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education & training through theatre

LESSON PLAN E-BOOK FOR KS4 & KS5

Sexual Harassment, Violence and Rape Culture



LESSON PLAN E-BOOK FOR KS4 and KS5

Sexual Violence and Rape Culture

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What is Rape Culture?

Age Range:

Age 14+, Year group
10+, KS4+

Topics Covered:

Rape Culture
Sexual Assault

Time:

20 – 30 minutes

Equipment needed:

Copies of 'What is Rape
Culture' Quiz and Answers

An exercise to increase awareness and understanding of the term 'rape culture'.

Introduction

By the end of this lesson, learners will be able to identify rape culture and have explored attitudes around sexual violence.

Exercise

Explain that the group are going to learn about the term 'rape culture' which they may have heard mentioned on social media or the news. Start by looking at the 'culture' part of that phrase and ask **What does the word 'culture' mean?** There are a few different definitions such as being sophisticated or when talking about art, theatre or books or can be the customs of a particular country or people. In this case we are going to talk about culture as '*the attitudes and behaviour characteristic of a particular social group.*' – Oxford English Dictionary

Ask **What does 'rape' mean?** Give the definition that rape is *the crime of forcing another person to have sexual intercourse with the offender against their will.* – Oxford English Dictionary

- **What kinds of attitudes or behaviours might people in our society have about forcing someone to have sex against their will?**
- **Where might you see or hear people talking about rape in a disrespectful or unpleasant way?**

Use the 'What is Rape Culture?' quiz which can be found on the next page. This contains five varied questions to help increase the groups awareness around rape culture. The answers are supplied on a separate sheet with supplementary questions to open discussion.

This exercise can be run with students working individually on the quiz or working in pairs. Give students time to complete the quiz before going through the answers and supplementary questions.

Summary

Sum up by asking the group to recap on the information they can remember from the quiz and discuss the different impacts that rape culture can have on people.

Finish lesson by asking the group where they can go to for help and support on these issues, such as Childline, staff at school/college and their safeguarding team.

Suggested

Learning Outcomes:

- **Young people have an increased ability to identify what is rape culture.**
- **Young people have increased knowledge of the impacts of rape culture.**
- **Young people have an increased awareness of attitudes towards rape culture.**

What is Rape Culture?

Questions

1. Complete the paragraph below by fitting the following 7 words into the 7 gaps.

rights, violence, language, sexual, media, normalised, objectification

'Rape Culture is an environment in which rape is prevalent and in which sexual violence against women is _____ and excused in the _____ and popular culture. Rape culture is perpetuated through the use of misogynistic _____, the _____ of women's bodies, and the glamourisation of _____, thereby creating a society that disregards women's _____ and safety.'

2. Using this definition give 3 things that you think could be examples of rape culture?

3. True or False? Schools and colleges can dismiss any acts of sexual violence if those accused say it was "banter", "boys being boys" or they were "just having a laugh".

TRUE / FALSE

4. True or False? 22% of men aged 18–24 say a woman is totally or partly to blame for her sexual assault if she goes out late at night, wears a short skirt and gets drunk.

TRUE / FALSE

5. What percentage of people who experienced sexual assault reported it to the police? *Circle the correct answer*

3%

16%

25%

78%

What is Rape Culture?

Answers

1. Complete the paragraph below by fitting the following 7 words into the 7 gaps.

'Rape Culture is an environment in which rape is prevalent and in which sexual violence against women is normalised and excused in the media and popular culture. Rape culture is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamourisation of sexual violence, thereby creating a society that disregards women's rights and safety.' - [Rape Culture - Women's & Gender Center \(marshall.edu\)](https://www.marshall.edu/center-for-women-and-gender-studies/rape-culture)

Discuss the following:

- *Why might rape culture exist?*

1. Provide three examples of Rape Culture: answers can include any of the following as detailed in [Rape Culture - Women's & Gender Center \(marshall.edu\)](https://www.marshall.edu/center-for-women-and-gender-studies/rape-culture)

Blaming the victim ("She asked for it!")
Trivializing sexual assault ("Boys will be boys!")
Sexually explicit jokes
Tolerance of sexual harassment
Inflating false rape report statistics
Publicly scrutinising a victim's dress, mental state, motives, and history
Gratuitous gendered violence in movies and television
Pressure on men to "score"
Pressure on women to not appear "cold"
Assuming only promiscuous women get raped
Assuming that men don't get raped, or that only "weak" men get raped
Refusing to take rape accusations seriously
Teaching women to avoid getting raped instead of teaching men not to rape

Discuss the following:

- *What might be impacts of rape culture on a victim?*

2. True or False? Schools and colleges can dismiss any acts of sexual violence if those accused say it was "banter", "boys being boys" or they were "just having a laugh".

FALSE - Government guidance says schools should not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys." - May 2018.

Discuss the following:

- *How might your school respond to any cases of rape culture?*

3. True or False? 22% of men aged 18–24 say a woman is totally or partly to blame for her sexual assault if she goes out late at night, wears a short skirt and gets drunk.

FALSE - (Correct figure is 41%. Source: The Fawcett Society)

Discuss the following:

- *Where might these misconceptions derive from and what impacts might they have?*

4. What percentage of people who experienced sexual assault reported it to the police?

16% reported their assault to the police - Crime Survey for England and Wales March 2020

Discuss the following:

- *Why might someone be fearful of reporting their experience of sexual assault?*

Is That Appropriate?

Age Range:

Age 14+, Year group 10+,
KS4+

Topics Covered:

Sexual assault, Sexual
harassment

Time:

30-40 minutes

Equipment needed:

'Traffic Light Cards' (Red,
Amber and Green cards) -
optional

An exercise to explore inappropriate and harmful sexual behaviour amongst young people.

Introduction

By the end of this lesson, learners should be able to identify harmful sexual behaviour, empathise with victims of sexual harassment and assault, and know where they can find help and support.

Exercise

If using traffic light cards, hand a set to each young person at the beginning of the session.

Explain that today you will be discussing inappropriate and harmful sexual behaviour that is common amongst young people.

Explain that you are going to read through some scenarios, and that the young people will vote (either with their cards or with hands up) on whether they think the behaviour you described is appropriate. Red means 'inappropriate/unacceptable', amber means 'not sure', and green means 'appropriate/acceptable'.

A worksheet has been provided below, which includes all the statements, and some follow up questions.

Summary

Ask the young people where they think the characters from the scenarios could go for help and support. You could create a list together on the board or on paper. Make sure to include Childline, staff at school/college and their safeguarding team. You may want to mention those listed on the signposting page on www.everyonesinvited.uk as well.

Suggested

Learning Outcomes:

- Increased knowledge of what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- Increased awareness that they can expect to be treated with respect by others, and that in turn they should show due respect to others.
- Increased skills in identifying sexual harassment, sexual assault, and rape.
- Increased confidence in seeking support when experiencing harmful sexual behaviour.

Is That Appropriate? Traffic Light Exercise.

Read out the statements below and, after each statement, ask the young people to vote on whether or not the behaviour described is: appropriate/acceptable **(green)** inappropriate/unacceptable **(red)** or not sure **(amber)**

After each vote, ask the young people why they voted the way they did. After you have completed the scenario, ask the follow up questions to explore the character's feelings.

The following scenarios are based on real testimonies from the Everyone's Invited campaign.

First scenario

- Lila, who is thirteen, is walking to the shop with her younger cousin. She sees two boys from the year above her at school. One of them shouts across the road and says, "nice leggings!" *(Is this appropriate? Run vote, & explore)*
- Lila ignores the boys and carries on walking. They call over again and say, "Your bum looks great." *(Is this appropriate? Run vote, & explore)*
- Lila speeds up, and so do the boys. They shout over some more, and one of them says "You should come to mine later, those leggings would look great on my floor." *(Is this appropriate? Run vote, & explore)*

Follow up questions:

- How might Lila have felt when the boys first called over to her?
- How might Lila have felt when they carried on?
- *(If you get lots of red votes)* If we think that the situation is not acceptable then why might the boys have continued?

Second Scenario

- Zoe, who is fifteen, gets the bus to school with a lot of other students. A group of boys often touch her on her body when she walks past them to sit down. *(Is this appropriate? Run vote, & explore)*
- When Zoe finds a seat, some of the boys move to sit near her, and start showing her nude photos they have on their phones. Some of the photos are of other girls from her school. She tries to look away, but they keep putting their phones in her face. *(Is this appropriate? Run vote, & explore)*
- The boys start comparing the photos to Zoe, making comments about her breasts and bum, and keep asking her to send them nudes so they can see 'who's the fittest' *(Is this appropriate? Run vote, & explore)*

Follow up questions :

- How might Zoe feel when she sees these boys on the bus?
- How might Zoe feel when the boys move to sit near her?
- How might Zoe feel when they show her the photos and make comments?
- *(If you get lots of red votes)* If we think that the situation is not acceptable then why might the boys have continued?

Third Scenario

- Jas, who is seventeen, is at a party and feels quite drunk. A boy from her college keeps asking her to come outside with him. *(Is this appropriate? Run vote, & explore)*

- After he asks a few more times, Jas gives in and goes outside. He takes her to the shed in the garden. Jas passes out from the alcohol, and when she wakes up, she doesn't have any clothes on. The boy who brought her here is also half naked, and another boy from their college is standing in the doorway, laughing. ([Is this appropriate? Run vote, & explore](#))
- Jas puts her clothes on and goes home. The next week, the two boys from the shed brag openly about what happened, and people start calling her a slag. ([Is this appropriate? Run vote, & explore](#))

Follow up questions:

- How might Jas have felt when the boy kept asking her to go outside with him?
- How might Jas have felt when she woke up in the shed?
- How might Jas have felt when she heard what people were saying about her?
- ([If you get lots of red votes](#)) If we think that the situation is not acceptable then why might have the boys involved have thought it was acceptable?

[Please read the following statement to the young people.](#)

“Today we’ve talked a lot about female victims of harmful sexual behaviour. While these kinds of situations especially affect women and girls, it’s important to remember that anyone can be a victim, and anyone can be a perpetrator of this kind of abuse. Many men and boys of all sexualities have experienced sexual assault and rape, and it particularly affects those in the LGBTQ+ community. So, with that in mind, let’s explore our final scenario.”

Fourth Scenario

- Mal, who is sixteen, is gay. A boy at school, Joe, often teases Mal about his sexuality. ([Is this appropriate? Run vote, & explore](#))
- Mal is walking through the corridor at school. Joe sees him, grabs him by the arm, and pulls him into the school showers. ([Is this appropriate? Run vote, & explore](#))
- Joe pulls Mals trousers down and tries to force anal sex on him. When Mal resists, Joe says ‘but you’re gay, you like this stuff. ([Is this appropriate? Run vote, & explore](#))

Follow up questions:

- How might Mal have felt when Joe teased him about his sexuality?
- How might Mal have felt when Joe pulled him into the showers?
- How might Mal have felt when Joe tried to rape him?
- ([If you get lots of red votes](#)) If we think that the situation is not acceptable then why might Joe have thought it was OK?

[Please read out the following statement:](#)

“All of the behaviour we’ve talked about today are examples of sexual harassment, sexual assault or rape, and are not only unacceptable, but criminal. Survivors of these kinds of situations often report feeling scared, lost and helpless, and sometimes it can have a long-lasting impact on their mental health. Unfortunately, these situations are incredibly common, and many young people are perpetrators as well as victims. We all have a responsibility to actively discourage any kind of harmful sexual behaviour we see among our peers.”

[Return to the lesson plan for the summary of the lesson.](#)

Positive Bystanders

Age Range:

Age 14+, Year group
10+, Key Stage 4+

Topics Covered:

Rape Culture
Bystanders

Time:

30 – 40 minutes

Equipment needed:

Copies of second sheet

Suggested

Learning Outcomes:

- Young people have increased knowledge of the impacts of rape culture.
- Young people have an increased awareness of attitudes towards rape culture.
- Young people have an increased understanding of the role bystanders can play to combat rape culture.

An exercise to explore rape culture and the role of bystanders.

Introduction

By the end of this exercise, learners will have explored a range of attitudes and feelings regarding rape culture and have an increased understanding of how bystanders can make a difference.

Exercise

Begin by reading out/recapping the following definitions of rape culture and bystanders:

- **Rape Culture is an environment in which rape is prevalent and in which sexual violence against women is normalised and excused in the media and popular culture. Rape culture is perpetuated through the use of misogynistic language, the objectification of women's bodies, and the glamorisation of sexual violence, thereby creating a society that disregards women's rights and safety.**
– Marshall University
- **A bystander is a person who is present at an event or incident but does not take part.**

Ask the students to get into small groups and hand each group a copy of the second page below of Sammi's story. Ask the groups to read the story from the start box at the bottom of the page, following the arrows.

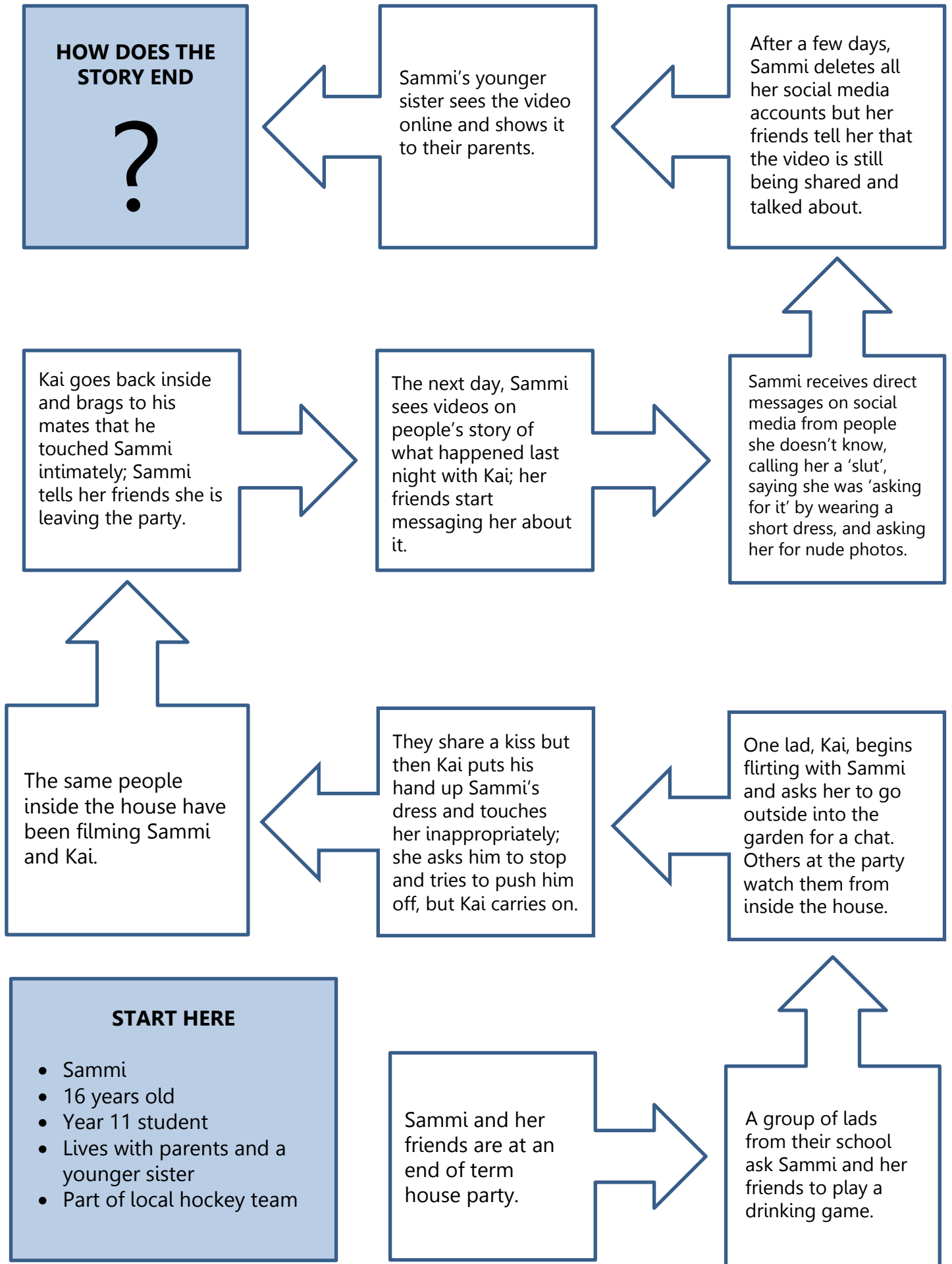
Once the story has been read, ask the students to discuss, in their groups, possible endings for Sammi's story and explore the impacts on her physical, mental and emotional wellbeing. Ask the groups to share their ideas with the rest of the class.

Working in their own groups again, ask the students to go back through Sammi's story and suggest who might have been the bystanders. Groups are then to answer the following questions:

- Why might the bystanders have not intervened to help Sammi?
- When could they have intervened?
- If they had intervened and helped Sammi, how would the ending of her story have changed?

Summary

At the end of the session, explore why being a positive bystander is important and how it can help prevent rape culture. Also, explore who Sammi and her friends could go to for help and support, including staff at school/college and the Designated Safeguarding Lead, parents/guardians/carers, and other support services such as Childline.



What Kind of Man...?

Age Range:

Age 14+, Year group 10+,
KS4+

Topics Covered:

Masculinity, Harmful
Sexual Behaviour, Rape
Culture.

Time:

20-40 minutes

Equipment needed:

Two copies of the
statements, cut out. White
board or large sheets of

Suggested

Learning Outcomes:

- Increased ability to identify the characteristics and positive aspects of healthy relationships
- Increased knowledge of where to go to for help and support
- Increased understanding of how their behaviour can contribute to rape culture
- Increased understanding that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.

An exercise to explore the role of men in society, and how masculinity can play a role in rape culture.

Introduction

By the end of this lesson, learners will be able to identify the role that young men have to play in standing up against rape culture.

Exercise

Explain to the young people that you are going to be exploring the role of men in society, particularly in their relationships with the women in their lives.

If you have an all-male group, split them into two smaller groups. If you have a mixed gender group, split them into one male and one female group.

Read the following statement:

Unfortunately, our society often normalizes male violence and sexual violence against women. Sometimes things that seem small, like the films we enjoy or the jokes we make, can contribute to this problem. We're now going to think about what kind of men we would like to be, and what kind of men we would respect.

Ask the male group(s) to split the board or sheet of paper into two sections. "The man I want to be" and "The man I don't want to be."

If you have a female group, ask them to split the board or sheet of paper into two sections. "A man I can respect." and "A man I can't respect."

Ask both groups to split the statements provided up into the two categories they have created. Once they have finished their lists, ask each group to show their lists to the other group, and explain why they put each statement in their chosen categories.

Now that the groups are back together, have a discussion with the class using the following questions:

- Why might some boys or men find the things we've put in the "Man I want to be/can respect" column difficult to achieve?
- Why might some boys or men choose to behave in the ways that we have agreed are not acceptable?
- How can we work together to encourage boys and men to behave respectfully towards the women in their lives?

If time, you could ask the young people to think about whether the people/influencers they follow on social media exhibit the behaviours discussed.

Summary

Ask the young people where they think they could go to for help & support on the issues discussed. Make sure to include Childline, staff at school/college and their safeguarding team. You may want to mention those listed on the signposting page on ['Everyone's Invited'](#).

A man who expects the women in his life to do what he tells them to.	A man who takes rape and sexual assault seriously.	A man who rates women out of ten on their looks with their friends.
A man who expects their sexual partners to have sex with him whenever he is in the mood.	A man who speaks out against his friends when they use sexist / misogynistic language.	A man who shares photos of naked women without their permission.
A man who calls women 'babe', 'sweetheart' or 'darling'.	A man who sticks up for women when they are not in the room.	A man who believes men and women deserve equal respect.
A man who calls women who have lots of sex 'slags' and 'sluts'.	A man who encourages his friends to delete naked photos of their ex-partners.	A man who advocates for equal opportunities for women in the workplace.
A man who stands up for women when they are not being listened to.	A man who comments on women's bodies when they walk past them in the street.	A man who brags about their sexual partner's body without their partner knowing.
A man who listens to women and tries to understand their feelings.	A man who talks about their feelings.	A man who considers how the media they look at portrays women.
A man who makes all the decisions.	A man who respects women who are in positions of authority.	A man who makes jokes or laughs at women's expense.
A man who looks at porn.	A man who supports the women in their life and their goals.	A man who brags about how many sexual partners they have had.

Rape Culture in Everyday Life

Age Range:

Age 14+, Year group 10+,
KS4+

Topics Covered:

Rape Culture, Misogyny,
Sexual Violence, Porn,
Media & Social Media

Time:

40-50 minutes

Equipment needed:

Subject cards, white board

An exercise to explore the ways in which we might see rape culture in our everyday lives.

Introduction

By the end of this lesson, learners should be able to identify how the world around us and everyday experiences can contribute to rape culture.

Exercise

Explain that you will be exploring rape culture today. Read out the following definition.

“Rape culture is an environment in which rape is commonplace and in which sexual violence against women is normalized and excused. Rape culture is perpetuated through the use of misogynistic language, the objectification of women’s bodies, and the glamorization of sexual violence, thereby creating a society that disregards women’s rights and safety.” – Marshall University

It might be useful to put this definition on the board, or print out a copy for everyone, so that the young people have it to refer back to during the exercise.

Split the class into 8 small groups. Each group will receive a card. If there are not enough young people for 8 groups, you can either remove some of the cards, or give more than one card to a group.

Each card has a subject title, and a small amount of information or examples. Ask the young people to work in their group to create a short presentation (2-3 minutes) on how the subject on their card might contribute to rape culture. Give the young people 10-15 minutes to work on their presentation. If you like, they can use some of this time to do further research on their subject.

Ask each group to give their presentation to the rest of the class. This should take about 20 minutes. If you have time, you can ask the whole group to respond to each presentation with their own ideas on the subject.

Summary

Ask the young people what they think people can do to prevent the perpetuation of rape culture. This could include things like ‘call out sexist language when they hear it’.

Sum up by creating a list of help & support for young people who experience sexual harassment and assault. Make sure to include Childline, staff at school/college and their safeguarding team. You may want to mention those listed on the signposting page on www.everyonesinvited.uk as well.

Suggested

Learning Outcomes:

- Increased skills in identifying the perpetuation of rape culture.
- Increased understanding of how gender stereotypes can cause damage, including normalising non-consensual behaviour.
- Increased awareness that pornography presents a distorted picture of sexual behaviours, and the negative impact this may have.

Pornography

Porn can focus on extreme, violent, and unprotected sex. It often separates sex from respect, dignity, kindness, love, and enthusiastic consent. In one study, 51% of 11 to 13-year-olds reported that they had seen pornography at some point.

How might pornography contribute to rape culture?

Jokes

Misogynistic jokes are jokes which specifically target women and girls. People might joke that women only belong in the kitchen or the bedroom, even if they don't really believe that. Some find it funny to joke about rape and sexual assault victims.

How might these jokes contribute to rape culture?

Language

This is where women and girls are referred to using terms such as 'bitches' and 'sluts' or talked about or ranked out of ten for their sexual attractiveness. Adult women are called 'girl', 'sweetheart', or 'darling'. Sex might be described in violent terms such as 'beating' or 'smashing'.

How might this language contribute to rape culture?

Attitudes

This could include attitudes such as...

- "Women should be subservient to men"
- "Women lie about rape for attention"
- "Women are vain and superficial"
- "Women who have lots of sex are sluts but men who have lots of sex are studs"

How might these attitudes contribute to rape culture?

Film & TV

A 'trope' is a way of telling stories that often appears in film and tv. This could include drama with graphic scenes of rape or violent crimes towards women. In romcoms, the female actors are expected to be attractive and younger than the male leads. Female nudity is much more common than male nudity. Across cinema, women have fewer lead roles than men.

How might these common film & TV tropes contribute to rape culture?

Music

While sexualisation of all genders is common in music, women in particular are often sexually degraded in song lyrics and music videos.

"Have you seen the state of her body? (Mad) If I beat it, I ain't wearin' a Jonny (hah)" – Russ Millions x Tion Wayne

How might song lyrics and music videos contribute to rape culture?

Social Media

Influencers with millions of followers have been known to make comedy sketches which include portrayals of violence and sexual assault/harassment towards women, and also post videos in which they make sexual comments about women's bodies.

How might social media influencers contribute to rape culture?

Video Games

Female characters in video games are often overtly sexualised in their design. Gaming culture is often hostile towards female players, who receive more harassment and sexually aggressive remarks than men do in online multi player spaces, including threats of rape.

How might video games and gaming culture contribute to rape culture?

Bystanders on The Bus

Age Range:

Age 14+, Year group 10+,
Key Stage 4+

Topics Covered:

Rape Culture
Bystanders

Time:

30 minutes

Equipment needed:

A clear space

Suggested

Learning Outcomes:

- Young people have increased knowledge of the impacts of attitudes and actions surrounding rape culture.
- Young people have an increased understanding of the role bystanders can play to combat rape culture.
- Young people have an increased understanding of feelings surrounding rape culture.

An exercise to explore attitudes and feelings around rape culture.

Introduction

By the end of this exercise, learners will have explored the impacts of attitudes, opinions and feelings regarding rape culture and the role of bystanders.

Exercise

Clear a space in the room and ask some the group to stand up and create two lines facing each other, the rest of the group will observe. There should be a gap between the two lines to allow someone to walk through. This technique is known as Conscience Alley and uses the 'alley' or gap in the middle to explore different feelings and behaviours. Read out the following scenario:

Syd is 14 years old and is sitting with their friends on a crowded school bus on the way home. As Syd stands up to leave for their stop, an older student grabs their bum and calls them sexy. Syd pushes the older student's hand away as others on the bus watch or laugh.

Ask for a volunteer from the group and say that they are going to be 'Syd'. It is not important what gender the person is. Explain that, in a moment, you will ask the young person to zig zag their way through the 'alley' approaching everyone in the two lines. The people in the 'alley' will be acting as the bystanders on the 'bus' who saw what happened. Explain that as 'Syd' approaches people in the lines that they are to say out loud **how they think Syd might be feeling**. They can repeat answers or pass if they cannot think of a response. Remind the group that what they say is not necessarily their own opinion.

Once the volunteer 'Syd' has been down the 'alley', ask them what thoughts or feelings they can remember that were mentioned in the 'alley'. The rest of the group who are observing can help 'Syd' by reminding them of the suggestions. Ask 'Syd' to become themselves again and to rejoin their group. Discuss the following with the whole group:

- **How might bystanders not intervening have an impact on Syd?**
- **How might the attitudes and opinions of bystanders affect someone in Syd's situation?**

Swap groups so that those who were just observing now create the 'alley', with a new volunteer becoming one of the bystanders on the bus. Repeat the exercise with the people in the lines telling 'the bystander' how they think 'the bystander' might have felt or what thoughts went through their mind. Once again, ask what thoughts or feelings they can remember after going down the 'alley'. 'The bystander' can then become themselves to end to exercise. Discuss the following with the whole group:

- **Why might some of the people on the bus have laughed?**
- **Why might the bystanders not have intervened or helped Syd?**
- **What could the people on the bus have done to help Syd?**

Summary

Reaffirm to the group that what happened to Syd is sexual harassment and an example of rape culture. Recap how negative thoughts and attitudes towards victims of sexual violence can have harmful impacts and create an unhealthy culture. Explore places and people for help and support including Childline, school and their safeguarding team, and the police.

The Blame Game

Age Range:

Age 14+, Years 10+,
KS4+

Topics Covered:

Sexual assault, Sexual
harassment, Rape,
Victim blaming

Time:

30-40 minutes

Equipment needed:

'Traffic Light Cards' (Red,
Amber and Green cards) -
optional

An exercise to explore victim blaming, and other unhelpful responses to victims of harmful sexual behaviour.

Introduction

By the end of this lesson, learners should be able to identify victim blaming and unhelpful responses to victims of harmful sexual behaviour. They should have developed their skills in giving more helpful responses and seeking help and support.

Exercise

If using traffic light cards, hand a set to each young person at the beginning of the session.

Explain that today you will be discussing how people respond when victims of harmful sexual behaviour speak out.

Explain that you are going to read through some scenarios, and that the young people will vote (either with their cards or with hands up) on whether or not they think the responses you have described are helpful. Red means 'unhelpful', amber means 'not sure', and green means 'helpful'

A worksheet has been provided below, which includes all the statements, and some follow up questions.

Summary

Sum up by creating a list (either on the board or on paper) of 'Ways We Can Help' when victims speak out about harmful sexual behaviour.

Ask the young people where they think the characters from the scenarios could go for help and support. You could create a list together on the board or on paper. Make sure to include Childline, staff at school/college and their safeguarding team.

You may want to mention those listed on the signposting page on www.everyonesinvited.uk For more information about this website, please use our 'Rape Culture: Help and Support' lesson plan.

Suggested

Learning Outcomes:

- Increased knowledge of what practical steps they can take to improve or support respectful relationships.
- Increased skills in identifying and combating victim blaming language.
- Increased awareness that they can expect to be treated with respect by others, and that in turn they should show due respect to others.

The Blame Game - Traffic Light Exercise.

Read out the statements below and, after each statement, ask the young people to vote on whether or not the response described is: helpful (green) unhelpful (red) or not sure (amber)

After each vote, ask the young people why they voted the way they did. After you have completed the scenario, ask the follow up questions to explore the statement further.

Some of the following scenarios are based on real testimonies from the Everyone's Invited campaign.

First Scenario

Elsie is leaving college, wearing leggings and a hoodie. A boy runs up and grabs her bum, then runs back to laugh about it with his mates. Elsie's friends say *"It's your own fault for wearing leggings."* (How helpful is this response? Run vote and explore)

Follow up questions:

- How might Elsie have felt when her friends responded in this way?
- What could Elsie's friends have done differently to be more helpful?

Second Scenario

Nat is regularly sexually harassed at school. At least once a week she is inappropriately touched and is called a slut by some of the boys in her year. When she tries to talk to a teacher about it, her teacher says: *"Boys will be boys, try to ignore it and concentrate on your schoolwork."* (How helpful is this response? Run vote and explore)

Follow up questions:

- How might Nat have felt when her teacher responded this way?
- What could Nat's teacher have done differently to be more helpful?

Third Scenario

Sara tells her friend Maxie that she was sexually assaulted at a party. Maxie asks *"What were you wearing? How drunk were you? Are you sure you didn't lead him on?"* (How helpful is this response? Run vote and explore)

Follow up questions:

- How might Sara have felt when Maxie responded in this way?
- What could Maxie have done differently to be more helpful?

Fourth Scenario

Dani confesses to her close male friend, Tom, that she was sexually assaulted by one of his friends. Tom says *"He's a really good guy, I'm sure he didn't mean it. Don't tell anyone else, it would ruin his life."* (How helpful is this response? Run vote and explore)

Follow up questions:

- How might Dani have felt when Tom responded in this way?
- What could Tom have done differently to be more helpful?

Fifth Scenario

Tilda explains to her boyfriend, Matt, that she was raped twice in the past. Matt says *"If you let that happen to you twice, you must have been doing something wrong."* ([How helpful is this response? Run vote and explore](#))

Follow up questions:

- How might Dani have felt when Matt responded in this way?
- What could Matt have done differently to be more helpful?

[Please read the following statement to the young people.](#)

"Today we've talked a lot about female victims of harmful sexual behaviour. While these kinds of situations especially affect women and girls, it's important to remember that anyone can be a victim, and anyone can be a perpetrator of this kind of abuse. Many men and boys of all sexualities have experienced sexual assault and rape, and it particularly affects those in the LGBTQ+ community. So, with that in mind, let's explore our final scenario."

Sixth Scenario

Aaron is raped by a boy in his year at school. When he tells his friend Josie, she says *"But you're gay, so don't you like that stuff?"*

Follow up questions:

- How might Aaron have felt when Josie responded in this way?
- What could Josie have done differently to be more helpful?

[Please read out the following statement:](#)

"A lot of the responses we've talked about today are examples of Victim Blaming. Victim Blaming is when a victim of a crime or harmful act is held either entirely or partially responsible for what happened to them. It allows perpetrators of things like sexual harassment, sexual assault, and rape to make excuses for their crimes. But there are never any excuses for harmful sexual behaviour, and perpetrators are entirely responsible for their own actions. We all have a responsibility to discourage victim blaming language, as it contributes to a wider culture where sexual violence is normalised and excused."

[Return to the lesson plan for the summary of the lesson.](#)

Rape Culture: Help & Support

Age Range:

Age 14+, Year group 10+,
Key Stage 4+

Topics Covered:

Rape Culture
Help and Support
Everyone's Invited Website

Time:

20 minutes

Equipment needed:

Copies of 'A Guide to
Everyone's Invited'

An exercise to explore who to go to for help and support regarding sexual violence and rape culture.

Introduction

By the end of this lesson, learners will be more informed of the 'Everyone's Invited' website and aware of key people and places for support regarding any acts of sexual violence and rape culture.

Exercise

For this first activity, the focus will be on the 'Everyone's Invited' website (www.everyonesinvited.uk). Before you begin running this lesson with young people, you may want to spend some time getting familiar with the information available on this website as there are testimonies regarding acts of sexual violence which can be triggering.

Activity 1: Print copies of the sheets below and hand out to the group. Talk through what can be found on www.everyonesinvited.uk including why the website was created. Allow group to discuss their thoughts on the website, why they think it has had the response it has had and how it can help to stop rape culture.

Activity 2: Ask the group to get into pairs and together create a list of ten people and places they could go to for help and support on sexual violence and rape culture. Encourage them to include helplines and who they could speak to at school/college. Ask the students to highlight their top three choices of who they would go to and discuss why they have chosen them.

As a whole group, explore ideas to the following questions:

- What might prevent someone from seeking help and support?
- How might someone feel after getting help and support?
- Why is it important for people to talk about the impacts of rape culture and to seek help on these issues?

Summary

Finish by recapping the key people and places someone can go to for help and support on these issues, including Childline, staff at school/college and their safeguarding team.

You may want to mention those listed on the signposting page on 'Everyone's Invited'.

Suggested

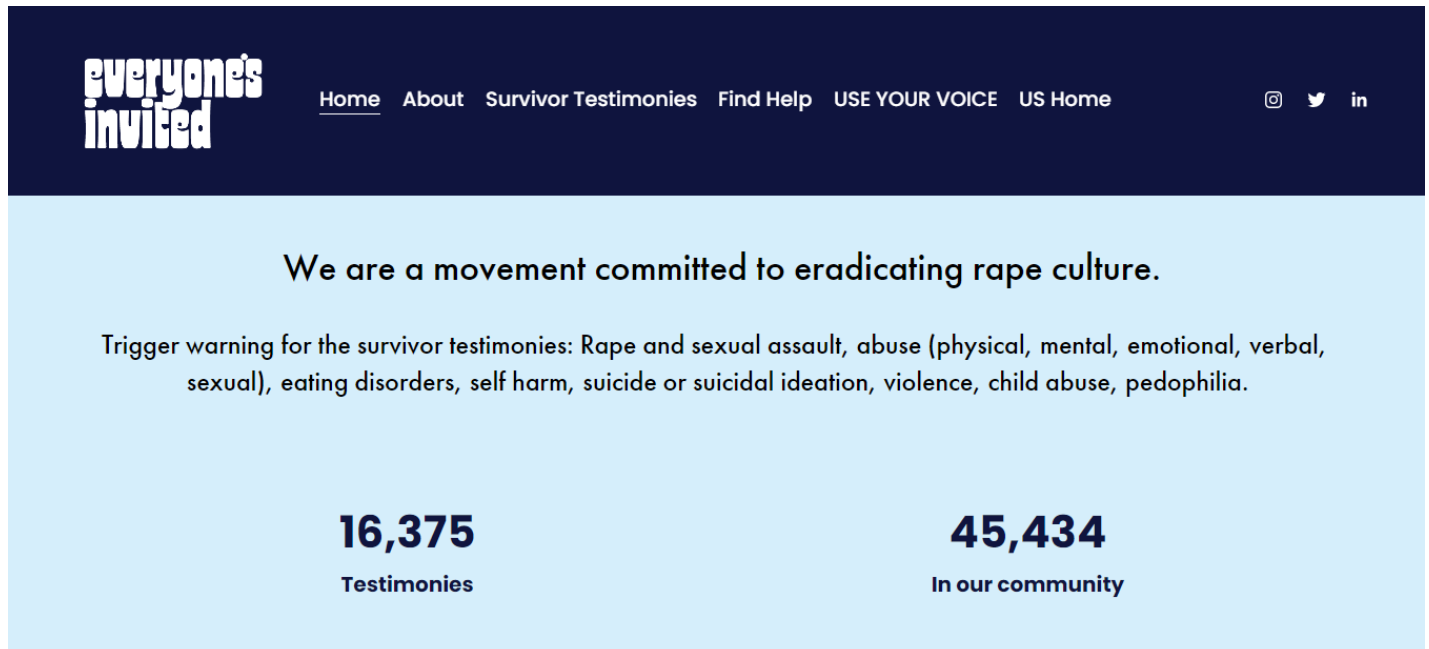
Learning Outcomes:

- Young people have an increased knowledge of what the 'Everyone's invited' website is and why it was created.
- Young people have increased understanding of the importance of speaking up and seeking help.
- Young people have an increased awareness of where to get help and support around sexual violence and rape culture.

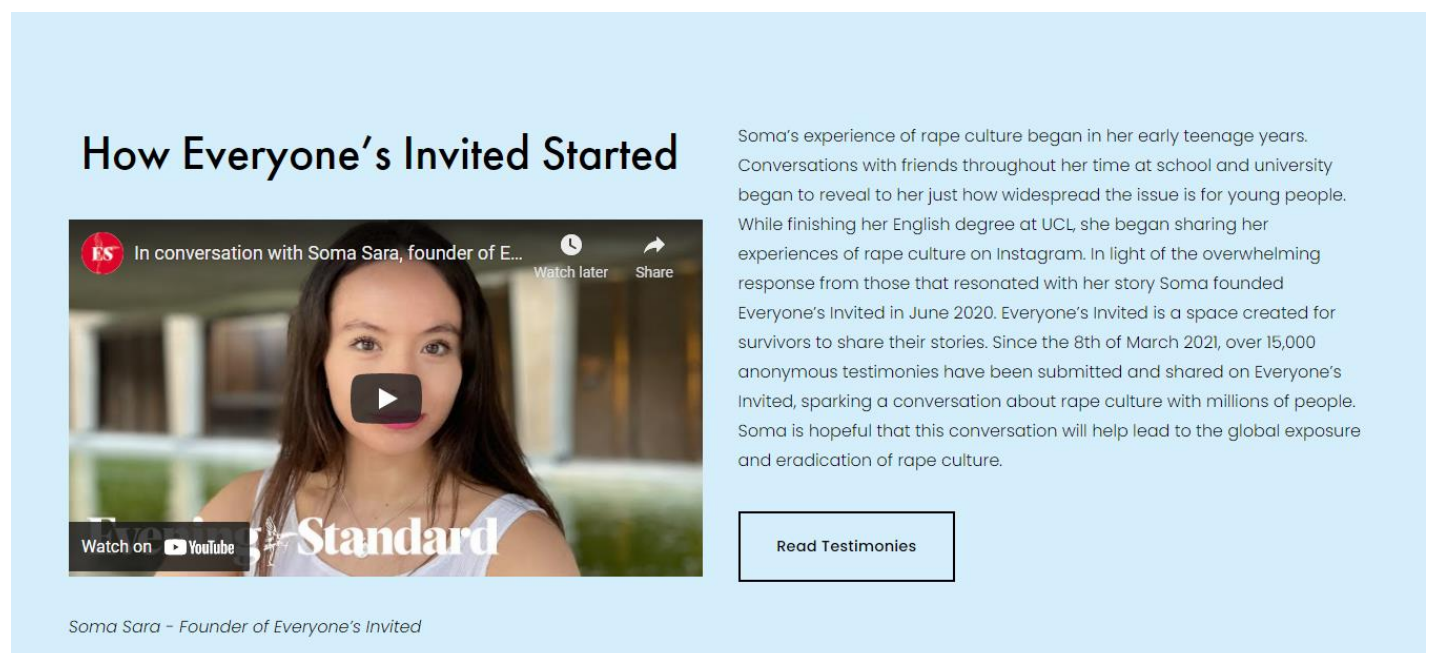
A Guide to 'Everyone's Invited' Website

Please find below screenshots of the 'Everyone's Invited' website. Use these as a guide to talk through what the website includes.

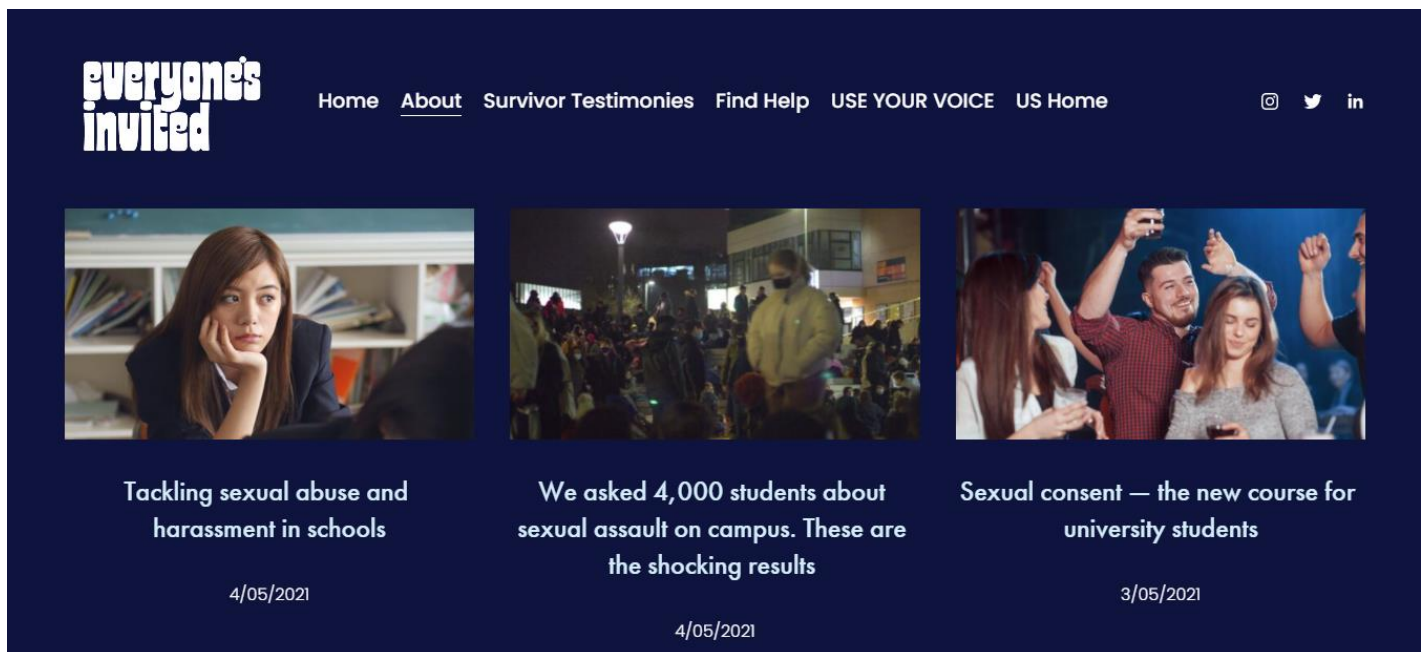
Screenshot 1: Home Page – Includes a summary of what the website is about and how many testimonies they have received since it started.



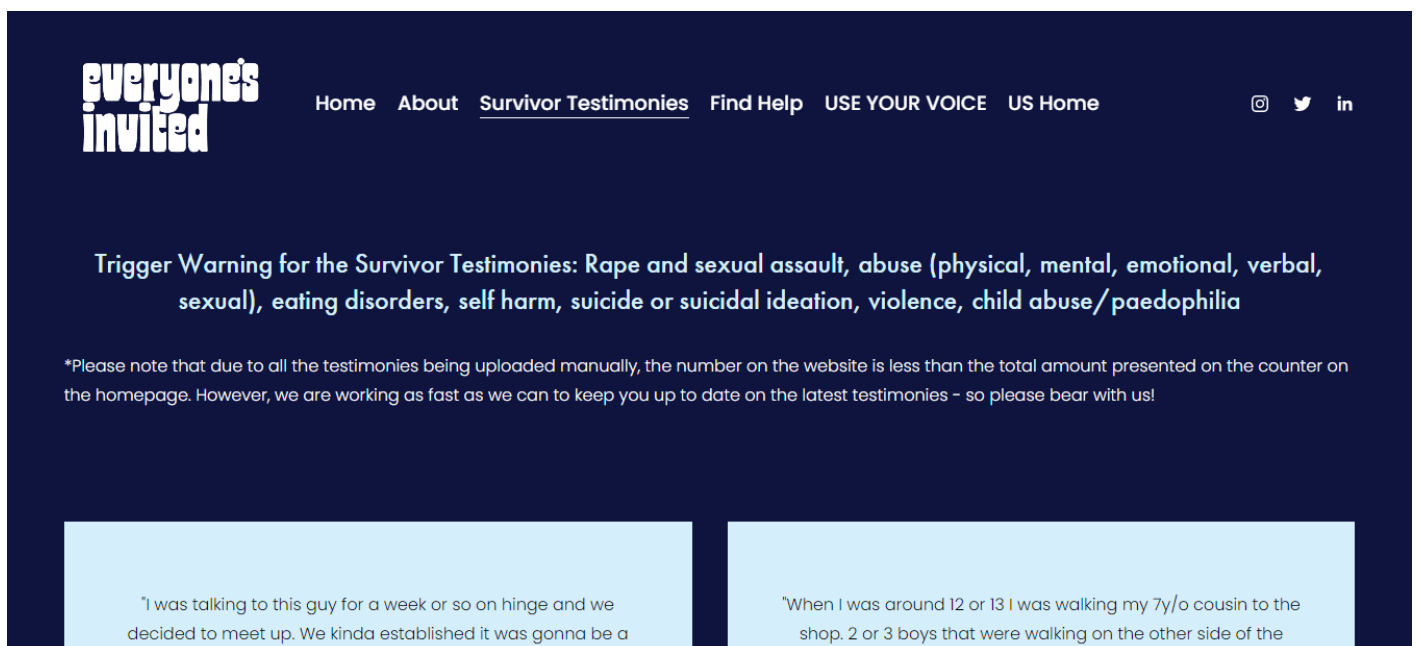
Screenshot 2: About Page – Tells us how the founder started the website and the inspiration behind it.



Screenshot 3: UK Press Page – Shows us the outreach this website has and media coverage it has attained, showing the impact that these testimonies have already had.



Screenshot 4: Survivor Testimonies Page – Where people can read through the anonymous testimonies submitted, with trigger warning and information on content.



Screenshot 5: Find Help Page – Supplies appropriate services for help and support on the topics covered.

Find Help Here

NSPCC

Report Abuse in Education Helpline – Everyone's Invited: 0800 136 663

Thanks to those who have found the courage to speak out as part of the testimonies on Everyone's Invited, the NSPCC has been commissioned by the DfE to set up an independent helpline for children, parents and professionals to seek expert, sensitive advice from the NSPCC and safely report abuse that has happened or is happening in educational settings. The helpline is a dedicated line for children and young people who have been victims of abuse and for worried adults and professionals that need support and guidance. Run by our fully-trained NSPCC helpline staff, we will offer advice for anyone concerned about current or non-recent abuse.

Please contact the helpline on **0800 136 663** Monday to Friday 8am – 10pm or 9am – 6pm at the weekends or email help@nspcc.org.uk

Other Support Services

Loudmouth Education and Training is a highly respected and innovative theatre in education company. The company has been delivering quality Personal, Social, Health and Economic (PSHE) education programmes since 1994 and has reached over half a million children, young people, professionals and parents.

Loudmouth provides a flexible and diverse range of educational programmes that can support your safeguarding and relationship education. Loudmouth's work aims to ensure a future where all children and young people are healthy, happy, safe and resilient.