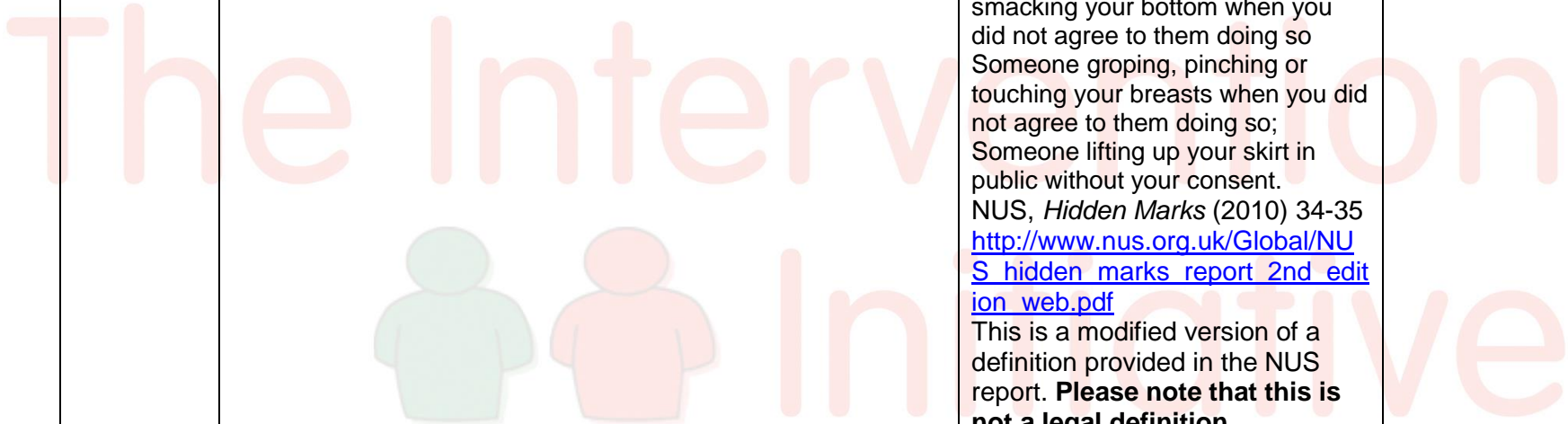

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		<p>to one sexual act is not consent to another, for example, just because you are kissing you do not consent to sex.</p> <p>You can revoke consent at any time, including during sex. Consent is an ongoing negotiation.</p>		 <p>Source: O'Brien et al. 2002, p. 14</p> <p>The Intervention Initiative</p>
		<p>Ask students what they think consent means. You might want to ask if students have learnt about it elsewhere e.g school.</p>		<p>Slide: Discussion point</p>  <p>The Intervention Initiative</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>Slide: if a woman does not clearly say no</p>  <p>The Intervention Initiative</p>

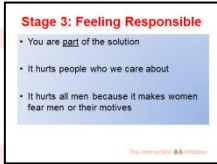

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		<p>The absence of a 'No' is not enough            A person who is asleep or unconscious will not have the capacity to make an agreement by choice. A person who is very drunk may not have capacity to consent. But drunkenness will never absolve a perpetrator of guilt.</p>	<p>For more details on this you might want to look at ss.75,76 of the Sexual Offences Act 2003.</p>	<p>Slide: facts</p> 
		<p>Here is an example of an anti-rape campaign poster which aims to get this message across. Do you recognise this woman as vulnerable?</p>		<p>Slide: poster</p> 
		<p>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.</p>		<p>Slide: what to look out for</p> 
		<p>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!</p>		<p>Slide: yes!</p>


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		This fact shows you that rape is happening to students		Slide: fact 
		For anyone who is still unsure about the meaning of consent let's watch this video.		Slide: Tea Consent 
		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.	You may want to note that this offence, like rape, carries a penalty of up to life imprisonment	Slide: assault by penetration 


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		<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>Slide; sexual assault</p> 
		<p>Sexual assault is experienced by a lot of students</p>		<p>Slide: fact</p> 
		<p>Other behaviours experienced by students are sexual harassment and stalking. What kind of things happen to students here that might be described as sexual harassment or stalking?</p>	<p>Sexual harassment can include the following:          Someone making unwanted comments with a sexual overtone that made you feel uncomfortable;          Someone wolf whistling, catcalling or making other unwanted noises with sexual overtones;          Someone asking you unwanted questions about your sex or romantic life when it was clearly irrelevant or none of their business;          Someone asking you unwanted questions</p>	<p>Slide: other behaviours</p> 


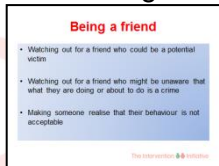
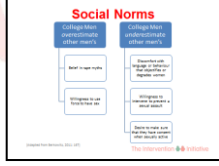


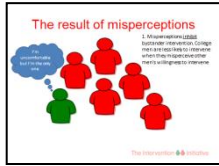


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			<p>about your sexuality when it was clearly irrelevant or none of their business; Someone exposing their sexual organs to you when you did not agree to see them;          Someone groping, pinching or smacking your bottom when you did not agree to them doing so          Someone groping, pinching or touching your breasts when you did not agree to them doing so;          Someone lifting up your skirt in public without your consent.          NUS, <i>Hidden Marks</i> (2010) 34-35  <a href="http://www.nus.org.uk/Global/NU_S_hidden_marks_report_2nd_edition_web.pdf">http://www.nus.org.uk/Global/NU_S_hidden_marks_report_2nd_edition_web.pdf</a>          This is a modified version of a definition provided in the NUS report. <b>Please note that this is not a legal definition.</b></p>	
		<p>Cast your minds back to the stages of intervention. Now you know what rape and sexual assault are, you are more likely to notice problematic behaviours and prevent situations occurring or escalating. The second stage is to interpret violence as a problem.          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</p>	<p>Enthusiasm and motivation are important here!</p>	<p>Slide : interpreting it as a problem</p> 


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		<p>Violence is everybody's problem and remember that you as an individual and as a group and as a growing movement, can do something about it!!</p>		
		<p>The third stage 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>Slide: feeling responsible</p> 
		<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. N. Abdullah Kahn, <i>Male Rape: The Emergence of a Social and Legal</i></p>	<p>Slide: impact</p> 

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			<p><i>Issue</i> (Palgrave, 2008).  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 and not judged. Belief helps recovery from rape and sexual assault. Negative reasons, such as blame, whether self-directed or from others may hinder recovery: 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; <a href="#">R Campbell</a> 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 style="text-align: right;">(PTO)</p> <p>Reactions to rape vary from person-to-person. There is no single 'correct' response to rape</p>	

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			<p>and people should not expect to see particular reactions. The slide lists some of the consequences of rape and other sexual assaults reported by victims. There are many other potential consequences that a victim might suffer. For discussion of the reactions of female victims, see: NUS, <i>Hidden Marks: A Study of Women Students' Experiences of Harassment, Stalking, Violence and Sexual Assault</i> (2010) 27-29; F. Mason, 'Psychological consequences of sexual assault' (2013) 27 <i>Best Practice &amp; Research Clinical Obstetrics &amp; Gynaecology</i> 27. On the reactions of males, see: J. Walker <i>et al</i>, 'Effects of Rape on Men: A Descriptive Analysis' (2005) 34 <i>Archives of Sexual Behavior</i> 34.</p>	
		<p>The impact for a convicted perpetrator is also substantial – so intervening to stop your friend doing something stupid is important too.</p>		<p>Slide: consequences of offending behaviour</p>

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				 <p><b>The consequences of offending behaviour</b></p> <ul style="list-style-type: none"> <li>• Being labelled and known as an abusive person <ul style="list-style-type: none"> <li>– Facing friends, family and other students</li> </ul> </li> <li>• Possessing a criminal record <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> </li> </ul>
		<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>Slide: being a friend</p>  <p><b>Being a friend</b></p> <ul style="list-style-type: none"> <li>• Watching out for a friend who could be a potential victim</li> <li>• Watching out for a friend who might be unaware that what they are doing or about to do is a crime</li> <li>• Making someone realise that their behaviour is not acceptable</li> </ul> <p>Handout: Supporting a friend who has been raped</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>Slide: social norms</p>  <p><b>Social Norms</b></p> <p>College men underestimate other men’s</p> <ul style="list-style-type: none"> <li>• Believe more men believe in rape myths</li> <li>• Believe more men are willing to use force to have sex</li> </ul> <p>College men overestimate other men’s</p> <ul style="list-style-type: none"> <li>• Believe fewer men are uncomfortable with sexist behaviours</li> <li>• Believe fewer men are willing to intervene to prevent sexual assault</li> <li>• Believe fewer men get consent in sexual activity</li> </ul>
		<p>These misperceptions have 2 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 and 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</p>	<p>This is social norms theory</p>	<p>Slide: results of misperceptions 1</p>

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		intervene.		 <p>The result of misperceptions</p> <p>1. In our culture, 100% of people believe that rape is wrong and that it is wrong to consent when the perpetrator isn't willing to consent.</p> <p>The Intervention Initiative</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>“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” 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>Slide: results of misperception 2</p>  <p>2. Misperceptions that false beliefs about other people's behaviour are false beliefs are dangerous!</p> <p>Everyone thinks I'm ok</p> <p>3. When we strongly believe in myths we have a tendency to act on them and perpetrate the same behaviour. This is why we need to challenge our beliefs and behaviours. We need to challenge our beliefs and behaviours.</p> <p>The Intervention Initiative</p>
		<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>Slide: you are part of the solution</p>  <p>You are part of the solution!</p> <p>The Intervention Initiative</p>

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		<p>As you are part of the solution can you share your ideas on what situations you might now notice, prevent or challenge?  <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' out</i></li> <li>• <i>Knowing someone is in situation where are pressuring or being pressured for sex by a boyfriend or girlfriend)</i></li> </ul>	<p>If you are short of time you could ask students to do this for homework for next session.</p>	<p>Slide: what can you do</p> 
		<p>These posters challenge social norms around rape</p>		<p>2 slides of posters</p> 