

Youth club workshop 1

Sexual violence word association game

- Police, people of authority to stop it from happening
- Rape to have it be powerful
- Assault (3x)
- Rape (4x)
- Crime/jail
- Flashbacks/PTSD
- Sex
- Harassment (2x)
- Johnny Depp
- Predators (2x)
- Crime (2x)
- Jail
- Aggression (2x)
- Forced
- Pedophile
- Sarah Everard
- Punish
- Consent
- Abortion
- Cuts and bruises

1. Gender Box

A. "Man Box"

Expectations of men

- Boys' inputs: Tough, brave, masculine, protective, working, leader, controlling, dominant, strong, well-mannered, mind readers, providing, handsome, fit, satisfiers
- Girls' inputs: don't show emotions, don't talk about emotions, strong-headed, go to the gym, big-headed

Words said to force men in the man box

Boys' inputs

- "Oi! Pussy"
- "Why are you crying?"
- Gay
- You puff
- You faggot
- Grow a pair
- You're so skinny
- You're so fat
- Why don't have muscles

Girls' inputs

- Stop showing emotions
- No one cares
- You're irrelevant
- Hang yourself
- Off ya self
- Take control
- Make the first move
- No makeup, no skincare

B. "Woman Box"

Expectations of women

- Fear of disbelief
- Fear of being judged
- Being controlled

- Have to be willing to do what a man says
- No voice
- Housework
- Have to be a good mother and wife
- Obey man
- Follower
- Employed not a bpss
- Pay gap
- Being in the kitchen
- Shy
- Stay at home mom
- Have to wear certain clothes
- Look after kids
- Sit and look pretty
- Don't have input in decisions
- Controlled
- Smile
- Timid
- Wear feminine clothes
- Supportive of the male's opportunities
- Cook for family
- Not have a high paying job
- Pretty, small, petite

Words said to force women in the women box


- Be a better wife
- Be more responsible
- You should go to the gym
- Have to be a certain size
- Stop wearing revealing clothing
- No body hair
- Not responsible
- Sort ya self out
- Stop liking girls
- Get a boyfriend already
- Stop eating!!
- Shut up and listen
- Don't go out in that
- No one asked for your opinion
- You're not a boy, you're a girl so act like it
- You don't need a job just stay at home and look after the kids
- Behave yourself
- Can't have both a job and a family

Police, people of authority to stop it from happening. rape to have it to be powerful.

*assault.
*rape.
*crime/jail
*flashbacks/PTSD.
*pedophiles

Sex Violence
Rape Harassment
assult
Thoney
del

Sexual Violence
Rape Abuse
Agression Force
Consent
Assault
Threats
Domestic

-Abortion Consent
-Cuts and bruises
-rape
Sexual Violence


rape ambush heard.
no consent
sarah everest aggression
predos punen
Predators
assult
harassment
crime - Sexual violence
forced.

~~assault~~
Predators.
no consent.
Crime
jail
aggression.

women

- Fear of disbelief
- Fear of being judged
- Being controlled
- "Have to be willing to do what the man says"
- No voice
- Housework
- Have to be ~~the~~ a good mother and wife.
- Obey man.
- Follower
- Employed not a boss
- Pay gap

- being in the kitchen.
- shy.
- stay at home man.
- have to wear certain clothes.

not have a high paying job
 cook for family
 supportive of the male's opportunities

- wear female clothes
 - inside
 - smile
 - control
 - don't and look pretty in
 - look after kids

responsibility
 goal of man

"Be a better wife"

stop wearing revealing clothing.

"Be more responsible"

no Body Hair

"You should go to the gym"

~~Have to be a~~

"Have to be a certain size"

"Have to have big TITS"

- not responsible.
- sort ya self out.
- stop liking girls.
- get a boyfriend already.
- stop eating!
- shut up and listen.
- don't go out in that.

responsibility
 both have and a

one asked for you
 not a boy your
 so out with it.
 don't need a job
 about at home and

MANI

Tough, brave, masculine

Protective, working, leader

Controlling Dominant

Strong, well mannered
mindreaders, providing,
handsome, fit, satisfiers

don't show emotions.

don't talk about emotions.

strong headed.

go to the gym.

big headed

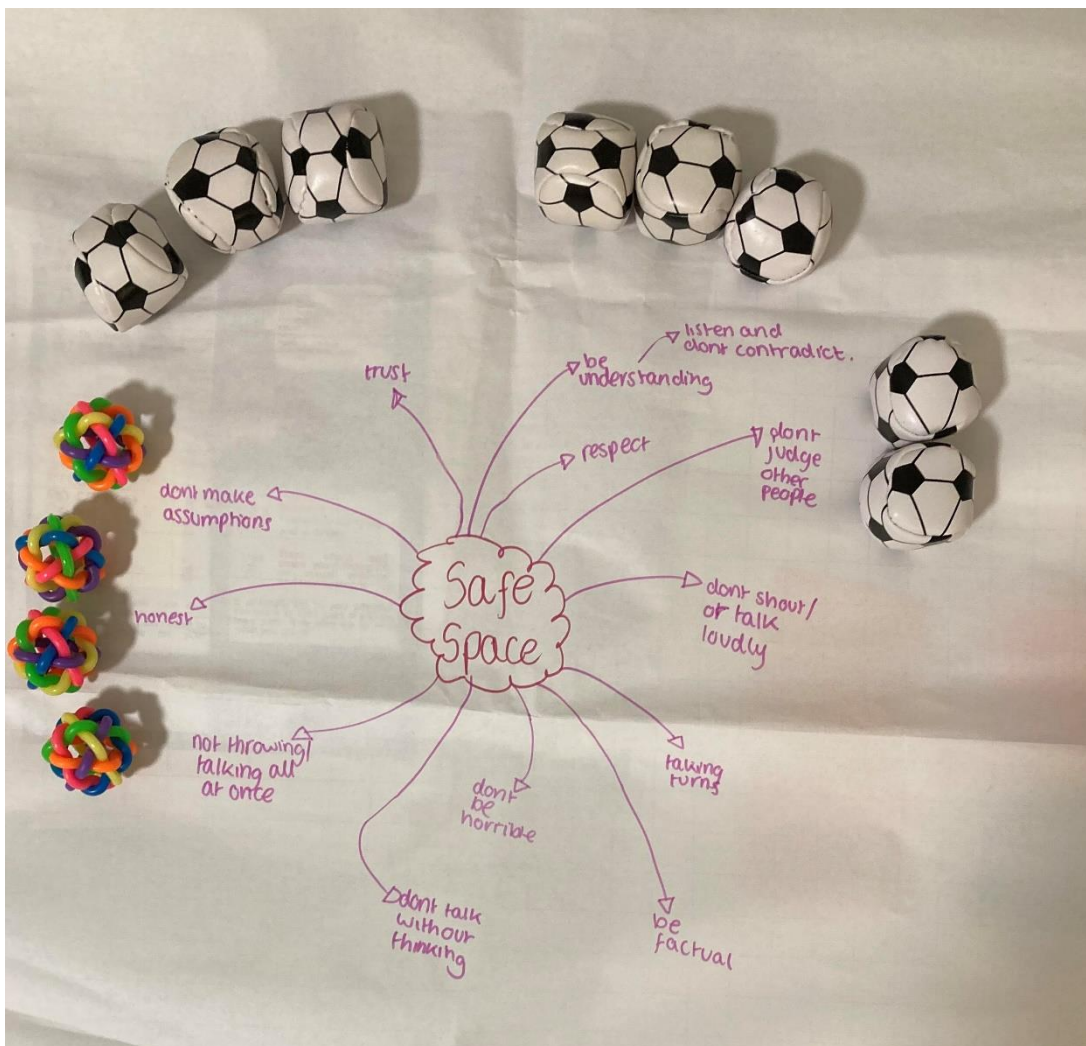
Youth club workshop 2

Values

- Trust
- Respect
- Honesty

Behaviours to each other

- Be understanding; listen and don't contradict
- Don't judge other people
- Don't shout or talk loudly
- Taking turns
- Be factual
- Don't be horrible
- Don't talk without thinking
- Not throwing/talking all at once
- Don't make assumptions



Girls

Touching without consent

Catcalling/wolf whistling

Staring at certain places

Taking pictures like paparazzi

Unwanted pictures/text messages

Getting too close in personal space

Inappropriate jokes

Staring in general

Sexist jokes – ‘get in the kitchen’

Getting drugged so they can touch or do inappropriate things

Doing things in their sleep (sexual things)

Winking

Raising eyebrows

Knowing the difference between yes and no

Doing things without consent even in a relationship

Begging for nudes or sexual intercourse

Slutshaming

Inappropriate dancing

Pushing themselves on us

Women are scared to speak up in case of being called attention seeker

1 in 4 women face domestic abuse

More women get kidnapped than men

Peer pressure

Boys

Blackmailed

Revenge Porn

Sexist jokes

Getting spiked

Male abuse

Assaulted

Body shaming

False accusations

Catcalling/wolf whistling

Stereotypes about gender

Being forced against your will

Male prostitution

Men don't speak up

11.7% of men consider suicide over domestic abuse

1 out of 7 men are faced with domestic abuse

Groping

It is found okay for women to shout/hit men but when do it is considered as abuse

47% of men do not talk openly about their problems

Peer pressure

Knowledge of
what is sexual
violence is and
how it happens

6

to understand sexual
violence

10

to understand more
to be educated

What I want to learn


- how to recognise
and prevent sexual
violence.



I would like to learn
about the troubles that
men go through.

HOW do ~~people~~
SEXUAL VIOLENCE
HAPPEN TO men
♥

I want to learn more about
Male Domestic Abuse and
Male Suicide rate



all

all



How to defend yourself from threats of violence.



to understand how people get over being sexual violence.

all

understand how to help someone going through it?
Different types of violence?

all

~~Men~~ Men

Jokes

- Blackmailed
- Revenge Porn
- Sexist Jokes
- getting spiked
- male abuse
- assaulted
- Body Shaming
- false accusations
- ~~men~~ Catcalling/wolfwhistling
- Stereotypes about gender
- Being forced against your will
- Male Prostitution
- men don't don't speak up
- 11.7% of men consider suicide over domestic abuse
- 1/7 men are faced with domestic abuse.
- groping
- it is found to be okay for women to shout/hit men but when ^{men} do it, it is considered to be abuse
- 47% of men do not talk openly about their problems.
- peer pressure.

Girls → things that makes us uncomfortable

- * touching with out consent
- * catcalling / wolf whistling
- * staring at certain places
- * taking pictures → paparazzi
- * unwanted pictures / text messages.
- * getting too close / in personal space
- * inappropriate jokes
- * staring in general.
- * stalking
- * sexist jokes 'get in the kitchen'
- * getting drugged so they can touch or do inappropriate things
- * doing things in there sleep (sexual things)
- * winking
- * raising eyebrows
- * knowing the difference between yes + no
- * doing things without consent even in a relationship
- * begging for nudes or sexual intercourse
- * slut shaming
- * inappropriate dancing
- * pushing themselves on us
- * women are scared to speak up in case of being called 'attention seeker'
- * 1 in 4 women face domestic abuse
- * more women get kidnapped than men.
- * Peer Pressure.

Youth club workshop 3

1. Andrew was with a group of friends. Carl showed him some pornography on his phone. When Andrew said he wasn't interested in looking at it, Carl said he must be gay. **A C**
2. Diana's sports teacher constantly whistles and winks at her when she runs by him. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments. **B C**
3. Luca gets constant attention from a group of girls at school. They blow kisses at him, slap his butt in the corridor and block his way so that he must squeeze past them to get to class. **B C**
4. Blake is sitting next to Janine on the couch and keeps touching her hair. She removed his hand and said to stop it. He laughed then tickled her. **C C**
5. Marc is mad that Jay's girlfriend cheated on him, and he said, "If my girlfriend dared to do this, I would beat her to a pulp." **B C C**
6. Pablo, Irene's boyfriend, calls her fat in front of their friends and that he is ashamed to go out with her. Irene said that he doesn't allow her to eat what she wants. **C C**

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2. Diana's sports teacher constantly whistles and winks at her when she runs by him. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments. **C A**
3. Luca gets constant attention from a group of girls at school. They blow kisses at him, slap his butt in the corridor and block his way so that he must squeeze past them to get to class. **B/C C**
4. Blake is sitting next to Janine on the couch and keeps touching her hair. She removed his hand and said to stop it. He laughed then tickled her. **C A**
5. Marc is mad that Jay's girlfriend cheated on him, and he said, "If my girlfriend dared to do this, I would beat her to a pulp." **C B**
6. Pablo, Irene's boyfriend, calls her fat in front of their friends and that he is ashamed to go out with her. Irene said that he doesn't allow her to eat what she wants. **C A**

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15 *Made*

A Do or Say Nothing B Unsure C Do or Say Something

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5. Marc is mad that Jay's girlfriend cheated on him, and he said, "If my girlfriend dared to do this, I would beat her to a pulp." *C*
6. Pablo, Irene's boyfriend, calls her fat in front of their friends and that he is ashamed to go out with her. Irene said that he doesn't allow her to eat what she wants. *B*

5. *Pablo, Irene*

- Irene said that he doesn't allow her to eat what she wants.
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 2. Diana's sports teacher constantly whistles and winks at her when she runs by him. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments. *CC*
 3. Luca gets constant attention from a group of girls at school. They blow kisses at him, slap his butt in the corridor and block his way so that he must squeeze past them to get to class. *CC*
 4. Blake is sitting next to Janine on the couch and keeps touching her hair. She removed his hand and said to stop it. He laughed then tickled her. *ACC*
 5. Marc is mad that Jay's girlfriend cheated on him, and he said, "If my girlfriend dared to do this, I would beat her to a pulp." *ACC*
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Activity: Responding to vignettes (What would young people do?)

1. Andrew was with a group of friends. Carl showed him some pornography on his phone. When Andrew said he wasn't interested in looking at it, Carl said he must be gay. (experiences of boys)
2. Diana's sports teacher constantly whistles and winks at her when she runs by him. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments. (adult-child power imbalance)
3. Luca gets constant attention from a group of girls at school. They blow kisses at him, slap his butt in the corridor and block his way so that he must squeeze past them to get to class. (experiences of boys)
4. Blake is sitting next to Janine on the couch and keeps touching her hair. She removed his hand and said to stop it. He laughed then tickled her. (consent)
5. Marc is mad that Jay's girlfriend cheated on him, and he said, "If my girlfriend dared to do this, I would beat her to a pulp." (jokes/gender-based violence)
6. Pablo, Irene's boyfriend, calls her fat in front of their friends and that he is ashamed to go out with her. Irene said that he doesn't allow her to eat what she wants. (coercive control)

A – Do/say nothing B – Unsure C – Do/say something

	A	B	C
1	6	1	1
2	1	3	4
3	0	3	5
4	1	1	6
5			8
6		1	7

#5 Marc is mad that Jay’s girlfriend cheated on him, and he said, “If my girlfriend dared to do this, I would beat her to a pulp.”

- What would young people do: Doing a nervous laugh, starting an argument with Marc, telling someone older, or reporting him to someone.
- What if Marc was a friend? “Why would you be friend with someone like that?” “Why would you be friends with him”. One of them said that it could have been said in a joking way.
- Would people still laugh if it was in a joking way: “No, the room would go silent.” “People might laugh but mean it. Like a nervous laugh since you don’t know how to respond.”
- How could young people correct or address Mark: “Teach him a lesson. Teach him how to be a proper gentleman. Most people would nervous laugh.”
- How would Jay feel: “Uncomfortable. Mixed emotions since you see that people are nervous laughing”. One responded that it depends if they knew the person to know if they were joking or it was said sarcastically and that if it was from someone, she didn’t know then she would be more concerned. If it was someone she knew for a while, it would be considered serious but not so bad since she knows they won’t do it.
- How do we define what is serious: Depends on what you know about the person;
- What factors would influence talking to Mark: If you’re close friends with him, you can talk to him but not if you don’t know him well. The relationship is very important.

#4 Blake is sitting next to Janine on the couch and keeps touching her hair. She removed his hand and said to stop it. He laughed then tickled her.

- What would young people do: run away, tell someone, the girl might feel pressured and might not say something and keep quiet, young people know when to laugh at a situation rather than report it; people might think it’s just a joke and are confused if it’s hurting somebody
- How does Janine feel: uncomfortable, unsafe, under pressure
- What would people around do
 - Girls: I know what I would do but I don’t know what other people would do; they might say something, depends on the person; depends on the person

- Boys: I think some girls will say stuff; look away; try not to be involved and stay away
- What if Janine was a friend:
 - Boys: If it was just happening, you would turn away.
 - Girls: I could come over and take her away from the situation. You won't say anything directly to the person doing it

#6 Pablo, Irene's boyfriend, calls her fat in front of their friends and that he is ashamed to go out with her. Irene said that he doesn't allow her to eat what she wants.

- What would young people do: Depends on the person; one of the girls answered that if anyone talked to her like that she would "Bang!" – mimic punching movement

#2 Diana's sports teacher constantly whistles and winks at her when she runs by him. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments.

The young people answered the vignettes a second time from the perspective of the bystander. They preferred the term witness, I explained the importance of bystanders/witnesses in helping prevent sexual violence and keeping young people safe. While answering, the young people seemed to get distracted and losing focus or attention. Some of them were acting out some scenes so I asked them if they wanted to act out one of the scenes. I told them to choose any of the situations and continue the story. What would a witness do? Three girls and one boy acted out the situation with the bystander/witness choosing to report to someone, a trusted adult as the action.

- Why would young people say nothing: They don't realize what's going on and think it's just a regular day
- "Nonce in all schools": "No matter school you go to, you're always going to call one teacher a nonce. Like Mr H". The young people had differing opinions with one of them saying that everyone sees him as a nonce but he's really sweet. One of the girls disclosed in detail that she hates it when she feels him standing behind her and breathing on her neck or raises his eyebrows at her. It is worth noting that raising eyebrows is included in the previous session of things that make girls feel uncomfortable.
- Actions of male teachers that make them feel uncomfortable
 - Commented on their skirt
 - Commented on fishnets: "Don't wear fishnets I can see things" – he was banned from homeroom
 - You are wearing a skirt and your ass is hanging out
 - Youth worker: As part of youth work training, as a man, you never get involved or have an opinion on what girls wear.
- Impact of gossip on the teacher involved: Gossip may spread that the teacher is winking at people.

- “He does stuff without meaning bad intentions like grabs your shoulders and peers over you people will make a story about him.”
- “He’s one of the nicest teachers... he gets treated as a nonce.”
- “I feel bad that people are saying bad stuff about him but he’s really nice
- “Unless you’re perfectly sure you don’t want to go around telling your friends or adults”
- If it’s something that true and they get in major trouble then that’s unfair they have jobs
- Victims are right until proven wrong.. but there are no actual victims
- Why do young people think it’s bad if a teacher is involved?
 - They’re older
 - Safeguarding
 - Teachers are supposed to be professional and they’re not supposed to do that
- Why don’t young people tell a teacher or others?
 - People will talk about it in school
 - I won’t say anything but it will get around and people will ask me
 - If it was happening to me, fair enough but when it’s happening to multiple people then it’s wrong
 - I told (youth worker) about it. Other people just keep joking about it. It’s easier to joke to let it out.
 - You may hint to somebody
 - Easier to joke about it than speak about it.

Youth club workshop 4

How people feel/think

Janelle

- Boundaries: crossed
- Not respected

YP

- Sexual violence – people's feelings disrespected
- When someone forces themselves upon another

Janelle

- Unwanted
- Without consent

YP

- Unwanted attention
- Sexual violence is when there is no consent involved

Janelle/YP

- Inappropriate

Janelle

- Uncomfortable

YP

- NOT OK

Janelle

- May not know something is wrong

YP

- Sex workers

Forms of sexual violence

Janelle

- Sexual harassment

Young people

- Catcalling
- Stalking
- Wolf whistling

Janelle

- Sexual assault

YP

- Attack

Janelle

- Rape

YP

- Forcing yourself on someone

Janelle

- Intimate partner violence

YP

- Domestic violence

Types of acts

Physical

- Any inappropriate touching without consent
- Staring

Verbal

- Hurtful words
- Shouting or screaming

Emotional

- Putting someone down
- Making someone feel inferior
- Bullying
- Manipulation
- Peer pressure
- Begging for nudes
- Blackmail
- Pressure

Attitudes or beliefs

- Slutshaming

Who

- Family
- Anyone
- Friends
- Relationship partners
- Strangers
- Random people
- Males
- Females

Where

- Anywhere
- Parties
- Streets (dark)
- Hotel rooms
- Holidays
- Homes
- Bars or pubs

How people feel/think	
Janelle	Young people
Boundaries: crossed Not respected	Sexual violence – people’s feelings disrespected When someone forces themselves upon another
Unwanted Without consent	Unwanted attention Sexual violence is when there is no consent involved
Inappropriate	Inappropriate
Uncomfortable Not okay	NOT OK!
May not know something is wrong	Sex workers

Forms of sexual violence	
Janelle	Young people
Sexual harassment	Catcalling Stalking Wolf whistling
Sexual assault	Attack
Rape	Forcing yourself on someone
Intimate partner violence	Domestic violence

Types of Acts	
Janelle	Young people
Physical	Any inappropriate touching without consent Staring
Verbal	Hurtful words Shouting or screaming
Emotional	Putting someone down Making someone feel inferior Bullying Manipulation Peer pressure Begging for nudes Blackmail Pressure

Attitudes or beliefs	slutshaming
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WHO	WHERE
Family	Anywhere
Anyone	Parties
Friends	Streets (dark)
Relationship partners	Hotel rooms
Strangers	Holidays
Random people	Homes
Males	Bars or pubs
Females	

1. A partner texts more than you want them to and gets angry if you don't reply

- 3 unsure and 3 abusive
- "texting is not abusive" "texting that often is not healthy"
- It can be considered abusive if it doesn't stop and is constant
- One countered that friends can do that too and friends who text you for a long time and you don't reply will get mad
- One who answered unsure said it depends if it's out of actual concern or wanting to know where the partner is at all times. It depends on the intention.
- When asked where they draw the line for it being abusive
 - o If you tell them to stop and they don't and get mad at you
 - o You'll think it's strange that they're getting mad at you
 - o You may not know how to feel
- When asked if it matters if it's a boy or girl who does the texting
 - o It will just be the same, it's the same principle. You could say if it was two women in the relationship
 - o Gender doesn't make a difference
 - o It makes a difference who is doing it.

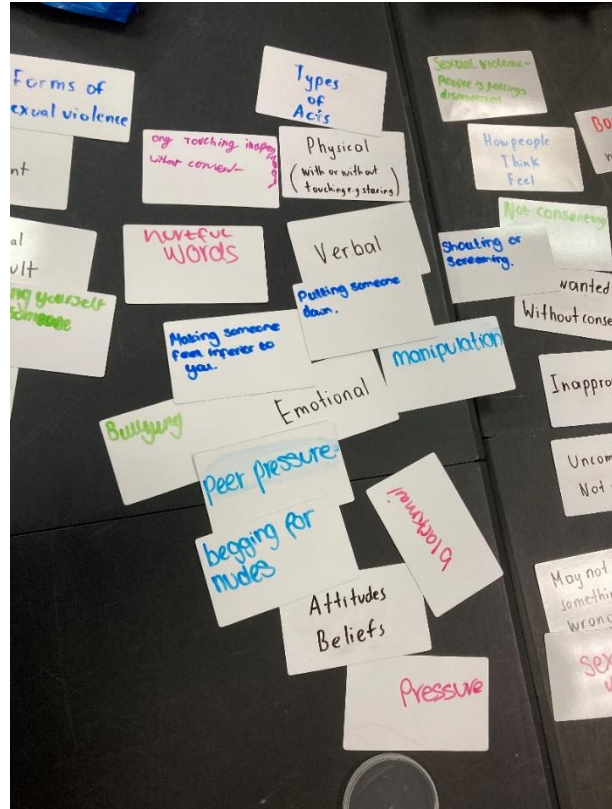
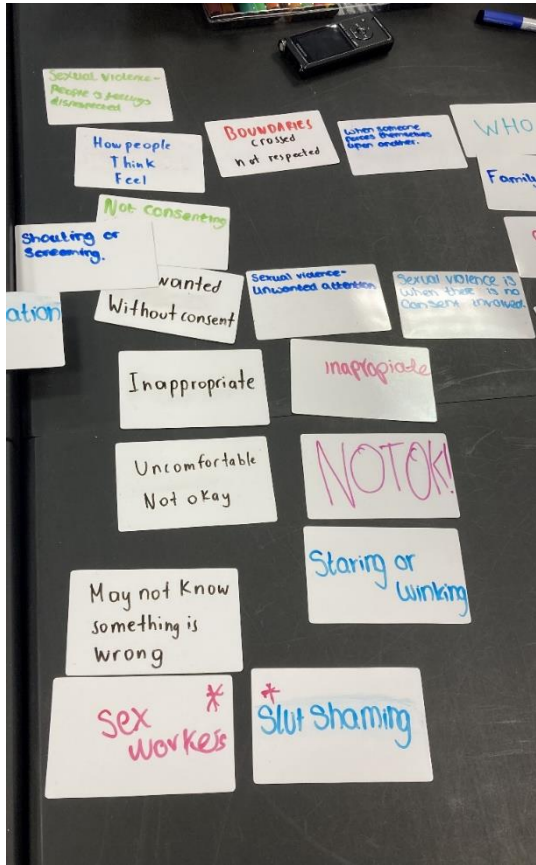
2. A partner tells their partner that they are unhappy with the way they dress or looks

- Unsure – 6
- "It's not abuse to tell someone that you're not happy, but it's not healthy"
- When asked when does it get abusive
 - o When it gets angry
 - o If it is done continuously
 - o When it's about the clothes, it's okay, when it's about the looks or appearance, then it's worse.
- When is it concern?

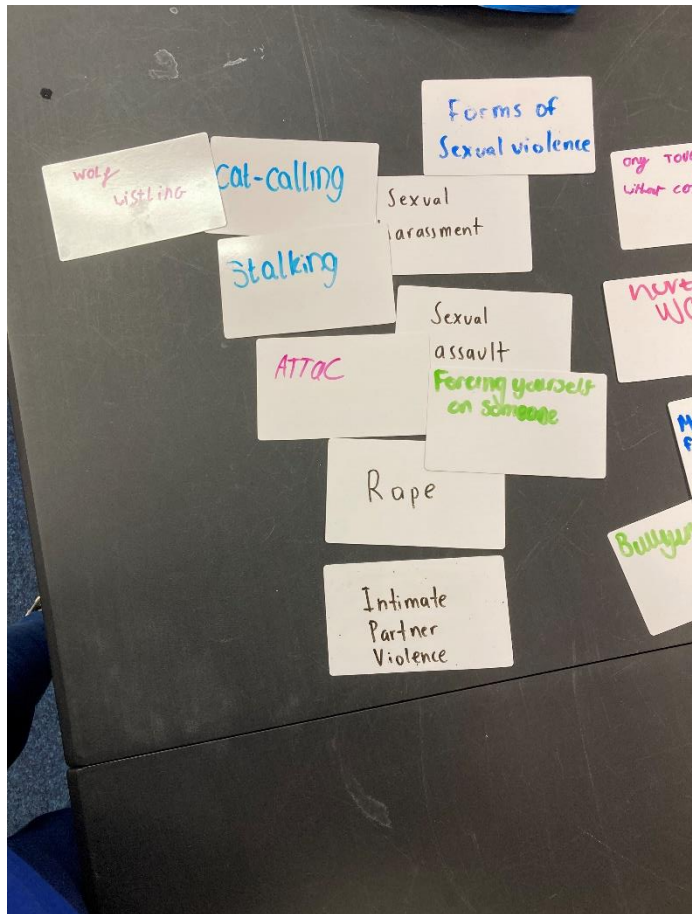
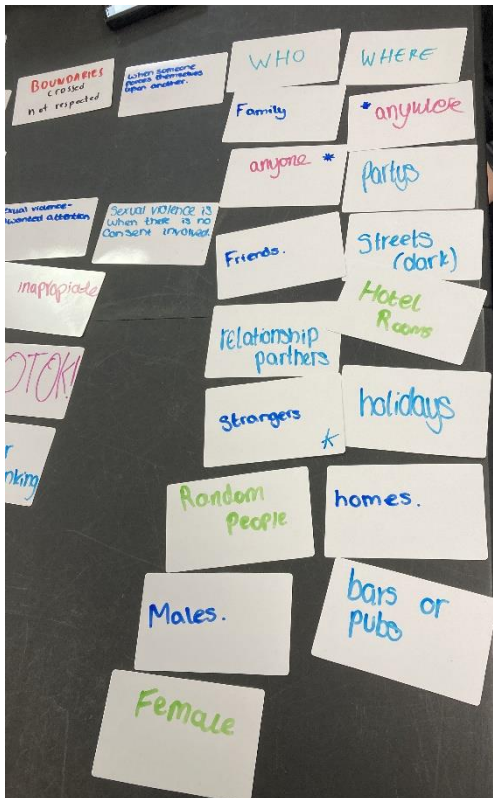
- When the partner is concerned that their partner could get in trouble with how they dress and how other people will act around them like if they were wearing something short
- “It’s their choice, their body”
- Where do you draw the line between concern or love and abuse?
 - Abusive – control
 - Depends on the words used
 - If you love someone, you won’t be horrible and should spare their feelings
- Examples of controlling behaviour
 - Telling them who they can talk to
 - Telling them “I’m not having you go out like that and embarrass me“
 - This looks awful and disgusting
 - Checking their partner’s phone

3. Trying to make a partner jealous

- 1 – healthy; 1 – abusive; 4 – unsure
- Healthy
 - If I was making someone jealous, I want to know if they care.
 - You test them. I do that with my partner
- Unsure
 - It depends on the person’s intention and if they were being horrible and wanting to make a person feel bad
 - If they just wanted to see if they care then it’s bad



○



Youth club workshop 5

Jason calls Clara stupid in front of their friends and apologizes after or will say they were just joking.

Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.

A group of boys filmed Daniel touching himself in the bathroom without him knowing and posted it online. People from school laughed at him and isolated him.

While kissing, Tom starts to touch Betty's breasts. She's not sure if she wants him to go further but goes along with it because she thinks she'll lose him.

Leonard gives his boyfriend gifts and treats him on dates but demands something in return for his generosity like nudes.

Claire ignores her partner for days or withholds affection as a way of punishing him when she doesn't get her way

Most common

	1	2	3	4	5	6
A	3	2				
B	2	1		2		
C		2		1		2
D	2		2	1		
E				2	4	
F			1	2		1

Most harmful

	1	2	3	4	5	6
A			1		1	3
B	2		1	2		
C	1		1			
D	3	2				
E		1	2	1	1	
F			1			4

1. Most common: Verbal abuse (A) and blackmail (B)
2. Most harmful: involving physical assault (D), nudes are most harmful since videos can hurt you in 10 years time and it an still pop up and have impact on future job opportunities
3. More difficult to identify as abusive: D – she doesn't know if she wants to go further and is a difficult situation; A – it's verbal. "sticks and stones may break

my bones but words could never hurt me". You can hurt some people but not all people. Words are not that harmful. It's the least harmful. F – being dramatic

4. What about gender?
 - Genders don't matter.
 - I learned in criminology in domestic abuse that women are most likely to be abuse
 - Janelle: Women experience greater impact but boys can be victims too.
5. How would schools respond?
 - You will be safeguarded.
 - Have schools been taking it seriously? – yes
6. How can we help these people? What makes it difficult to ask for help?
 - All of these are abusive and some sort of abuse. A is a form of verbal abuse
 - D – she wouldn't know how to get help
 - Anonymously reporting
7. Who would they tell?
 - Friends – you can't tell other people then eventually everyone would know
 - Social services -- but You can't really tell social services
 - Trusted adults
 - Parents
 - Whoever they feel most comfortable with
8. Thoughts on the situations
 - Some of them were a bit confusing
 - They're all very real
9. What can be done to make young people safer?
 - More awareness
10. Are you getting information from schools?
 - They don't educate us
 - It's an important thing
 - We want to know how to identify situations, how to deal if you're in the situation
 - Lot easier if they know what to do after
 - Need help in identifying the situation
 - Schools are not saying enough
 - Young people are not interesting in making a project on what schools need to know
 - Schools are focused on stereotypes of LGBT+ young people. They are not sensitive to LGBT+ young people

- Compared to sexual violence, schools have other priorities

		Most common	Most harmful
A	Jason calls Clara stupid in front of their friends and apologizes after or will say they were just joking.	52	3
B	Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.	81	4
C	A group of boys filmed Daniel touching himself in the bathroom without him knowing and posted it online. People from school laughed at him and isolated him.	6	1
D	While kissing, Tom starts to touch Betty's breasts. She's not sure if she wants him to go further but goes along with it because she thinks she'll lose him.	3	2
E	Leonard gives his boyfriend gifts and treats him on dates but demands something in return for his generosity like nudes.	5	5
F	Claire ignores her partner for days or withholds affection as a way of punishing him when she doesn't get her way	4	6

		Most common	Most harmful
A	Jason calls Clara stupid in front of their friends and apologizes after or will say they were just joking.	1	6
B	Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.	2	4
C	A group of boys filmed Daniel touching himself in the bathroom without him knowing and posted it online. People from school laughed at him and isolated him.	4	3
D	While kissing, Tom starts to touch Betty's breasts. She's not sure if she wants him to go further but goes along with it because she thinks she'll lose him.	3	1 1
E	Leonard gives his boyfriend gifts and treats him on dates but demands something in return for his generosity like nudes.	5	2
F	Claire ignores her partner for days or withholds affection as a way of punishing him when she doesn't get her way	0	5 3

		Most common	Most harmful
A	Jason calls Clara stupid in front of their friends and apologizes after or will say they were just joking.	1	6
B	Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.	4	1
C	A group of boys filmed Daniel touching himself in the bathroom without him knowing and posted it online. People from school laughed at him and isolated him.	2	1
D	While kissing, Tom starts to touch Betty's breasts. She's not sure if she wants him to go further but goes along with it because she thinks she'll lose him.	1	1
E	Leonard gives his boyfriend gifts and treats him on dates but	1	2
		Most common	Most harmful
A	Jason calls Clara stupid in front of their friends and apologizes after or will say they were just joking.	1	6
B	Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.	4	1
C	A group of boys filmed Daniel touching himself in the bathroom without him knowing and posted it online. People from school laughed at him and isolated him.	2	1
D	While kissing, Tom starts to touch Betty's breasts. She's not sure if she wants him to go further but goes along with it because she thinks she'll lose him.	1	1
E	Leonard gives his boyfriend gifts and treats him on dates but demands something in return for his generosity like nudes.	4	3
F	Claire ignores her partner for days or withholds affection as a way of punishing him when she doesn't get her way	4	6

		MOST common	MOST harmful
A	Jason calls Clara stupid in front of their friends and apologizes after or will say they were just joking.	2	45
B	Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.	1	3
C	A group of boys filmed Daniel touching himself in the bathroom without him knowing and posted it online. People from school laughed at him and isolated him.	6	1
D	While kissing, Tom starts to touch Betty's breasts. She's not sure if she wants him to go further but goes along with it because she thinks she'll lose him.	4	2
E	Leonard gives his boyfriend gifts and treats him on dates but demands something in return for his generosity like nudes.	5	4
F	Claire ignores her partner for days or withholds affection as a way of punishing him when she doesn't get her way	3	6

Youth club workshop 6-8

Scene 1: Trigger warning and helplines. You are not alone.

List the helplines in the comments and also on the video.

Don't worry you are not alone. You can always reach out to...

Say it and at the end there's a black screen with the numbers

Put it on a pinned comment

Scene 2: What is sexual violence, harassment and abuse (definitions and concepts e.g. not okay, inappropriate)

Scene 3: Example situations based on vignettes from previous activities (read out loud)

Key message: You are not alone. Speak out (Letting people who have gone through it that they are not alone)

Caption: Stop sexual violence. You are not alone.

Topic

First video: introduction of people and topic

Sexual violence and abuse – educating people

Sexual violence awareness

Sexual harassment

Sexual health

Introduction: sexual violence, sexual harassment, abuse

Knowledge facts

Key messages

What sexual violence is

Who does it

Where it happens

What's acceptable

How to help a friend respond

What is right and wrong

How should the response be

Make sure that the awareness is spread

Knowledge

Let victims know they are not alone

Informed about these topics and know what they are and about them

Scene

Welcome to [youth club] and today we're talking about sexual violence and abuse

This is when..

Trigger warning at the very start

What is sexual violence

Introduction (first video)

Ways to deal with it

Tell people they're not alone

Explain what it is

What is sexual violence, harassment and abuse? Examples

Tell people they're not alone if they are going through this and give helplines

Trigger warning, helpline numbers

1. Trigger warnings, helpline numbers
2. What is sexual violence, harassment, and abuse?
3. Situations/examples

Captions

Questions, explaining what is

"Sexual violence explained"

Speak out, you're not alone!

Speak out

Helplines

Other comments

Nobody is alone, there is support. Everyone should be educated on the topic, from young to old.

Topic	Sexual violence
	↓ first video introduction of people and topic.
Key messages	<ul style="list-style-type: none">• what sexual violence is• who does it• where it happens.• what's acceptable• how to help a friend, response
Scene	"welcome to day, and today we're * talking about sexual violence and abuse" "this is when..." * trigger warning at the very start.
Post caption	questions, explaining what it is. "sexual violence explained"
Posting schedule	1-2 times a week, when time.
Other comments/notes	nobody is alone, there is support. everyone should be educated

Topic Sexual Violence

Sexual Violence awareness
Sexual Harassment
Sexual Health

Key messages

- Make sure that the awareness is spread
- Knowledge
- Let victims know they're not alone

Scene

- What is sexual violence
- Introduction (First video)
- Ways to deal with it
- Tell people they're not alone
- Explain what it is

Post caption

- Speak out
- Help others

Posting schedule

one vid for now

Other comments/notes

- Me & Jack - on video

Topic

introduction: Sexual violence
Sexual harassment
Abuse
Knowledge/facts

Key messages

Informed about these topics and know what they are and abit about them.

Scene

What is sexual violence, harassment and abuse? Examples?
Tell people there not alone if there going th rough this. And give helplines.
trigger warning.

Post caption

Speak out your not alone!

Posting schedule

Every week.

Other comments/notes

Youth club workshop 9-11

Age: 15

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name: <i>uncomfortable</i>	Group name: <i>wierd</i>	Group name: <i>unnecessary</i>
<i>B P E Q J R O T U</i>	<i>C H K N S</i>	<i>F G I V</i>	<i>A D L M</i>

Age: 15

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name: <i>uncomfortable</i>	Group name: <i>wild</i>	Group name: <i>anxiety</i>
<i>B E J K N O</i> <i>Q R S T C</i>	<i>C G L V</i>	<i>P H I</i>	<i>A D M</i>

Age: 15

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name:	Group name:	Group name:
B E J C P Q R T	UNCOMFORTABLE	WECISA	UNHEALTHY
	C H K N S	F G H	A D V E

Age: _____

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name: <i>things that make people feel violent</i>	Group name: <i>Sexual harassment</i>	Group name: <i>sexism</i>
<i>B O P Q R U</i>	<i>F G J M N V</i>	<i>C E S H I</i>	<i>D</i>

Illegal | *K*

Stupid | *L*

Age: 17

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name:	Group name:	Group name:
	Harassment	Unconsented	Not consented
BOYZ	HIKUS	REUBEN	WOODR

Age: 14

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name:	Group name:	Group name:
	rudeness	inappropriate	harassment
a b c d e f g h i j k l m n o p q r s t u v	a F G L M V	d F G H L V	C e H i j k L N S

Age: 14

Gender

- Male
- Female
- Non-binary

Which best describes your sexual orientation?

- Asexual
- Bisexual
- Gay/Lesbian
- Heterosexual/Straight
- Pansexual
- Queer
- Prefer not to answer

Do you have a disability?

- Yes
- No
- Not sure

Activity 1: Not all acts are sexual violence, but they still make young people concerned

Which of the acts on the list do you consider as sexual violence? How would you group together the other acts? What would you call the group?

Sexual Violence	Group name:	Group name:	Group name:
	<u>Rudeness</u>	<u>Immature</u>	<u>harassment</u>
<u>B</u> <u>E</u>	<u>a</u> <u>F</u> <u>H</u>	<u>C</u> <u>D</u> <u>G</u> <u>H</u>	<u>C</u>



Sexual violence	Uncomfortable	Weird	Unnecessar y	Rudeness	Inappropriate	Sexual harassment	Not consented	Sexism
(B) Attacking or assaulting someone -15F -15F -15F -13M -17F -14F 14F 13F (E) Inappropriate touching without consent -15F -15F -15F -14F 14F 13F (J) Revenge porn/sharing someone's	(C) Catcalling/wolf whistling -15F -15F -15F -17F (H) Inappropriate or unwanted text messages -15F -15F (K) Blackmail -15F -15F (N) Slutshaming -15F -15F (S) Begging for nudes -15F -15F	(F) Getting too close in someone's personal space -15F -15F -15F -15F 13M (G) Winking/raising eyebrows -15F -15F -15F 13M (I) Inappropriate or unwanted photos -15F -15F -15F -15F (V) Staring -15F	(A) Comments on appearance and clothes -15F -15F -15F (D) Sexist jokes -15F -15F -15F (L) Making someone feel inferior -15F -15F (M) Hurtful words -15F -15F (V) Staring	(A) Comments on appearance and clothes -14F 14F 13F (F) Getting too close in someone's personal space -14F 14F 13F (G) Winking/raising eyebrows -14F (L) Making someone feel inferior -14F 13F	(D) Sexist jokes -14F 14F 13F (F) Getting too close in someone's personal space -14F (G) Winking/raising eyebrows -14F 14F 13F (H) Inappropriate or unwanted text messages -14F 14F 13F	(C) Catcalling/wolf whistling -13M -17F 14F 13F (E) Inappropriate touching without consent -13M 14F (S) Begging for nudes -13M -17F 14F (H) Inappropriate or unwanted text messages	(E) Inappropriate touching without consent -17F (P) Forcing themselves on someone -17F (Q) Doing sexual things without consent even in a relationship -17F (T) Doing sexual things to someone	(D) Sexist jokes -13M Illegal (K) blackmail

sexual photos -15F -15F -15F -17F (O) Rape -15F -15F -15F -13M -17F -14F 13F (U) Forced against their will -15F -15F 15F 13M 14F (P) Forcing themselves on someone -15F -15F	(G) Winking/raising eyebrows -15F -17F (L) Making someone feel inferior -15F (V) Staring -15F (A) Comments on appearance and clothes -17F (F) Getting too close in someone's personal space -17F (L) Making someone feel inferior	(H) Inappropriate or unwanted text messages -15F (J) Revenge porn/sharing someone's sexual photos -13M (M) Hurtful words -13M (N) Slutshaming -13M (V) Staring -13M	-15F	(M) Hurtful words -14F 13F (V) Staring -14F 13F (H) Inappropriate or unwanted text messages 14F	(L) Making someone feel inferior -14F (V) Staring -14F (N) Slutshaming 13F (S) Begging for nudes 13F (U) Forced against their will 13F	-13M -17F 14F (I) Inappropriate or unwanted photos -13M -17F 14F 13F (K) Blackmail -17F 14F 13F (L) Making someone feel inferior 14F (N) Slutshaming 14F (J) Revenge porn/sharing someone's	when they're asleep -17F (U) Forced against their will -17F (V) Staring -17F
---	--	--	------	--	---	---	---

Most experienced	Most harmful
<p>C (catcalling) -IIII</p> <p>F (getting too close in someone's space) - III</p> <p>G (winking) - III</p> <p>S (begging for nudes) - II</p> <p>K (blackmail)</p> <p>V (staring) - IIII</p> <p>A (commenting on appearance) -IIII</p> <p>D (sexist jokes) - III</p> <p>H (inappropriate or unwanted messages) - II</p> <p>J (sharing sexual photos)</p> <p>I (inappropriate unwanted photos)</p> <p>E (inappropriate touching without consent - I</p> <p>P (forcing themselves on someone</p>	<p>E (inappropriate touching without consent) - III</p> <p>I (inappropriate or unwanted photos) - I</p> <p>J (sharing someone's sexual photos) – III (highlighted)</p> <p>N (slutshaming) - I</p> <p><u>O</u> (rape) -IIII</p> <p>S (begging for nudes</p> <p>B (attacking someone sexually) - IIII</p> <p>T (doing sexual things when asleep) - I</p> <p>K (blackmail) - II</p> <p>P (forcing themselves on someone) -III</p> <p>R (getting drugged so they can do inappropriate things)- III</p> <p>F (getting too close to someone)</p> <p>Q (doing sexual things without consent even in a relationship)</p> <p>U (forced against their will)</p>

List of Acts

- (A) Comments on appearance and clothes
- (B) Attacking or assaulting someone sexually
- (C) Catcalling/ Wolf whistling
- (D) Sexist jokes
- (E) Inappropriate touching without consent
- (F) Getting too close in someone's personal space
- (G) Winking/ Raising eyebrows
- (H) Inappropriate or unwanted text messages
- (I) Inappropriate or unwanted pictures
- (J) Revenge porn/ Sharing someone's sexual photos or videos to others
- (K) Blackmail
- (L) Making someone feel inferior/ Putting someone down
- (M) Hurtful words
- (N) Slutshaming
- (O) Rape
- (P) Forcing themselves on someone
- (Q) Doing sexual things without consent even in a relationship
- (R) Getting someone drugged so they can do inappropriate things
- (S) Begging for nudes
- (T) Doing sexual things to someone when they're asleep
- (U) Forced against their will
- (V) Staring

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?
2

B. Sexual violence for you is Any sexual assault that can lead into something worse

From the list which acts would you put in these categories?

Most experienced by young people	Considered as most harmful
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C D E F G H I J K L M N O P Q R S T U V W X Y Z</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">E F G H I J K L M N O P Q R S</p>

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?

2

B. Sexual violence for you is

a manipulative act involving sexual activity

From the list which acts would you put in these categories?

Most experienced by young people			Considered as most harmful		
A	G	S	B	J	P
C	F	H	E	U	R
D	E	V	I	K	
			T	N	O

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?

2

B. Sexual violence for you is a manipulating act

From the list which acts would you put in these categories?

Most experienced by young people	Considered as most harmful
A, C, D, G	B, E, f

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?

3

B. Sexual violence for you is Sexual conduct in

which one party is not consented

From the list which acts would you put in these categories?

Most experienced by young people	Considered as most harmful
J H I F E P V	O U B E J P Q R T

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?

3

main ones

B. Sexual violence for you is doing something physical/

verbal that is not consensual.

From the list which acts would you put in these categories?

Most experienced by young people	Considered as most harmful
<p>A ✓ C</p>	<p>K O P R</p>

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?

2

B. Sexual violence for you is any any unconsensual

and violent acts that relate to people's sex or sexual orientation e.g. rape or taking porn

From the list which acts would you put in these categories?

Most experienced by young people	Considered as most harmful
A C D E	G

Definitions of sexual violence

1. Sexual violence is rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent.
2. Any kind of sexual activity or act (including online) that was unwanted or involved one or more of the following - pressure, manipulation, bullying, intimidation, threats, deception, and force
3. When a child or young person is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline.

A. Which one of these definitions would be relatable for young people?

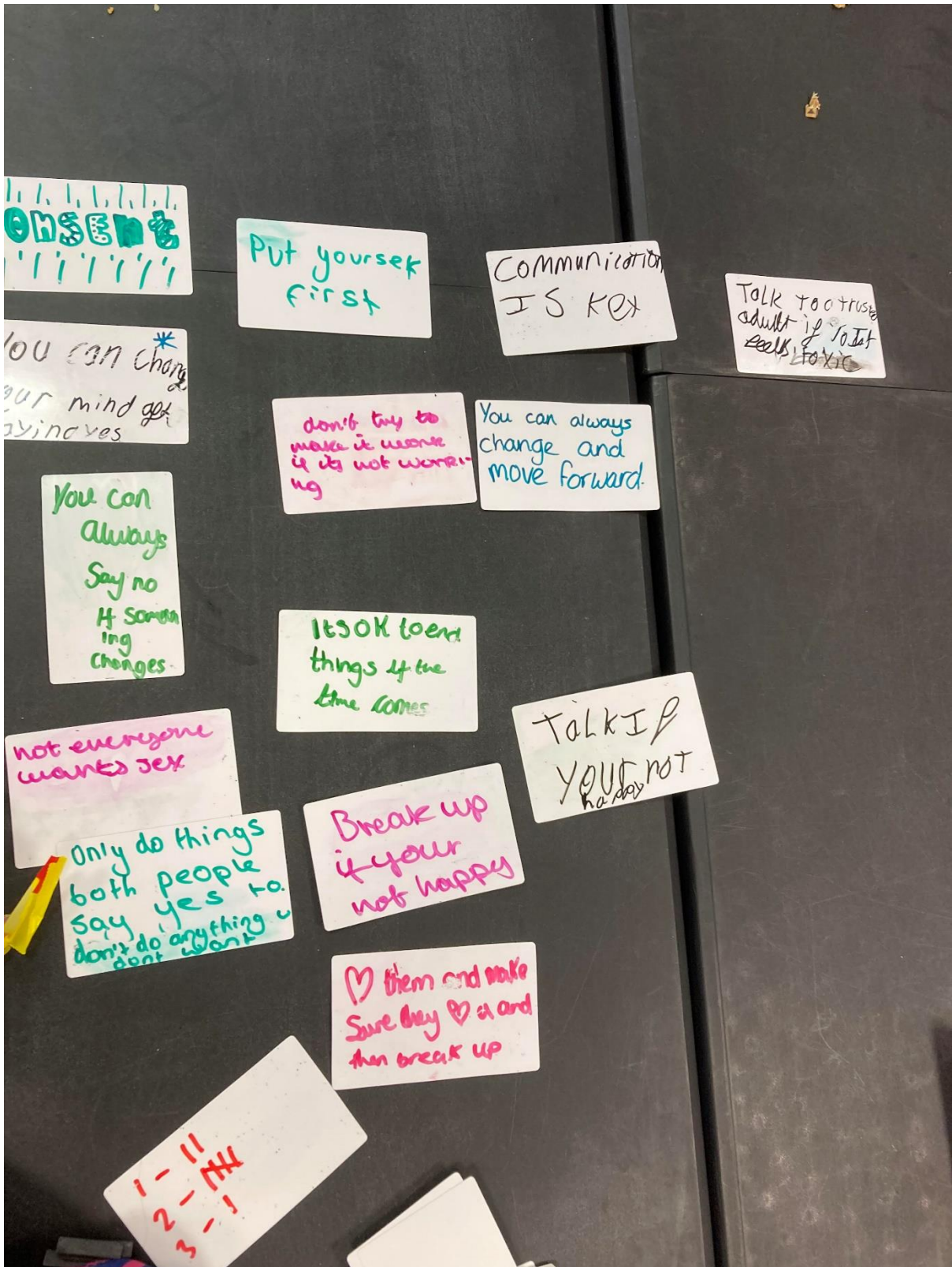
B. Sexual violence for you is violence committed against

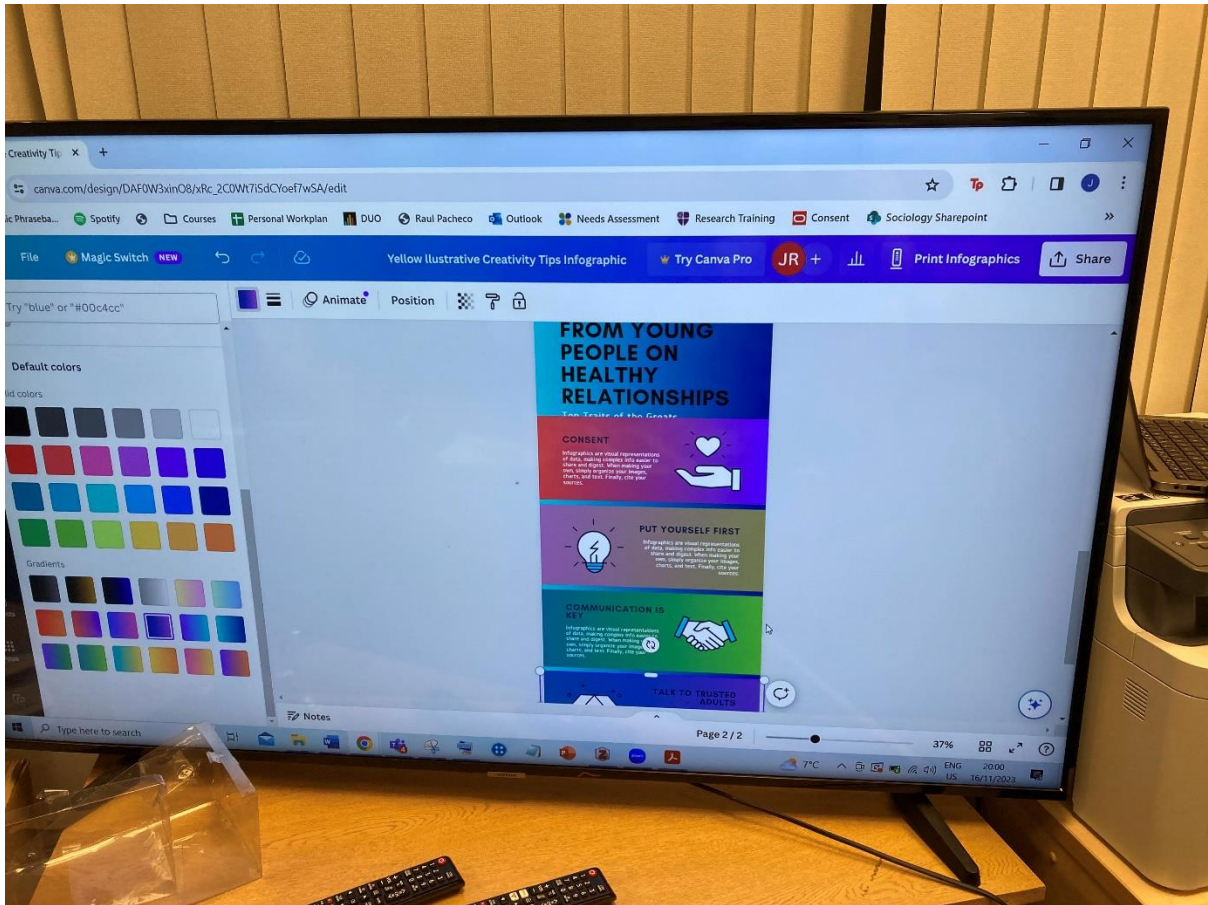
someone in a sexual nature.

From the list which acts would you put in these categories?

Most experienced by young people	Considered as most harmful
	<p>Acts in the list will young people</p> <p>Will not tell someone or ask for help</p>

Youth club workshop 12





“Speak Out, You are Not Alone” : Amplifying the Voices of Young People in North East England on Addressing Sexual Violence

Janelle Rabe, Doctoral Researcher, Department of Sociology

Co-created poster with young people: Winnie*, Lulu*, Tom* Dobby*, GG*, TJ*, Ron* Sarah*, Mylah*, Sav*

HOW DID WE WORK TOGETHER?



Engaged 29 young people (13-18 y.o) in a school and a youth club in North East England



Aimed to understand their perspectives on sexual violence, related issues, and their recommended responses



Collaborated in a series of 17 participatory workshops with young people deciding on the priority topics

WHAT DID WE FIND OUT AND PRODUCE TOGETHER?



Young people expressed difficulties in identifying and responding to acceptable, ambiguous, and abusive behaviour



Identified the need for young people-informed language on terms associated with sexual violence instead of adult-centric concepts



Co-produced model of responses to young people affected by sexual violence throughout a timeline and embedded with core values

WHAT ARE YOUNG PEOPLE’S MESSAGES ON HEALTHY AND UNHEALTHY RELATIONSHIPS?

CONSENT

You can change your mind even after saying yes
Only do things both people say yes to
Don't do anything you don't want



PUT YOURSELF FIRST

Don't try to make it work if it won't work
It's okay to end things if the time comes
Set boundaries with your partner



COMMUNICATION IS KEY

Talk if you are not happy
Let your friends know what is happening
If it feels toxic, talk to trusted adults



Scan me for more information about the project!

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Durham University
Centre for Research into Violence and Abuse

UKRI
Economic and Social Research Council

Youth club workshop 13

- 1 – I don't agree at all; this statement doesn't match what we talked about.
 5 – I totally agree; this statement really matches what we talked about.

1. Talking about sexual violence

Some young people find it easier to talk about sexual violence using terms related to discomfort like 'weird', 'uncomfortable,' or 'inappropriate' rather than serious terms like 'sexual harassment', 'assault' or 'rape'.

1	2	3	4	5
	X			

Why might they find it easier to use these terms?

it seems it is more in similar words we use more often

2. Understanding young people's definitions of sexual violence

Some young people think it's important to understand pressure, manipulation, and consent when talking about sexual violence.

1	2	3	4	5
				X

Why might these be important to young people?

It is overly common problem and needs talking about.

3. Seeing how some actions affect others

Some young people don't always notice how things like name-calling, unwanted touching, or sexist jokes affect others.

1	2	3	4	5
			X	

Why do they not notice?

Some people think the other is just "glattered" or they don't actually understand how bad it actually is

4. Speaking up

Some young people find it difficult to tell someone when they feel uncomfortable or when someone crosses a line.

1	2	3	4	5
			X	

Why makes it difficult?

Many young people just find it hard to talk especially if it involves themselves.

5. Worries about what other people think

Some young people worry about how others will see them if they talk about or report something related to sexual violence

1	2	3	4	5
				X

Why are they worried?

Young people are such judgey people so some people would say "they asked for it" in how they display themselves and call each other "slags" or "whores"

- 1 – I don't agree at all; this statement doesn't match what we talked about.
 5 – I totally agree; this statement really matches what we talked about.

6. Thinking of relationships with other people

Some young people think about their relationship with the people involved before deciding how to act or help in situations related to sexual violence.

1	2	3	4	5
			X	

Why are these relationships important to young people?

Some people feel very pressured to be in relationships and others do pressure others into relationships. People

7. Schools' priorities Worry a lot about how friends view them
 Some young people feel that schools focus only on the most serious cases and don't pay attention to everyday behaviors that make young people uncomfortable.

1	2	3	4	5
		X		

8. Schools not doing the right thing

Some young people feel that schools are not doing it right in how they handle the people who cause harm, and they don't support the victims enough

1	2	3	4	5
				X

9. Wanting trust and care from teachers

Some young people want to know they can trust their teachers and feel supported when they deal with sexual violence and uncomfortable situations.

1	2	3	4	5
				X

Why might young people have these views of their schools?

Some people, the only people they can talk to without being judged is teachers so it's important teachers are always there.

10. 'You are not alone'
 Some young people feel it's important to push back against the shame linked to sexual violence and help others realize they're not alone in what they're going through

1	2	3	4	5
				X

Why are these messages important to young people?

there is so much stigma towards the victims of sexual violence so it needs to be made aware it

11. 'I liked how it was a safe space to talk' Not the victim's fault.

What did Janelle do that helped you feel safe and comfortable in the sessions?

It was just an open space where there was no judging and she was genuinely interested in what

12. 'They make me educated about the situation' We had to say and we don't after.
 What did Janelle do that helped you learn about sexual violence in a way that's different from what you've seen at school? She, in a structured caring way get that

explained the dangers and the info school doesn't tell us. so it was refreshing to be treated like adults.

13. 'It made it easier when getting involved' refreshing to be treated like adults.
 What did Janelle do that made you feel included and listened to in the workshops?

no judging zone and she would do group activities. that everyone was always welcome iff they wanted to be in

1. Talking about sexual violence

Some young people find it easier to talk about sexual violence using terms related to discomfort like 'weird', 'uncomfortable,' or 'inappropriate' rather than serious terms like 'sexual harassment', 'assault' or 'rape'.

1	2	3	4	5
		✓		

Why might they find it easier to use these terms?

It may be down to trauma or uncomfortable situation

2. Understanding young people's definitions of sexual violence

Some young people think it's important to understand pressure, manipulation, and consent when talking about sexual violence.

1	2	3	4	5
			✓	

Why might these be important to young people?

To use/spread awareness ^{Key words} ~~misinformation~~

3. Seeing how some actions affect others

Some young people don't always notice how things like name-calling, unwanted touching, or sexist jokes affect others.

1	2	3	4	5
			✓	

Why do they not notice?

It's been so normalised in today's society.

4. Speaking up

Some young people find it difficult to tell someone when they feel uncomfortable or when someone crosses a line.

1	2	3	4	5
			✓	

Why makes it difficult?

The trauma and stereotype/negativity surrounding it

5. Worries about what other people think

Some young people worry about how others will see them if they talk about or report something related to sexual violence

1	2	3	4	5
			✓	

Why are they worried?

They may be made fun of or be judged for it.

6. Thinking of relationships with other people

Some young people think about their relationship with the people involved before deciding how to act or help in situations related to sexual violence.

1	2	3	4	5
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Why are these relationships important to young people?

The person may just be more comfortable, want the person to be comforted by them

7. Schools' priorities

Some young people feel that schools focus only on the most serious cases and don't pay attention to everyday behaviors that make young people uncomfortable.

1	2	3	4	5
				<input checked="" type="checkbox"/>

8. Schools not doing the right thing

Some young people feel that schools are not doing it right in how they handle the people who cause harm, and they don't support the victims enough

1	2	3	4	5
				<input checked="" type="checkbox"/>

9. Wanting trust and care from teachers

Some young people want to know they can trust their teachers and feel supported when they deal with sexual violence and uncomfortable situations.

1	2	3	4	5
				<input checked="" type="checkbox"/>

Why might young people have these views of their schools?

It's something that has become so normal & some teachers do nothing

10. 'You are not alone'

Some young people feel it's important to push back against the shame linked to sexual violence and help others realize they're not alone in what they're going through

1	2	3	4	5
				<input checked="" type="checkbox"/>

Why are these messages important to young people?

To raise awareness

11. 'I liked how it was a safe space to talk'

What did Janelle do that helped you feel safe and comfortable in the sessions?

She was kind & understanding & also explained everything correctly

12. 'They make me educated about the situation'

What did Janelle do that helped you learn about sexual violence in a way that's different from what you've seen at school?

I learned more deeply about what sexual violence is and the different types.

13. 'It made it easier when getting involved'

What did Janelle do that made you feel included and listened to in the workshops?

She started with games. We each got a chance to talk.

- 1 – I don't agree at all; this statement doesn't match what we talked about.
- 5 – I totally agree; this statement really matches what we talked about.

1. Talking about sexual violence

Some young people find it easier to talk about sexual violence using terms related to discomfort like 'weird', 'uncomfortable,' or 'inappropriate' rather than serious terms like 'sexual harassment', 'assault' or 'rape'.

1	2	3	4	5
			✓	

Why might they find it easier to use these terms?

We are used to using the words and some more understandable.

2. Understanding young people's definitions of sexual violence

Some young people think it's important to understand pressure, manipulation, and consent when talking about sexual violence.

1	2	3	4	5
			✓	

Why might these be important to young people?

because everyone should know and have a right to say no/yes.

3. Seeing how some actions affect others

Some young people don't always notice how things like name-calling, unwanted touching, or sexist jokes affect others.

1	2	3	4	5
	✓		✓	

Why do they not notice?

because a lot of young people are uneducated in some things, it is not talked about enough.

4. Speaking up

Some young people find it difficult to tell someone when they feel uncomfortable or when someone crosses a line.

1	2	3	4	5
		✓		

Why makes it difficult?

because young people might be scared.

5. Worries about what other people think

Some young people worry about how others will see them if they talk about or report something related to sexual violence

1	2	3	4	5
		✓	✓	

Why are they worried?

because we are living in a society where a lot of people judge + everything is just a joke.

6. Thinking of relationships with other people

Some young people think about their relationship with the people involved before deciding how to act or help in situations related to sexual violence.

1	2	3	4	5
	✓			

Why are these relationships important to young people?

because when your young you are growing up, trying to make your own relationships.

7. Schools' priorities

Some young people feel that schools focus only on the most serious cases and don't pay attention to everyday behaviors that make young people uncomfortable.

1	2	3	4	5
		✓		

8. Schools not doing the right thing

Some young people feel that schools are not doing it right in how they handle the people who cause harm, and they don't support the victims enough

1	2	3	4	5
			✓	

9. Wanting trust and care from teachers

Some young people want to know they can trust their teachers and feel supported when they deal with sexual violence and uncomfortable situations.

1	2	3	4	5
			✓	

Why might young people have these views of their schools?

because school/teacher can be intimidating + Don't speak enough to help us feel like we have their support

10. 'You are not alone'

Some young people feel it's important to push back against the shame linked to sexual violence and help others realize they're not alone in what they're going through

1	2	3	4	5
			✓	

Why are these messages important to young people?

It helps them in knowing they're not alone, safe space. there

11. 'I liked how it was a safe space to talk'

What did Janelle do that helped you feel safe and comfortable in the sessions?

She let us leave/take breaks if we needed to. ice breaker

12. 'They make me educated about the situation'

What did Janelle do that helped you learn about sexual violence in a way that's different from what you've seen at school?

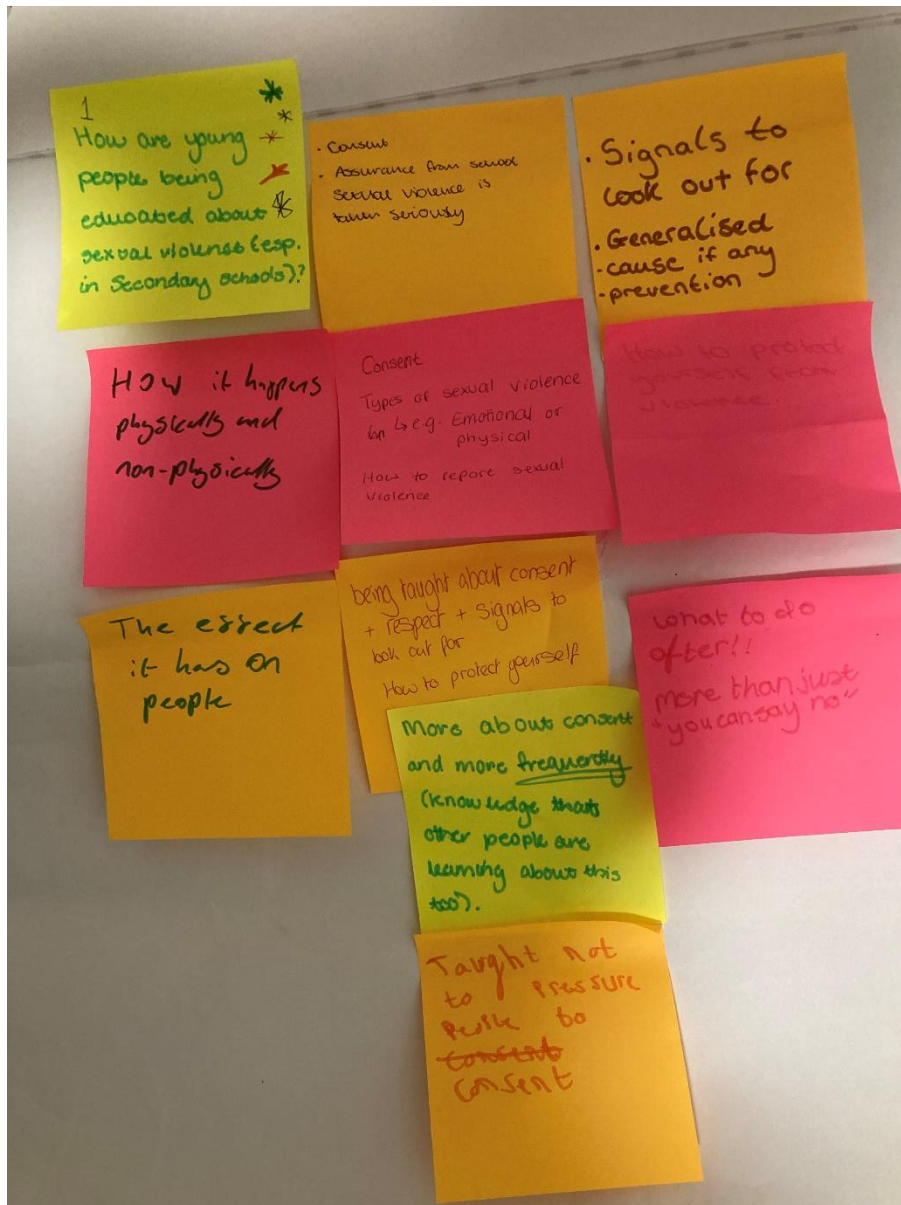
School don't talk about like problems as much.

13. 'It made it easier when getting involved'

What did Janelle do that made you feel included and listened to in the workshops?

Food, ice breakers and we felt comfortable.

FE workshop 1



Helpful in setting
intra or intergroup
outlining ideas &
thoughts.

- more discussion
with each other
- good topics
- good we have a
able voice in the
conversation
- open opportunity
to share opinion

Felt like safe
space.

- would like more
discussion with
each other

I think the first session
was good & we felt how
we all agreed on what
we wanted to discuss

I don't think any
improvements are needed

I think with the nature of
the topic some people may
be nervous so I hope everyone
can be positive w/ each other

Good ice breaker to be
able to feel comfortable
around peers.

insightful

- I feel like I
will learn
a lot
- learn how to
protect myself &
others

beneficial first session -
allow sharing of opinions
and ideas - no
pressure - feel very
comfortable

- allowed for
choice in subjects
/ not limited.
- established rules/
boundaries

Respect

trust

Understanding

Confidentiality

No judgements

Support

listening to everyone

Patience
& w/ others

Respecting
other people's views
or disagree if you
disagree

how people cope / gain support - breakdown shame

1 How are young people being educated about sexual violence (esp. in Secondary schools)?

2 Shame.

3 affects on victims
The fact that it does not have to be physical

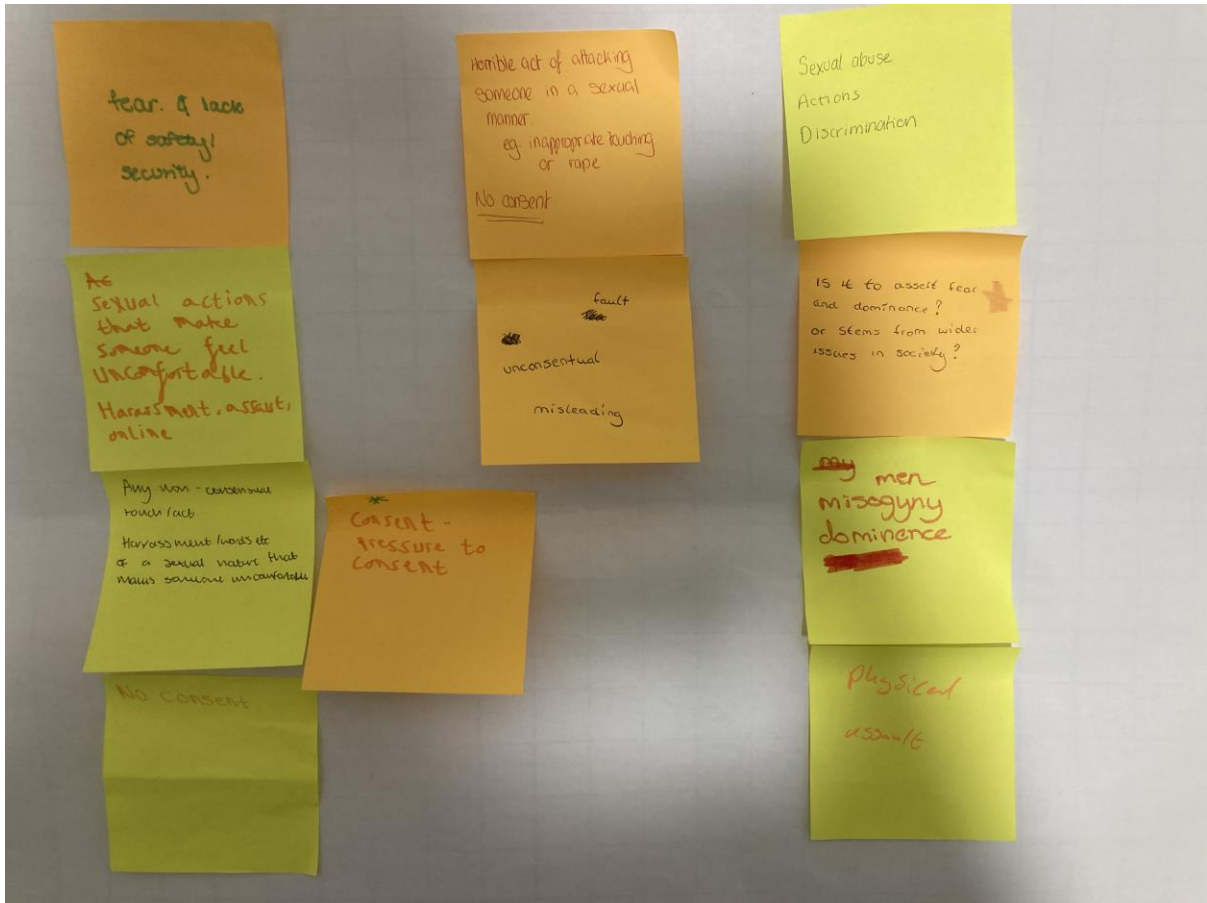
What initiates sexual violence?

I would like
I'm interested in why victims of sexual violence are not always taken seriously & why a lot of the time very little occurs to get them justice

what causes someone to commit sexual violence.
Impacts on victim

How to stop/prevent it

how it has been deemed a normal experience for women to go to



Activity 1: What words come to mind with the term sexual violence?

- Fear and lack of safety/security
- Sexual actions that make someone feel uncomfortable
- Harassment, assault, online
- Any non-consensual touch/act
- Harassment/words that are of a sexual nature that makes someone feel uncomfortable
- Horrible act of attacking someone in a sexual manner e.g. inappropriate touching or rape
- No consent
- Fault
- Unconsensual
- Misleading
- Sexual abuse
- Actions
- Discrimination
- Men misogyny
- dominance

Activity 2: What are the topics you want to learn more about or questions you have?

1. **How are young people being educated about sexual violence (especially in secondary schools) – 5 votes**
2. **Shame – 7 votes**
 - How people cope/gain support; breaking down shame
 - Connects to victim-blaming
 - Why is there shame associated when someone experiences sexual violence?
 - Discussion on the shame that surrounds sexual violence
3. **Effects on victims. The fact that it does not have to be physical – 8 votes**
 - What are the impacts of sexual violence on victims, including non-physical forms of sexual violence
 - What are the consequences for those who are caught?
 - I'm interested in why victims of sexual violence are not always taken seriously and why a lot of the time very little occurs to them justice
 -
 - What causes someone to commit sexual violence
 - How to stop/prevent it
 - How it has been deemed a normal experience for women to go through
 - Is it to assert fear and dominance? Or stems from wider issues from society?
 -

Activity 3: How do we co-create safe spaces?

- Being listened to/listening to everyone
- Not being judged
- No judgment (2x)
- Respectful
- Confidentiality
- Support
- Trust
- Respect (x2)
- Understanding (x2)
- Empathy
- Patience with others
- Respecting other people's views even if you disagree

Activity 4: Priority topic – how are young people being educated about sexual

- Consent
- Types of sexual violence – emotional or physical
- How to report sexual violence

- Being taught about consent, respect, and signals to look out for
- How to protect yourself
- More about consent and more frequently (knowledge that other people are learning about this too) taught not to pressure people to consent
- Consent is more than just “you can say no”
- Signals to look out for
- Generalised
- Cause if any
- Prevention
- How to protect yourself from violence
- What to do after

Activity 5: Feedbacking

- Consent
- Types of sexual violence – emotional or physical
- How to report sexual violence
- Being taught about consent, respect, and signals to look out for
- How to protect yourself
- More about consent and more frequently (knowledge that other people are learning about this too) taught not to pressure people to consent
- Consent is more than just “you can say no”
- Signals to look out for
- Generalised

- Cause if any
- Prevention
- How to protect yourself from violence
- What to do after

River of Life Activity

Re-imagining education and school responses to sexual violence among young people

GROUP 1: “The education on sexual violence and consent that we want”

PAST – What happened, and did you observe before?

- What do you think about how education on sexual violence was taught? (e.g. How was it received by the students? What are the positive aspects? What are the gaps?)
- What topics were taught? What topics and messages should have been taught or communicated inside and outside the classroom?
- How were students engaged or consulted about the education process?

PRESENT – How is it affecting students and young people in the present?

- What do young people want to know about sexual violence and consent?
- How and where are young people accessing information regarding sexual violence and consent?
- How is the quality of sex education on sexual violence and consent affecting students and young people in the present?

FUTURE – What needs to change?

- How should education on sexual violence be improved to meet students' needs? How can students be more involved?
- What messages do you want teachers and other school decision-makers to know about improving sex education related to sexual violence and consent?
- What actions do you want them to take related to education on sexual violence and its prevention?

GROUP 2: “The schools that we want to support us against sexual violence”

PAST – What happened, and did you observe before?

- What are schools doing about sexual violence aside from the sex education classes? What do you think about them?
- What were the barriers and facilitators for students to report, disclose, or seek help?
- How did schools when responding to sexual violence? (e.g. challenges, gaps, observations)? How is sexual violence recognized as an important issue by schools?

PRESENT – How is it affecting students and young people in the present?

- How do students feel about disclosing or reporting about sexual violence to schools or other people? How can students help fellow students? What support would they need?
- What are the types/forms of sexual violence commonly experienced by students in schools? What support do they need from schools in recognizing them as abusive and in seeking help?
- How do students

FUTURE – What needs to change?

- What should schools do better about preventing and responding to sexual violence? How can students be more involved?
- What should schools do to assure students that sexual violence is taken seriously?
- What messages do you want school decision makers to know in responding better to sexual violence in schools?

Group 1

Past

- No education around sexual violence
- Schools see sexual violence as taboo
- We only got taught about specific topics e.g. sexting
- Consent = some discussion
- No support = not aware
- School did not take it seriously -- mockery
- There were some about consent but not a lot about anything else
- If we got taught anything, more about sexting rather than anything on sexual violence as a specific subject
- Only 3 times
- It was taught as yes or no
- Not much discussion
- We just didn't get taught
- There was no support
- We didn't know there was support or a specific helpline.
- Not aware of helplines

Present

- Core
- Tea video
 - I liked it
- Only 1 lesson on consent
- You know that the support there is more on media than education
- Now more aware of support available
- You'd want to know the support is there
- There needs to be more than one lesson

- It's scary that we're only taught about it once
- It needs to be taught more frequently
- More information is seen in the media and in education less
- No trust in education to teach this
- Not trusting education or government as much - you don't go for support
 - o No trust in education
 - o Is it a legal requirement? Should be?
 - o Not a legal requirement for teachers to teach it. They go on courses. Not sure about secondary and primary school.

Future

- Be included more in announcements
- Teach more frequently
- Make compulsory for teachers to learn about it – e.g. courses
- Make people aware that they can trust teachers etc
- Believe victims even without evidence -- investigation
- Not just in core sessions
- Make it more relevant and make students feel included
- More sessions
- Topic of sexual violence more included in school announcements – 1 lesson in whole sex education experience
- Brief discussion that this can happen then do this
- Teach more frequently – not just a few sessions
- (no answer on how students can be more involved)
- Make sexual violence seminars compulsory for teachers to learn how to teach about sexual violence
- J: other programs related to sex violence? Bystander programs?
 - o Just one session
- J: writing a briefing sheet to be sent to schools
- Important to have a trusted person in school
 - o Important for students to know they can trust their teachers
- Believe victims – even with little evidence
 - o Believe victims more
 - o What should be the process?
 - o There should be an investigation
 - o You should expect an investigation but not really
- “it might happen” “it might be possible”

Group 2

Past

- Slut shaming
- Very little

- Inadequate
- Towards females
- Punishment for victim rather than the offender
- Just say no
- Prevention not consequences
- Very little
- I didn't get any. They didn't
- All towards females saying no
- All about no rather than stopping it
- Not much on prevention
- Wasn't there a list published of all the schools? Something to do with
 - o Janelle: Everyone's invited
 - o List of schools where they post anonymous
 - o "my school's on that"
- Slutshaming

Present

- Not mature, "watered down"
 - Because they have to not actually support
 - Still stigmatized
 - Not taken seriously
 - Not trusted experience
 - Outdated
 - Misuse of victims' stories; belittling and dehumanizing
-
- Schools aren't taking it seriously. Many people can't say
 - Lack of education around it
 - Not interested in the topic
 - Some teachers just don't care. Schools aren't doing
 - Schools feel they're doing much already. Powerpoint slide then they move on
 - "like they don't actually care"
 - Doing it just to show they've done it
 - Still stigmatized
 - Tea video – not a mature conversation; waters it down
 - o People made jokes about it
 - o Most people didn't take it seriously
 - Need to make people more comfortable
 - Using victims' stories to scare and make you feel the wrong sympathy for the victim
 - o Misuse of victim stories
 - o :if it happened to your sister
 - o They were looking Jack's death as way of scaring people, don't use knives, it can happen to you down the road.

- “that’s someone sister”
- Dehumanizing
- They might use statistics better rather than actual stories

Future

- Professionals rather than teachers
- More training for teachers
- More consequences for offenders even out of school
- Safe spaces provided – anonymous
- Resources
- Conversations with younger age group
- Serious attitude towards pictures
- Using right language
- More clear prevention
- Education on what is not acceptable – boundaries
- Legal information
- Support for victims
- More resources
- Using the right language
 - J: what do you mean?
 - Feel like the use rape is avoided, sex is avoided taboo because they’re uncomfortable to be said to kids but it’s important to talk about them
 - J: even body parts
- Safe spaces where people can report anonymously
- Consequences
 - If something happens outside the school, then they tell them
 - The school only acts if it happens inside –
 - “you can’t talk to the police, they don’t do anything”
 - J: should shcoo
 - Schools should have a duty of care anywhere. Safeguarding
 - They only act if it happens in the schools
- What happened to Jake was laughed at the assembly
- Education on not what to do (not not to assault); what can be considered as sexual violence to other people
 - Especially teenage boys, even if they don’t mean it in a horrible way, they might
 - Education on boundaries
 - J: rape, assault more recognized; banter and touching
 - Boys may not understand
- Do you think education should be targeted to boys?
 - They should be targeted towards prevention?
 - Need education on what do when it happens
 - Need education to make sure it doesn’t happen
 - Issue because they talk about consent
 - They don’t talk about what happens after

- Rape is not talked about
- J: timeline on before and after; more focus on what happened rather than how to prevent it and after
- Nothing got done about anything. They didn't help victims afterwards. They just got it out of the way. Even if something serious, they just refer them to the police or social service. The school doesn't do anything like counselling or support or safeguarding
- In our school there was a big incident, they called the police. The police didn't do anything about it so it was shouted out at the assembly and laughed at. There were no consequences. The girl who was involved in it just said she didn't want to talk about it.
- There was a boy at my school, he got reported but there was nothing. He could still
- There needs to be more action on inappropriate pictures
- There are Instagram accounts of boys taking photos of girls at schools and sending them around. "That was so bad" it got deleted after a while.
- Attitude of schools – "nudes are bad. You shouldn't take nudes" but they get sent around schools.
- Teachers may not take it seriously. They may be more traditional.
- More training of teachers on how to handle it.
- Punishments – instead of supporting the victims; they want to get rid of the bad image; there are consequences for the victim than the offender
 - There was this girl who got groped on the bus. The boy said I did this and that. The girls asked her if he touched her and she was saying like no.
 - There's no point letting it happen in year 7, 8 9
- Why don't you just have conversations with younger students. It's treated like a taboo and a joke
- It's more on female teachers than male teachers to teach it.
- They should bring in more professionals. It's awkward when the form tutor. They don't know what to say. They didn't know how to say it

education on what's not acceptable & boundaries
 more clear prevention
 Serious attitude toward pictures
 using language right
 Resources
 conversation w/ younger age groups
 Safe spaces provided
 more consequences
 even out of school
 more training for teachers
 legal info
 Support for Victims
 Professionals rather than teachers
 not mature - 'wore down'
 because they have to not actually support
 not taken seriously
 not trusted
 experienced
 outdated
 belittling and demeaning
 Misuse of victim's stories
 Slut Shaming
 Very little
 all toward females
 inadequate
 Just say no
 prevention
 consequences
 Punishment for victim rather than offender

Future

- Be included more in announcements
- Teach more frequently
- Make compulsory for teachers to learn about it
 - ↳ e.g. courses
- Make people aware that they can trust teachers etc.
- Believe victims without evidence
 - ↳ investigation

Past

- No education around sexual violence
- Schools see sexual violence as taboo
- We only got taught about specific subjects e.g. sexting
- Consent = some discussion
- No support - Not aware
- School did not take it seriously - mockery

Present

- Core
- Tea video
- Only 1 lesson
- Now aware of support
- Teach more about the subject
 - ↳ More frequently
- See more in media > in education less
- No trust in education to teach this

Body Map Activity: Recognizing and challenging shame

Group 1: Recognizing shame

Head – What messages about being victims of sexual violence promote shame? What do victims tell themselves about their experience?

- Religion
- Virginity/purity
- Labelling
- What were you wearing
- Self-blame
- Walking in the dark/night
- “doing things right”
- General shame around sex

Arms - What are negative labels or narratives associated with victims of sexual violence that promote shame? How is shame experienced differently by girls, boys, and LGBTQ+ young people?

- Part of female experience
- Normalized catcalling
- Expected for gender queer people “what’s in your pants” “right bathroom”
- Fetization of lesbians
- Queer men – prostitution
- Sexualization of queer relationships
- Boys not taken seriously – seen as meant to enjoy it/put up with it; can’t be victims
- Men as dominant and women as submissive

Body- What are the negative consequences of shame and self-blame on young people? What are the negative feelings they have?

- Mental health
- Underreporting
- Re-offending
- Ok/deserved
- Unhealthy relationships
- Societal pre-conceptions
- Worth that they’ll be blamed/not believed
- isolation

Legs – How does shame stop young people from speaking about their experience? What negative reactions do victims from others do they expect or are afraid of?

- Further abuse from person or others
- Isolation

- Breaking norms and expectations
- Misunderstood
- Accused of lying – belief
- Reduced to experience labelling
- Slut sham

Group 2: Challenging shame and building resilience

Head – What positive messages would be helpful reduce shame? Who would be helpful to hear it from?

- May be good to hear from teachers and other survivors – good role models
- Counter the stigma from others
- “it’s not your fault”
- It’s the other person’s fault
- You shouldn’t have been in that situation
- Not being asked what you were wearing/blaming them – “that’s very big” not blaming them with incriminating questions
- I’m sorry – comfort phrases
- May feel this shame especially if the incident involved someone they know – broken heart
- Anyone – teachers, parents
- In schools – teachers should be in the place when people tell them
- Other survivors
-

Hands - What should be done to challenge victim blaming and feelings of shame of young people and sexual violence? Who have the most important roles in this?

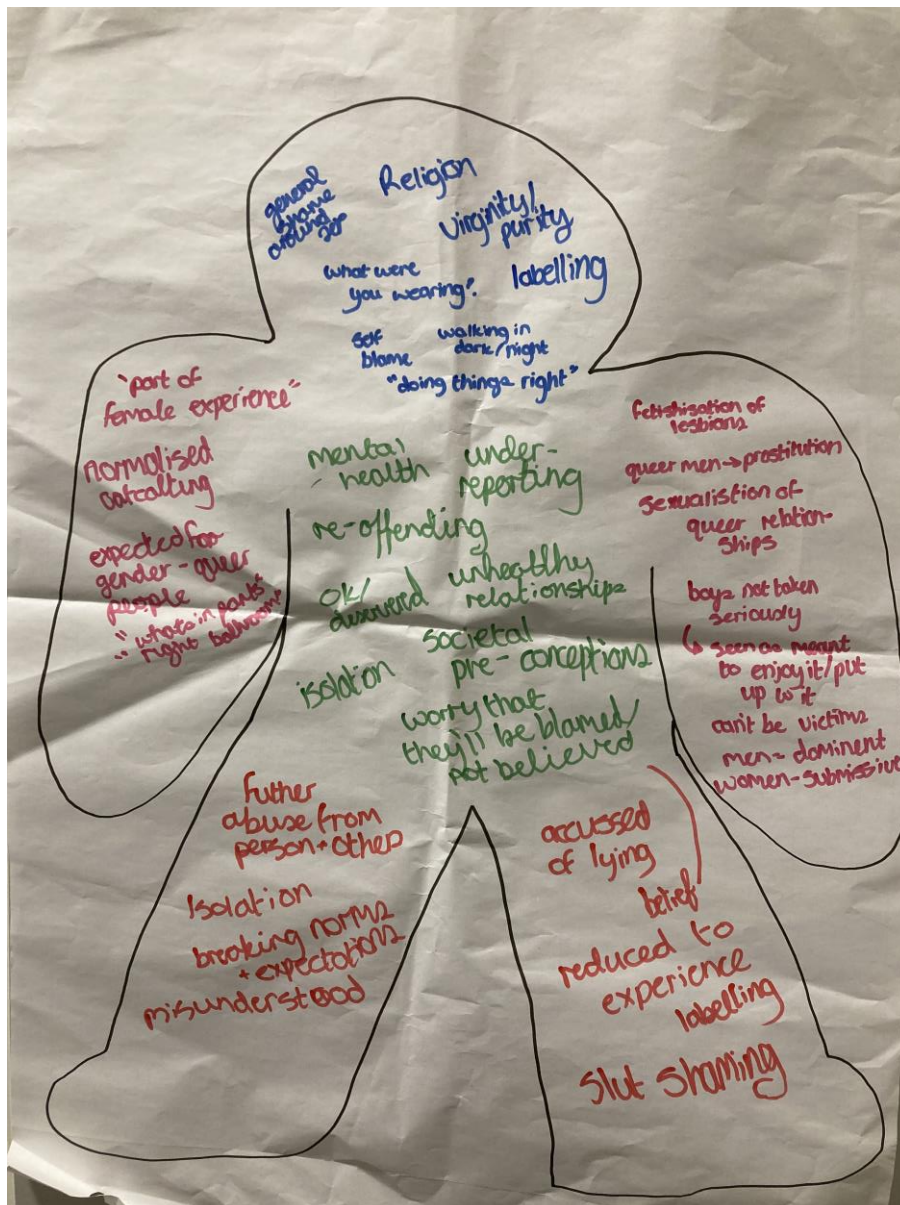
- Not judging what they did in the situation – not everyone is gonna feel comfortable to stick up for themselves
- Feel shame as someone invaded their personal space and made them feel vulnerable
- Police hold important role – must have empathy; take precautions
- Be taught not to feel shame in education – kids are being taught sex is shameful and they’re going to feel it for the rest of their life
- Janelle: Is there shame in sex education? Would it be helpful? -- yes

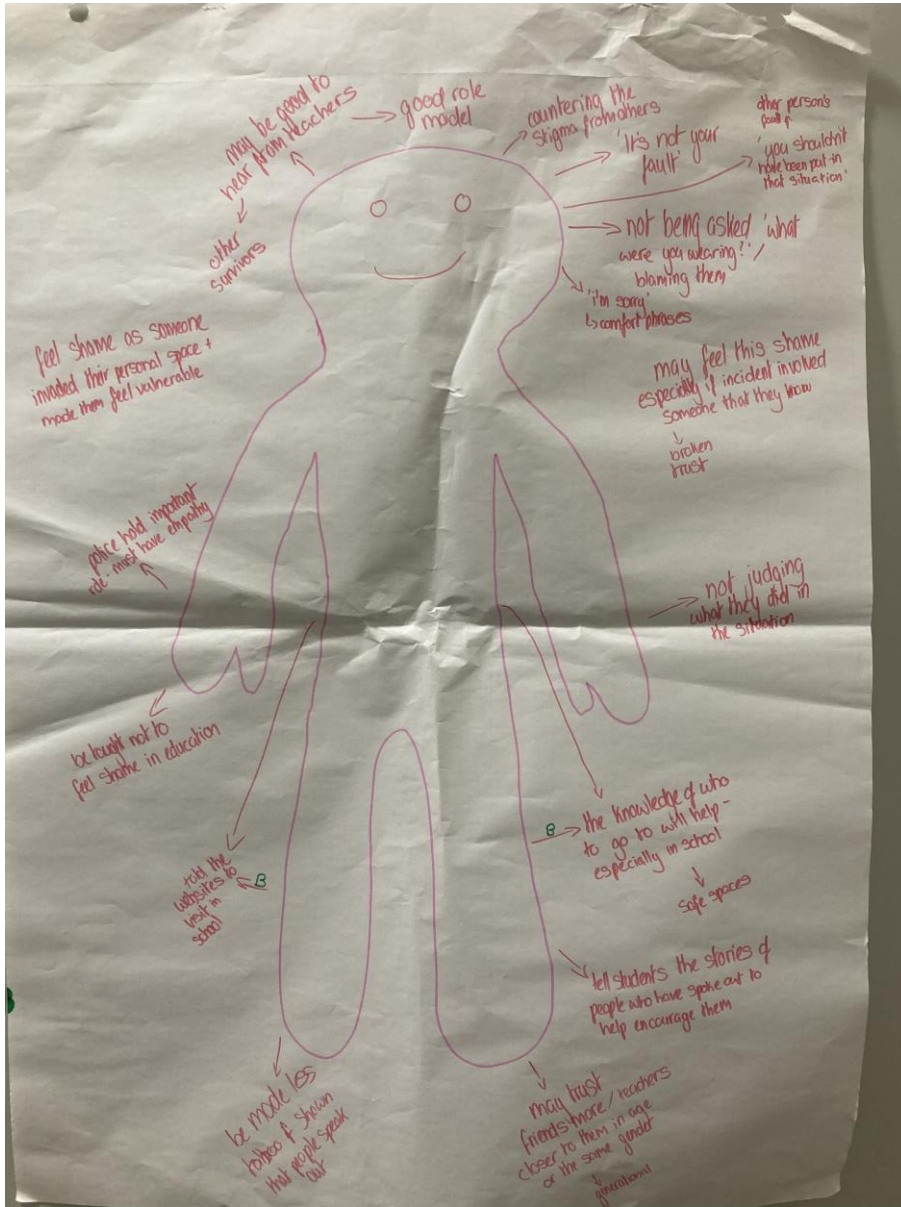
Body – What support or information would be helpful for young people who feel shame after experiencing sexual violence? Who can help them?

- Knowing someone would help us and who to go to
- School is an important place since not everyone has family and friends you can go to
- School has to be a safe place
- Told the website to visit in school – charities specializing in sexual violence; where to go
- The knowledge of who to go to will help especially in school – safe spaces
-

Legs – How can young people be encouraged in speaking about their experience of violence/abuse and reducing shame? Who would they trust?

- "I don't think you can really encourage anyone to speak about their experience"
- Tell the stories of students of have spoken out and what happened to help encourage others – people don't speak out because they don't know what would happen after; someone's story of what happened after they speak out; if they've been given help then that would serve as an incentive to others
- If sexual violence was talked about, less taboo; people will speak out more and be more comfortable talking out
- May trust friends more/teacher closer to them in age or the same gender – generational
- Be made less taboo if shown that people speak out





FE workshop 4

Activity: Ranking situations based on perceived harm

1. Diana's sports teacher constantly whistles and winks at her. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments.
2. Eva wants to have sex, but David isn't ready. Eva said she'll tell everyone he's gay and will get her needs met by a 'real man'.
3. Jason has never hit Pat but when he's angry he often scares her by punching walls or throwing things.
4. Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.
5. A group of boys uploaded Ayesha's sexy photos from their group chat. The online comments called her a slut.
6. Charles sat very close to his nephew and put his arm around their waist. He then placed his hand on the child's knee and started moving his hand up.

	Ranking 1	2	3	4	5	6
Situation 1			1	5	1	2
2		3		2	1	
3		1	3	1	2	2
4		1	2	3	1	2
5	2	5	1		1	
6	8	1				

Discussion prompts

1. Tally your rankings per situation
 - How were your answers similar or different?

Situation 1: Diana's sports teacher constantly whistles and winks at her. She doesn't look at him. He tells her to smile and that she needs to learn how to accept compliments.

- a lot more safeguarding is needed to know it doesn't happen. It's very common that there are teachers are weird. But they will never wink because it's obvious they will lose their job. A teacher got caught and arrested.
- It's weird that in both our schools there are teachers arrested. We think it's quite rare but it happens. Teachers are getting away with it.
- What can school do? They already DBS checked them. They just make companies to do the DBS check. They're not murderers but the school DBS check should travel all the way back.
- Winking and whistling is over the line. Telling her to smile is just sexist

- 100% report the teacher.
- Teachers always have authority. Schools would probably back the teachers all the time
- I feel it's not as bad as others, just making you her feel uncomfortable harassment. She could easily She could ask to move past him.
- it's bad, it's really bad since it's a teacher in a position of authority but she's ignoring it and to be fair just the scale compared to the rest because it is really bad.
- It can be dealt with. The school would actually deal with it. It's not like an impossible situation. I don't think it's that terrible.
- The teacher is in a position of trust and power. Compared to the other situations, the long-term effects aren't as bad. She could report it. Whether the school does something is another.
- The other situations of outing someone, pressuring to have sex are worse but not to say it isn't a bad thing the teacher is doing it.
- Impacts: it's not a situation I've ever had to deal it or known someone who had it or done about it (Boy). It's a situation which what most girls do since it's so normalized. Like Mr. X, we just brush it off. We were told to just brush it off. He'll probably be believed over her. It will change the relationship with school if he will go to do it to someone else.
- She might be more wary around teachers.
- Reacting to the other group about teachers being arrested: There's a teacher in our school who's now engaged with a former student. He still works there. he got a student pregnant and they're engaged. Isn't that grooming though? She was in sixth form and she was in year 11, she just freshly turned 18. She was 18 when she got pregnant.
- Teacher needs to be fired

Situation 2: Eva wants to have sex, but David isn't ready. Eva said she'll tell everyone he's gay and will get her needs met by a 'real man'.

- It's misinformation and if he's not ready. Telling you're gay when you're not gay is not really nice. The term "a real man" is horrible because what is a real man. It's a bit cruel and make him think he's not man enough.
- If Eve is pressuring him to have sex then it's not a nice situation to be in it at all. I think I'm going to tell everyone he's not a real man is obviously very wrong. But at the end of the day it's not true. He can just tell them it's not true. He doesn't have to go back into the closet.
- Pressuring him to have sex is not good. Telling everyone he's gay when he's not is bad but it can be disputed and it's not like outing someone who is actually gay. It's a different situation. Not as bad as actually outing.
- I put it lowered down because it's not true. It can be disproven. It might have negative consequences people thinking that he's gay
- Impact: image that would alter his thoughts around sex and he could make him feel unsafe in the relationship. Maybe he thinks he has to be hypermasculine

which could turn into toxic masculinity. He will be less likely to give proper consent.

- If he does give in, that may encourage her with other partners she's with to do it with other partners.

Situation 3: Jason has never hit Pat but when he's angry he often scares her by punching walls or throwing things.

– hasn't done anything; I can physically punch a wall but it's not going to matter my mom or dad; if you put yourself in that situation, you would find it difficult to get out of that; he could be her little brother

- Normalized
- Trauma
- Scared
- It's not really nice. If he scares her, it's like a threat and he could hurt her if he wanted to.
- I think it's massive because I think it's more severe than outing because it's physical and present. The threat is there at the minute. In the long-term there may be more consequences.
- I agree. The way I thought about it and she's scared but he hasn't hit her yet and hasn't did any violence against her yet.
- B1: There's no physical situation yet that can be escaped. If she leaves him now, there may not be actual consequences for her. G1: "That's a very hypothetical situation. Assuming it's easy for her to leave the relationship. That's an ignorant way to go about it. If you're in an abusive relationship you can leave.
- Impact: he's never hit her, she's gonna think I should put up with it.

Situation 4: Mark decides to break up with his boyfriend. His boyfriend doesn't want to end the relationship and threatens to "out" Mark if he goes through with it.

- It's not nice to be outed which is really damaging and may cause a lot of trust issues.
- It's a threat but not as serious as other ones. It has long-term and short-term effects but there can be a lot of support and it might affect family but not affect jobs down the line. Long-term but not super long-term effects.
- I agree and now that I look at it I would like to change. Bullying and kicked out of your home. Imagine you're 16 and you're kicked out and you might end up homeless, find a job.
- Impact: bullying; skew his view on relationship; change how he sees sexuality and queerness

Situation 5: A group of boys uploaded Ayesha's sexy photos from their group chat. The online comments called her a slut.

- It's not nice to be outed which is really damaging and may cause a lot of trust issues.
- It's a threat but not as serious as other ones. It has long-term and short-term effects but there can be a lot of support and it might affect family but not affect jobs down the line. Long-term but not super long-term effects.
- I agree and now that I look at it I would like to change. Bullying and kicked out of your home. Imagine you're 16 and you're kicked out and you might end up homeless, find a job.
- Impact: bullying; skew his view on relationship; change how he sees sexuality and queerness

Situation 6: Charles sat very close to his nephew and put his arm around their waist. He then placed his hand on the child's knee and started moving his hand up.

- Trauma
- Trusting adults – normalized
- Difficult to tell anyone
- Attraction to children
- He's moved his hand up which could lead to the child's genitals. Touching is relative and lots of damage.
- 6 is the worst because it's a child.
- It's the worst one it's a young child, physical touching, and can cause major long-term effects
- I agree about what you said.
- Alter ideas about trusted adults.
- Impact: trauma; normalized trauma; he clearly has some attraction to children; if left unattended he can go and do it again

THERAPY

6. trauma
 trusting adults - normalised
 difficult to tell anyone
 attraction to children

5. not going away - jobs
 dangerous sites
 blame
 hypersexuality

4. bullied, homeless ect.
 stuck in toxic relationship
 alter ideas on sexuality

3. normalised
 trauma
 Scared

1. normalised experience - school
 more wary of teachers - fired
 someone else

2. unsafe
 hypersafe masculine
 consent encourage her to do it again

	Situation	1	2	3	4	5	6	
potential solution	1							uncomfortable authority
can be disputed	2							misinformation demeaning pressure
	3							danger immediate 'yes' - cause escape threat
	4							trapped - toxic - large lb danger
	5							employers self image
Child, alter ideas re → trusting adults	6							

- 1) 5, 4, 4, 4
- 2) 4, 5, 5, 5
- 3) 3, 3, 6, 6
- 4) 6, 6, 3, 4
- 5) 1, 2, 2, 2
- 6) 1, 1, 2, 4

Q2) Thought about long & short term affects

- Put myself in their position.

difficult to rank - tried to think about affects in long term

Long term affect + what would feel

Q2b) Emotional physical

- some may affect people more significantly + physical + mental harm

- Physically harmful can affect future relationships

- Effect mental health

- some are physically

- All can be argued to be as harmful as each other

Q2c) Have more underlying sympathy for girls. "vulnerable"

- gender doesn't matter but girls are not given as much attention - almost expected.

- more sympathy for a girl. ↳ seen as weaker and more vulnerable

- more sympathy for females as they are seen as more vulnerable

Q4) - friends, parents, teachers, counsellors / therapists

Teachers Friends Mental health Services (CAHMS) Police + Report Lines.

- friends, parents, teachers, counsellors / therapists

- teachers, parents, therapists, counsellors.

Media influences Some experiences

Q3) Mental illness Distrust in future relationships

- mental illness "therapy?"

- distrust.

- physical harm.

- mental or physical harm

- therapy may help

- fear

- poor mental health

- Low self-esteem

- Miss trust

- find hard to form another relationship

- Support in school

- Support from friends

Q2) Thought about long & short term affects

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- find hard to form another relationship

1) I liked how we were able to put forward our own opinions so I could understand other people's points

-> Individual ideas.
-> changing the mood
-> more open

1. organised way of convo
2. Struggled to elaborate on ideas

1. Group discussion
2. Hard to rank because all can have great complication

- really interactive activities.
-> good discussion
- Hard to rank.

- hard to rank severeness
- group convo - good to share ideas

Many scenarios to discuss in groups
Grade instead of rank.

concept of ranking good

I liked the QS
I found the No. Scale hard

Feedback form

1. How were the workshops useful to you? What did you learn?

- Yes, a good perspective on experiences I hadn't thought about/experienced
- Voiced my ideas and opinions
- I learned more about sexual violence and how normalized and widespread it really is – especially in schools
- I learned that it's not just 1/my previous secondary school that has problems with sexual violence and fails to deal with them correctly
- The prominent of SA and violence in children's lives/education and incompetence of the education system to correctly handle it and educate students
- Allowed for sharing of ideas
- Learned of seriousness of situation
- We have a majority negative experience
- The workshops were very useful. I thought more about new things.

2. What did you like the most about the workshops?

- We could freely talk about experiences
- We chose what was important to us
- Learned new things
- Listening to other ideas and opinions
- The honesty
- No judgement
- Respectful
- Insightful
- Being able to put down all of our ideas on a big page and talking with others
- Group activities/listening to other opinions and experiences
- Collaborative work
- Able to put our own ideas/develop opinions as a group
- Working in small groups allowed more intimate discussion
- Group discussion

3. What did you like about how Janelle facilitated the sessions?

- It was clear we were in a safe space
- Like the group work and ice breakers at the start to become more comfortable

- Made me feel welcome and comfortable
- Kind, respectful, and understanding
- Critical thinking tasks helped me think of the bigger picture
- Very engaging and activity-rich
- Outline “Nothing leaves this room” – comforting
- Like the group work
- Was listened to 😊
- Very well-organised
- Easy to follow
- She led group discussions and had good questions

4. What can be improved on how Janelle facilitated the sessions?

- Nothing. I thought sessions were facilitated good
- More discussion and communication rather than writing our ideas to become more comfortable
- Nothing
- Perhaps increase icebreakers that allow us to be more interacting with others e.g. something to start a discussion
- More discussion > writing
- More discussion rather than writing
- (if comfortable with all (discuss personal experience as it shows reality of situations and more unity
- You could do more icebreaker activities

5. What are your recommendations for conducting workshops or activities on sexual violence with young people? *(note: in case similar workshops will be implemented in schools or youth groups)*

- larger group/diverse group for more different experiences, more different actions in schools and councils
- Don't water down the topic, be professional and blunt
- Have preventive procedures in place and make students aware
- small group work means opinions and ideas can be voiced and heard by others
- making them feel comfortable and they're not alone
- being mindful and respectful
- have them carried out in small groups, perhaps with students' friends (as opposed to large class/assembly) so it feels less intimidating
- Engage students in activities and question students

- Work in teams
- Make sure everyone is include
- Don't water down the topic
- Take it seriously
- Invite more male voices
- Discuss personal experiences
- More discussion at the end when everyone comes together

A. Relationships and sex education

Gaps and observations

1. Very little, inadequate. Not frequent enough.
2. Consent lessons focused on "just say no".
3. Not mature enough and watered down.
4. Only one session on consent.
5. There is not much education or talk on what happens after an incident and where to seek help.
6. Only specific topics were taught such as sexting and only a few discussions on consent.

YP inputs

- #3 not watered down – very significant = trust openness
- Treat more serious – no show
- But better training to allow for openness and proper education

Recommendations

1. Focus on prevention.
2. Start conversations with younger age group.
3. Include sessions on:
 - a. what is not acceptable behaviour and discussion on boundaries.
 - b. what is considered as sexual violence such as everyday acts of banter and touching.
 - c. what to do when sexual violence happens to a young person.
 - d. Consent in different contexts
 - e. Challenging shame
4. Use right language and don't avoid terms such as rape, sex.
5. Education on what to do when sexual violence happens to a young person.
6. Make students feel included in the lessons.
7. More frequent sessions on sexual violence

YP inputs

- Starting conversations at younger age allows for progression with age (more serious scenarios and language)
- More inclusion of LGBTQ+ relations

- Recognize age gap

B. Teachers

Gaps and observations

1. Some teachers don't seem to be interested in the topic and doing it just to show they've done it.
2. Teachers seem awkward and don't know what to say and how to say it.
3. Tutors seem to not be trained specifically to teach it.

YP inputs

- If teachers are awkward, the students will also be uncomfortable with the subject in the future
- They are the people students are supposed to go to

Recommendations

1. Involve professionals rather than teachers.
2. More training for teachers and make it compulsory for them.
3. Need to promote trust with students that they can be trusted to teach it or to disclose.
4. Show that they want to support students with what they are going through and providing resources about unhealthy relationships.

YP inputs

- Professional training for every teacher, can be comforting, united knowledge on how to correctly respond and report the situation
- Everyone has a different comfort teacher
- Adapt - internet

C. School responses

Gaps and observations

1. Victims seem to be punished more than the offender.
2. Sexual violence is still stigmatized and not taken seriously.
3. Misuse of victims' stories to promote fear.

4. Not enough help to victims. They just get referred to the police or social services.
5. Inadequate response to nudes, “just don’t take or send nudes”.
6. Schools seem to prioritize their reputation more than the victim.
7. Students are not aware how to seek support after experiencing sexual violence.
8. Victim-blaming questions such as “what were you wearing?”
9. Limited response on “weird” teachers who make students feel uncomfortable
10. Doesn’t respond to relationship violence

YP inputs

- Victim reassured as to not deter others from speaking up, offer more serious consequences
- Schools are supposed to respond effectively but they are not, results in danger
- Victims seems to be punished more than offender

Recommendations

1. Respond to cases even when done out of school – duty of care and safeguarding extends outside school premises.
2. Provide safe spaces for reporting like anonymous lines.
3. Provide clear support like counseling and information on helplines for students who experienced sexual violence.
4. Provide legal information and resources.
5. Provide updates on the consequences to offenders.
6. Include information on sexual violence more frequently in school announcements.
7. Positive messages: “it’s not your fault”
8. Share stories of students who reported and received a positive response to encourage others to report too
9. Proactively ask and listen to students about their experiences with teachers

YP inputs

- all equally important
- student > reputation of the school

Overall

- need to take things seriously, is brushed off or normalized

Students – speak out, don’t be afraid

Teachers – take it seriously, have empathy. It is their responsibility to help even if something occurs outside the school

School officials – don’t brush things under the rug to maintain reputation

Parents – reassure child it's not their fault, don't come off across as blameworthy, support your child

School Response

- ↓
- 1 - Victim is reassured as to not deter others from speaking up
 - offer = more + serious consequences !!!

Response Recommendations

ALL EQUALLY IMPORTANT !!!!!

Student > Reputation (of school)

Relationship & sex

- ↓
- 3. Less watered down - very significant
 - = trust, openness
 - treat more serious - NO SHOW!
 - But better training to allow for openness + proper education.

Recommendations

- ↓
- Starting convos at younger age allows for a progression with age (more serious scenarios and language)
 - More Inclusion of LGBTQ+ Relations
 - Recognise age group Gap.

Teachers

- ↓
- 2/3 - If teachers are awkward / uninterested the students will also be = inadequate uncomfortable with subject in the future.

Recommendations

- ↓
- Professional training for every teacher.
 - ↳ can be comforting, united, knowledge on how to correctly respond + Report the situation.
 - everyone has a different comfort teacher.
 - ADAPT - INTERNET

They or the people
students are supposed
to go to

1) Teacher - ^{recommends} + ^{victim} seem to be
school response punished more
& than offender

Schools are
supposed to respond
effectively, they
or not → results
in danger

3) Overall - need
to take things seriously,
is brushed off &
normalised

Students - Speak out, don't
be frightened

Teachers - Take it seriously,
have empathy. It is their
responsibility to help even
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Parents: Reason child it's
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