



Brunel
University
London

USVSV Brunel 'First Responder' Programme Facilitators' Guide

Day One

<http://usvreact.eu/>

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USVSV Brunel 'First Responder' Programme - Facilitators' Guide

Day One

Slide 1



Day 1: 4.30 hours (including 40-minute lunch break)

Abbreviations

PP= PowerPoint

SV= Sexual violence

Links to further reading resources are placed throughout, so facilitators can get more information before delivery if they feel a need for it.

Throughout the programme, you will see references to the attendees exploring their own feelings. This is so that they can explore and understand how social and cultural ideas around SV may have shaped their own ideas about SV.

If, for example, someone is holding the discloser responsible, or feeling disgust, judgment or a desire to control, fix or rescue, this may impact how well they respond to a disclosure. All feelings are interesting and understandable, and can be explored sensitively.

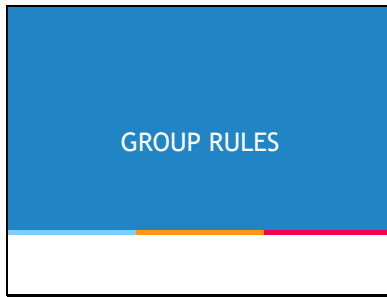
Introduction to the facilitator(s): names, work background (00.00-00.15)

15 mins (5 minutes facilitator intro, 5 mins group rules/taking care, 5 mins share in pairs)

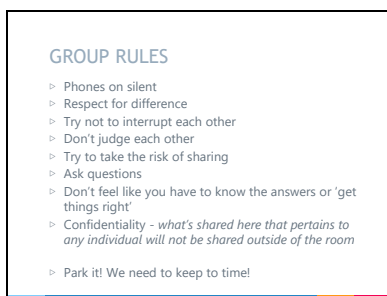
Explain that facilitators are not teachers, but you're there to share knowledge, experience and your skillset. Everyone will have useful things to share!

Group Intro: 2 mins to talk to person to your left, ask their job title, name and how they got this name or what it means, then introduce them to the group.

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Group rules (00.15-00.20)

Introduce these to the group and check everything is clear, but we don't have time to explore them in detail.

We don't have a lot of time to cover this really broad subject - this means that we may sometimes need to cut some conversations short, even if they feel really important. Facilitators can save any issues that anyone feels are really important and put them up on the 'parked' paper on the wall, and come back to them if there is time at the end. We will also give attendees post-it notes to use if they'd like to 'park' a question/comment to return to at the end of the session.

There will be a list of resources and further reading given at the end.

Hand out post-it notes and PowerPoint slides print-out (USV7).

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TAKING CARE

It's a difficult subject matter we're dealing with.

If things feel difficult for you:

- ▷ Take care
- ▷ Leave the room
- ▷ Seek support – from someone here or someone you know and trust

Remind attendees that they need to look after themselves when thinking and talking about sexual violence. This can be a difficult subject, people in the room may have experienced SV or have someone close who has. Encourage them to be responsible and take care if they don't feel ok.

Let the group know:

They can help themselves to drinks and biscuits throughout the day

They can leave the room at any time without needing to explain why (or move about the room in whatever way feels comfortable)

If applicable, there is a breakout room nearby (tell them where and how to gain access)

There will be a 40 minute+ lunch break sometime between 12 and 12.30pm

There will also be a short break in the morning and the afternoon

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WHAT IS A FIRST RESPONDER?

- ▷ A person who offers an initial response to someone disclosing sexual violence
- ▷ Someone who offers a listening ear, some gentle guidance and signposting

A First Responder is not:

- ▷ A therapist or counsellor; someone who will definitely see the discloser again; someone who can rescue or fix everything.

What is meant by first response? (00.20-00.25)

5 minutes

Aim: To understand the term and the role of a first responder.

This is just a brief introduction to what 'First Responder' means, what it is and isn't.

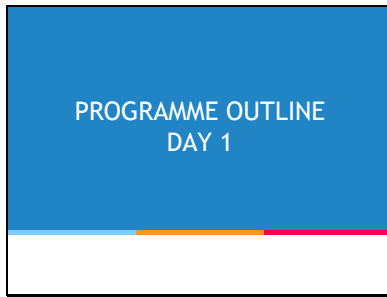
FRs are not there in their job roles necessarily (such as therapist or tutor), but rather to give a warm and useful response in the moment of the disclosure. They may have been caught off guard, out of the office, in the toilets, along the corridor, or in the car park.

THEY ARE NOT RESCUERS!

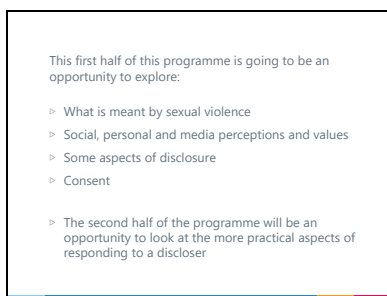
Important: being a FR is **not** an accredited or official/assigned role. All staff members have the potential to be put into a 'first responder' situation without their choosing and without necessarily expecting it. These sessions are to equip staff with the knowledge and confidence to respond well if this occurs.

Check if there are any questions about the role.

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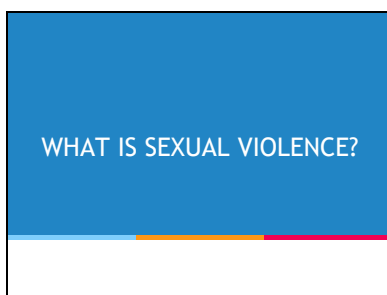


Programme Outline 2 minutes

Let attendees know that the first half of the programme can feel quite tough: we're looking at a lot of the difficult stuff (experiences, statistics, social perceptions) and this can feel quite bleak. Remind them to take care, and that next week's more practical session will hopefully give them more of a sense of hope. Throughout session one, facilitators may want to refer to the second session and its purpose in providing practical skills.

Let them know there will be a short discussion about self-care at the end of the session.

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What is sexual violence? (00.25-00.35)

10 minutes (5 mins to do activity and 5 mins to discuss afterwards)

Aim: To know what can be meant and included in the term 'sexual violence'

Activity: In pairs, ask participants to discuss and list the terms they would include under the category of sexual violence, and ask them to reflect on whether they understand some to be more/less severe than others.

Feedback alongside the following slide.

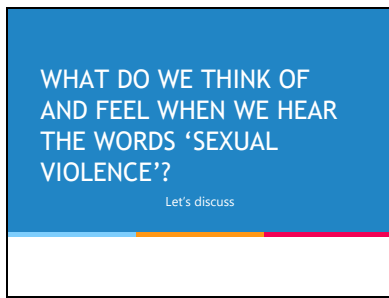
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Rape In English law, rape occurs when a person penetrates another with their penis without their consent. If someone is non-consensually penetrated with an object, this is 'assault by penetration'.	Intimate partner sexual violence Assault which is committed by a current or past partner (also referred to as domestic violence when co-habiting). May occur alongside other forms of abusive behaviour.	Incest Sexual activity between family members or close relatives, in English law, this is illegal in many circumstances, including between adults and when deemed consensual.	?
Sexual assault A sexual act where a person is coerced or forced to engage against their will, or non-consensual sexual touching of a person. Sexual assault includes rape, groping, chest sexual abuse.	Female genital mutilation (FGM) Also known as female genital cutting and female circumcision. The total or partial removal of some or all of the clitoris and labia.	Drug facilitated sexual assault An assault carried out on a person after they have, without their knowledge, been given mind-altering substances, such as alcohol or a date rape drug.	Sexual violence The non-consensual removal of a condom when a sexual partner has agreed to conduct protected sex.
Sexual harassment This may be bullying or coercion of a sexual nature, unwelcome sexual advances, requests for sexual favours, and other sexual comments, phrases or touching. The legal status of these acts is variable.	Trafficking Forced trafficking for the purpose of sexual exploitation. This may be a coercive, abusive, or otherwise distressed situation and may be an adult or child victim.	Stalking Repetitive or obsessive unwanted attention or harassment which causes emotional distress including fear, intimidation, and apprehension. Advances may be reciprocal and stalkers are often ex-partners.	Sexual abuse through technology / image based sexual abuse Non-consensual creation and/or distribution of private sexual images. Other forms of abuse also occur through social media, online gaming, instant messaging (and so on).
Child sexual abuse Sexual activity with a minor, a child cannot consent to any form of sexual activity. This also includes non-physical forms of abuse such as grooming, trafficking or an abusive relationship.	Forced prostitution and pornography Sex work or sexual slavery practices which are a result of coercion, dishonesty or force. This may be as a result of trafficking or an abusive relationship.	Sexual exploitation Abuse involving exploitative situations and relationships, which may include receiving gifts, money or affection and an expectation of sexual acts. This may involve grooming, and happen online or in-person.	Institutional sexual violence Abuse where there is an institutional relationship between the victim and perpetrator (e.g. doctor/patient, teacher/student, carer/patient, parent/adolescent, police).

Feedback: show attendees the following slide and ask:
 Are there any terms that you don't understand?
 Are you surprised by any of the terms or disagree with their inclusion?
 Are there any important terms that are missing from the list?

Discuss the issue of severity and inform participants that severity is experienced subjectively and we cannot make assumptions about the impact of any abuse. We should never scale the severity of sexual violence, everyone is different. Every act on this list is potentially an act of violence that can cause harm. We should never assume that any of these acts are trivial or inconsequential.

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How do the words make us feel? (00.35-00.45)
10 minutes (5 minutes small groups, 5 minutes wider group)

Activity: Larger group broken into smaller groups (3-4 people) to discuss the question 'what do we think of and feel when we hear the words 'sexual violence'?' Give post-it notes to each group to write down any words, feelings, etc.

Afterwards facilitators collect post-it notes and put them on the wall or flipchart.
 Feedback to wider group and discuss.

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MEDIA EXCERPTS AND SOCIAL PERCEPTIONS

- How do you feel reading or looking at these images?
- What impact do these ideas, images, etc., have on our own and others' perceptions of sexual violence?
- When you read/look at these media excerpts, are your own beliefs or values matched to theirs? Do you feel offended, neutral?

Existing perceptions of SV (00.45-01.10)
25 mins (10 minutes small groups, 15 mins large group)
Aim: To recognize our personal, cultural and societal beliefs, social norms, both in wider society and in Higher Education.
To explore these norms and begin to think about their impact.

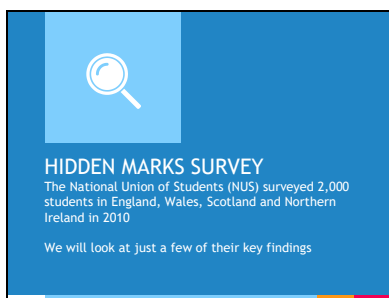
Activity: Discuss in small groups (3-4 people, different groups from last time):

Each group given a few different images and newspaper quotes to discuss (see attachment/handouts – **USV1** folder)
 The PP questions should be thought about in the discussion, facilitators should check on the groups throughout to keep focus.

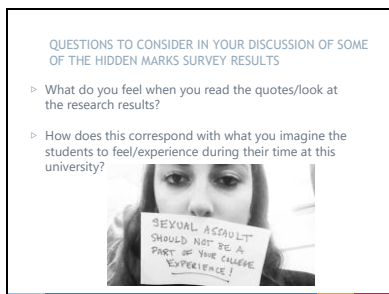
Feedback to wider group any key things discussed.

(SUGGESTED 10 MIN BREAK HERE) (01.10-01.20)

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**Existing perceptions in SV in HE (01.20-01.45)
25 mins (10 minutes small groups, 15 large group)**

Hidden Marks Survey

Activity: Give two or three quotes and images of pie charts from the survey (**USV2**) to each small group to discuss (mix groups up a bit!).

Make sure the groups are holding in mind the following questions and keep them up on the screen for reference and to encourage them to keep focus. Feedback to group. Encourage discussion of the university they're working within.

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Let's Look at Some Stats (01.45-02.10)

25 mins (15 mins small groups, 10 mins large)

Aim: To continue to widen attendees' exploration of their own social values, beliefs, gaps in knowledge and to gain some sense of the real numbers involved in different areas, ages, and groups with regards to sexual violence.

To begin to understand the reality of sexual violence in society, beginning to challenge any misconceptions around numbers etc. and to see if attendees are aware of its prevalence.

Activity: In small groups, give participants the 'fill in the blanks' statistics handout (**USV3**).

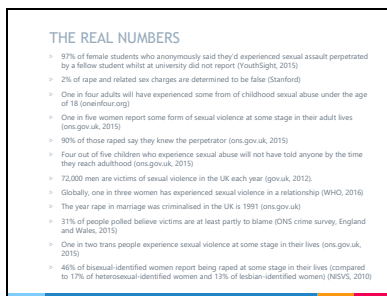
The answers will then be written in by each group (they will have to debate and try to agree as quickly as possible).

The Brunel statistics (if used) are from a recent student survey.

Stats Acronyms: ONS is Office for National Statistics. HRC is Human Rights Campaign.

Show stats on next PP slide only after activity/small group discussion is over.

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Feedback: look at the statistics as a whole group and discuss. Pick out some that you may deem especially interesting/important to reflect on (e.g. trans victims, bisexual women, those who knew the perpetrator):

Are there any surprising figures?

What might it mean when your estimates weren't close?

What do you feel about the statistics that mention Brunel (next slide)?

How does it feel to see these numbers?

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THE REAL NUMBERS CONTINUED...

- 54% of students responding to the Brunel student survey said they didn't tell anybody after experiencing sexual violence/harassment (UBS, 2016)
- 43% said the reason they didn't tell anybody was because they didn't think anything would be done about it (UBS, 2016)
- 13% said the reason they didn't tell anybody was because they were embarrassed (UBS, 2016)
- 29% said the reason they didn't tell anybody was because it was only banter (UBS, 2016)
- When asked if they felt there was an atmosphere or culture at Brunel that encourages people to come forward about experiences of sexual violence and/or harassment, 70% said no and 30% said yes (UBS, 2016)
- When asked if they were aware of any policies Brunel/UBS have in regards to sexual harassment, 75% said no and only 7% said yes (UBS, 2016)

[This slide should be removed by other universities using these materials and replaced with their own statistics where possible]

**(SUGGESTED 40-45 MIN LUNCH BREAK AFTER STATS)
(02.10-02.50)**

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WHO'S CULPABLE?

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Jim has gone on a date with a man he's met online. They agreed to meet at a bar they both say they know and regularly go to. Jim has decided to bring his friend Claudio as he feels a bit nervous about the date. Claudio agreed to hang out nearby. The man Jim is meeting is called Craig. Jim doesn't really know anything else about Craig, but Jim often meets people like this and thinks that as long as he's somewhere he knows people it's ok.

Craig and Jim meet and are chatting. Jim's friend Claudio has a few drinks and is chatting with some people he knows at the bar. He isn't really watching Jim and Craig.

Jim starts to feel really unwell. He tries to signal to Claudio who doesn't see. Jim stumbles to the toilets, where he collapses in one of cubicles, and is followed by Craig who sexually assaults Jim.

Another man witnesses some of this incident, then leaves the toilets quickly.

Consider the roles of Craig, Jim, Claudio and the witness in this story. How culpable are they?

- 0 = not culpable at all
- 5 = total culpability

Who's Culpable? (02.50-03.15)

25 mins (15 minutes small groups, 10 mins large)

Aim: to explore what culpability and responsibility look like, what the personal beliefs of attendees are and how to reflect on these and the attitudes around victim blaming in wider society.

Story is printed and given to small groups (**USV4**). Also left up on PP for reference.

Activity: Give a full set (Jim, Craig, Claudio and Witness) of paper people cut-outs to every group.

Small groups discuss scenario. Each group can write the number they choose (a spectrum, where 0 = not culpable at all, 5 = completely culpable) on each paper person.

The allocation of numbers should be discussed in the small groups. Ideas spoken about in small groups will be discussed in the wider group.

Feedback: Explore social attitudes, media etc. and why they mean we are likely to victim blame.

The word 'culpable' has been used rather than 'responsible' for a reason. Culpable is a legal term about who is ultimately responsible for the crime that has been perpetrated. Personal responsibility regarding risky behavior (how much we might drink, for example) is a totally different discussion/subject and we really need to keep them more separate in our responses to views of SV disclosure, our media and our legal systems.

This is the theme to try to get across as we move onto the next section on victim blaming.

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How would you respond to this if the individuals involved were in different social groups?

- ▷ Gender?
- ▷ Ethnicity?
- ▷ Age?
- ▷ Sexuality?
- ▷ (Dis)ability?


Ask the group if they may have responded differently to the story if any of the details were altered (perhaps give some examples: e.g. if Jim looked very young, if Claudio was a woman, if Jim was a wheelchair user).

Discuss racial bias and evidence that *black* defendants are more likely to be convicted than *white* defendants. Similarly, white victims sometimes receive a more sympathetic response in the press than victims of colour. Suggest other biases may also be an issue.

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VICTIM BLAMING

- ▷ When we place our focus on what the actions of the victim, witness, friends, etc., this often stops us from keeping our focus on what the perpetrator has done.
- ▷ The victim is never to blame!
- ▷ We need to put our attention on the perpetrator and their behaviour, not look at what the victim was wearing, how much they drank, or where they walked. 60% of women are attacked inside a building, and for 31% of women their rape occurs in their own home – the most common place of all.
- ▷ It's important to recognize that we don't always have absolute control over our own safety, and how others choose to treat us.



Victim Blaming (03.15-03.25)

10 minutes

Aim: To look at the idea that we focus on the victim and what they are doing to stop themselves from being raped, rather than looking at what the perpetrator has done, how we deal with that and how we respond to it.

At this stage we are merely presenting the idea that the victim is not to blame.

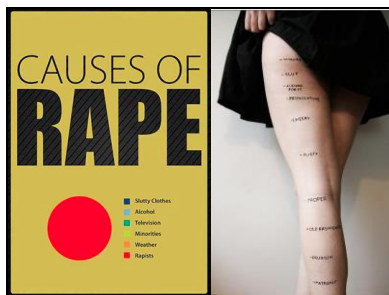
Suggest that it is not useful to be looking at what the victim could've 'done differently' so as not to be assaulted/raped etc.

If attendees want to explore things like 'people should think about how much they drink, what they wear, where they go', etc., in order to 'keep themselves safe', we can simply point out that this line of thinking ultimately implies we can stop ourselves from getting raped/assaulted if we know

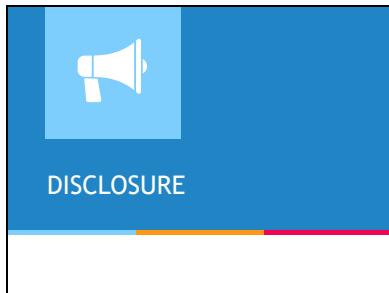
what not to wear, where not to go and with whom and how much we are allowed to drink. This is not the case.

Articles and info can be shared and this can be parked, and moved on from. Too much debate will take too much time. This is not a point which can be negotiated on.

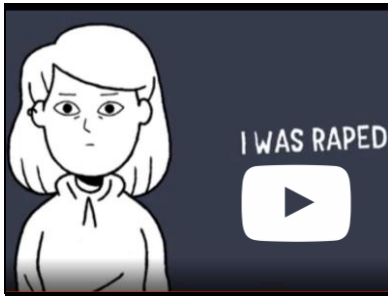
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Disclosure (03.25-03.45)

20 mins (10 minutes small groups, 10 minutes large groups)

Aim: To understand what disclosure is: with whom, what context and where it might take place, and how varied all these aspects can be.

To begin to understand what makes disclosure difficult, what complicates and affects it.

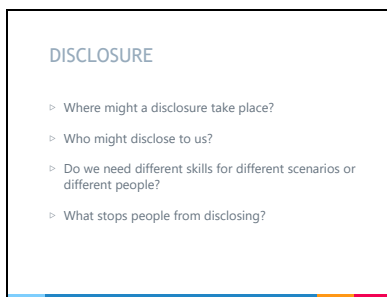
First, provide a brief warning that the video contains discussion of victim blaming, silencing and speaking out about rape.

PP

Watch one of Rape Crisis Scotland's #ijustfroze campaign videos:

<https://www.youtube.com/watch?v=WcZUWsvNyyU>

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Divide attendees into three groups, one dealing with first two questions, and two other groups looking at other two questions, writing their ideas on flip chart paper.

Feedback to large group afterwards.

Encourage them to bear in mind that a disclosure may take place ANYWHERE, sometimes in settings where it can feel hard to support someone (stairwells, car parks, public places with lots of people looking on). It might not be private, we might need to suggest moving (as long as there is no medical need that suggests that moving could be unsafe!)

The disclosure could be received via email! Perhaps in a mitigating circumstances application. This still needs a response.

It could be anyone who discloses: colleague, student, visitor, external staff from elsewhere, such as contractor.

Particular needs – e.g. Language barrier? Need for specific gender or religion? Remember we're looking differences and disclosure in more details next...

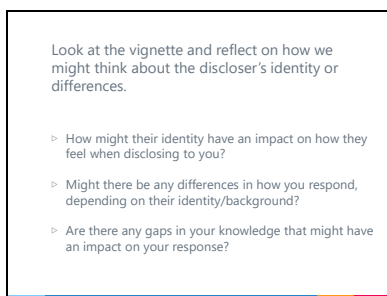
Shame is very important to name as a reason disclosure may not happen, and not being believed.

(SUGGESTED 5-10 MIN BREAK HERE) (03.45 – 03.50)

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Our Experience of difference and its impact on disclosure (03.50-04.10)

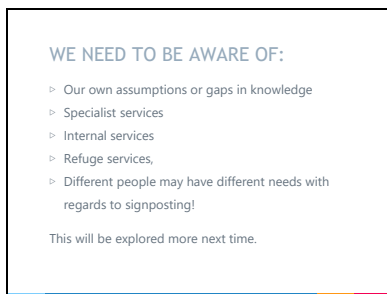
20 minutes (10 minutes small groups, 10 minutes large)

Each group should look at one of the vignettes of a possible disclosure (**USV5**) and discuss with these question in mind.

References for further info for facilitators on Impact of SV in LGBTQ community:

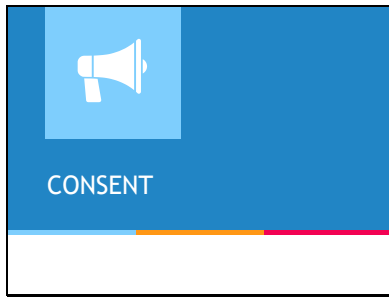
<http://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

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Feedback to whole group discussion with this slide in mind. It's important to note that different survivors do have different needs and require different considerations. It is better to remember this, rather than assume that everyone should be responded to in exactly the same way.

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Consent (04.10-04.20)

10 minutes

Aim: To explore and understand consent

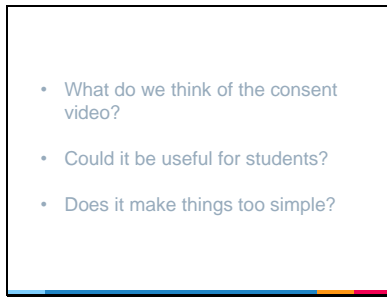
Watch the Thames Valley Police consent video:

<https://www.youtube.com/watch?v=pZwvrxVavnQ>

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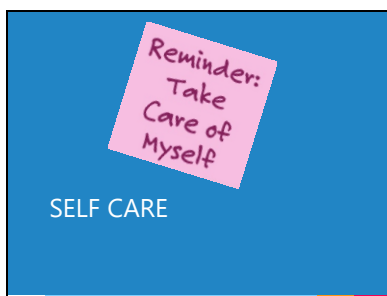


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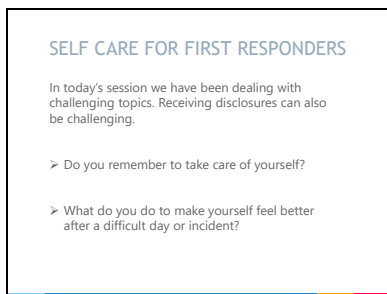


Discuss as a large group: we are looking to explore what is involved in consenting to any sexual act. Not everyone likes the video so it may be useful to think about criticisms/limitations.

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Self-Care (04.20-04.25)

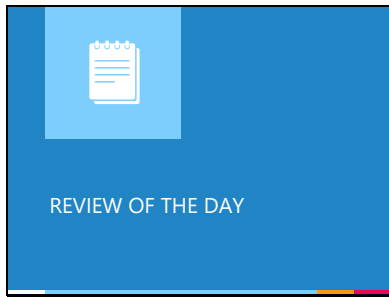
5 mins (2 minutes to explain self-care, 3 mins to discuss with whole group)

Reminder that these discussions can have an impact and can be difficult to think about. Remind attendees to look after themselves after they leave.

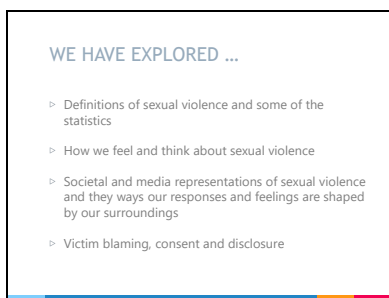
Ask participants if they'd like to share their own self-care strategies (e.g. going for a run/the gym, having a bath, reading a magazine or book).

We will return to self-care briefly at the end of the next session too.

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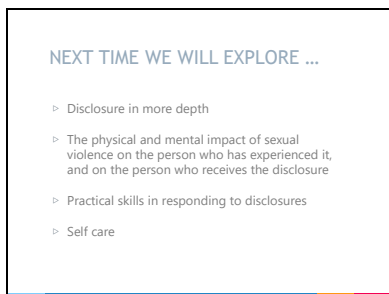


REVIEW OF DAY 1 (04.25-04.30)
5 mins (3 mins review, 2 mins share in pairs)

How are we feeling leaving today? If there is time, ask participants to share with the person to their right, and let the group know how their partner is feeling leaving today. Try to use their language not yours.

Whilst they are doing this, check if there are any parked post-it notes to address.

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USVreact
UNIVERSITIES SUPPORTING VICTIMS OF
SEXUAL VIOLENCE

Questions?

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Project code: JUST/2014/RDAP/AG/VICT/7401

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