“Party”

SESSION PLAN

Preparation needed

- Projector/PC if needed
- Flipchart/whiteboard and marker pens if needed
- Relevant powerpoint slides.

Reflection

- Consider the last session and spend short period of time covering any learning points and observations since the last session.
- If relevant **ask** – has anyone done anything that was influenced by this session?
- Reference any relevant news/information to update on the previous session.
- Re-do/remind the group the GROUP AGREEMENT.

Setting the Scene

Learning Intentions:

- **To understand consent in a sexual relationship.**
- **To understand the effect of alcohol on consent.**
- **To recognise the role of bystanders and the ways in which bystanders can intervene.**

- **Introduce the session** – inform the group that this session will explore and discuss consent in sexual relationships and consider the impact of alcohol in these situations.
- Remind the group that for the session they are bystanders to a scenario.

The Scene

Have a volunteer read aloud the scenario. Thereafter read the scenario yourself.

You're at a party, and you see a friend of yours trying to get a girl you know to go into a bedroom with him. She's drunk. She's not just tipsy, she's stumbling over her own feet and seems reluctant.

Ask the group whether this is a realistic and relevant scenario. Could this happen?

Ask the group to discuss and identify any red flags in the scenario. Clarify you are looking for the words/phrases that appear wrong or unhealthy.

After few minutes **ask** the group to share some of the red flags they have identified.

Ask the group to raise their hands if they feel there is something wrong/hurtful in this scenario. Ask the group to look around the room at the responses from their peers.

My Challenges

Ask the group to discuss with a partner or within small groups what they are thinking when they read this scenario.

After a few minutes **ask** students for responses/feedback. Thereafter read aloud and show the following **train of thought.**

She looks really drunk … Has he been drinking? He's taking her to the bedroom … is that what she wants? It doesn't look like she's stopping him … But if she's that drunk, is she able to? My gut instincts tell me this isn't right … But what if I'm overreacting? … No one else is doing anything … What should I do?

Ask – What reasons might someone give for not getting involved?
Fear, don't know what to do, might lose a friend, is it my business? etc.

Discussion Time

Agree/Disagree/Unsure (ADU) Activity and Discussion

Statement 1 - <u>It is okay for two intoxicated people over the age of 16 to engage in sexual activity.</u>

Give a short amount of time for the group to make their choice. Then **ask** 2-3 people in each group: Why did you agree/disagree/why are you unsure?

Responses should include questions around consent and whether both parties are consenting to sexual activity.

Ask the group:

1. What would consent look like between two people who have been drinking? *Take responses and ensure they include, or give, the following: lots of agreement – both verbal and body language, two-way participation.*

2. What would verbal consent sound like? *It needs to be two-way discussion, both able to give verbal consent, no pressure from one party.*

3. What do we mean by two-way participation? *Both parties equally enthusiastic - not one person 'leading' or 'taking' the other, both alert, no one taking advantage of the other, no one 'looks reluctant' as in the scenario.*

Statement 2 - <u>A girl who is drunk is partially responsible for being raped.</u>

Give a short amount of time for the group to make their choice. Then ask 2-3 people in each group: why did you agree/disagree/why are you unsure?

Ask the group:

1. **Why might some people blame the girl?** *Reinforce that people should be able to do whatever they like, without the fear of being raped.*

Ask the <u>boys</u>: What do you do while out at night to minimise the risk of being raped or sexually assaulted? *Chances are they will actively do very little.*

Ask the <u>girls</u>: What do you do while out at night to minimise the risk of being raped or sexually assaulted? *Responses may include: make sure have battery on phone, keep to well-lit areas, don't leave drinks unattended, stay with friends, arrange a meeting place in case we get separated, save money for a taxi home etc.*

2. Who is responsible for rape? *Take responses and conclude that the only person responsible for rape is the rapist.*

Ask group to sit down.

DISCUSSION STARTERS:

Ask the group:

1. In this scenario, do you think the girl would be able to give consent if sex took place? *Tell the group that the law states a person who is drunk is not capable of giving consent.*

2. If the girl isn't deemed as able to give consent, could the boy be doing something wrong? *Yes – rape or sexual assault.*

3. What do we mean by 'consent'? *Take responses then tell the group that a person consents if he or she agrees by choice, and has the freedom and capacity to make that choice. The law does not require the victim to have resisted physically in order to prove a lack of consent.*

4. Is it up to the girl to give consent, or the boy to make sure he has consent? *Likely responses will include that it's the responsibility of both. Reinforce that while both have a personal responsibility, the law is clear that it is up to the boy to make sure he has consent. Reinforce the importance of having that conversation.*

Note - The law now says that men can be raped. What applies is whether the person accused of a rape believes they have consent.

5. In the scenario it says 'she seems reluctant' … what does this suggest? Prompt: Could it be she is feeling pressured? *Remind group of their discussion on what consent looks like*. Does this look like both parties are enthusiastic? *No, it doesn't, so the chances are she is not consenting.*

6. If she is not consenting, could he get into trouble? *Yes – it may be classed as rape or sexual assault.*

7. Would how you feel about this scenario be any different if the boy and girl were in a relationship? Why? *Take responses then conclude that even in a relationship, girls can feel pressured or be unable to give consent. Just because you consent once, doesn't mean you are consenting to sex for the duration of your relationship.*

8. Can consent be withdrawn at any time? *Yes. And consenting to one thing, does not mean automatic consent to anything which follows.*

See https://rapecrisis.org.uk/get-informed/ for further information.

My Leadership

Ask the group to discuss with partners/in groups the following:

- what is their role in this scenario?
- who should they be thinking about in this scenario?
- who do they have a responsibility to help in this situation?

My Plan

Say - We have discussed the 'scene' and your 'challenges' lets now think what we can do.

Tell the group they have 5 – 10 minutes to discuss in pairs their plan around what they could do in this situation. Ask the group to make sure that they think of any consequences that could occur.

Option 1: Do nothing. It's none of your business.

Ask the group:

1. Is this an option that some might consider using? *We have already identified some of the reasons people might give for not getting involved.*

2. What might happen if you do nothing? *Responses may include: sex might happen without consent; this could end up in a rape or sexual assault charge etc.*

3. What does doing nothing say to your friend and to the girl? *That you don't think there's anything wrong with what is happening.*

Option 2: Create a distraction to stop this going any further.

Ask the group:

1. How could you create a distraction in this situation? *Take responses. Examples could include: Tell your friend that someone needs him in another room, ask either/both to help you find a friend, tell them there is something funny happening in another room they need to see etc.*

2. Your distraction has stopped things going further at that point, but what hasn't it done? *It might happen again or happen later. You haven't explained why this situation could be harmful.*

Option 3: Stop the girl from going into the bedroom and make sure she is safe.

Ask the group:

1. How could you stop her going into the room? *Suggestions might include: tell her that her friend is looking for her, tell her someone is on the phone for her, ask her if she needs a drink of water etc.*

2. Why is it important to make sure she is safe? *Responses may include: because she is drunk, because she looks reluctant and may not want to get back into that situation, she is vulnerable etc.*

3. How could you make sure she is safe? *Responses to include: Stay with her until you can find her friends or she is collected, don't leave her alone, call her a taxi and make sure she gets it ok etc.*

Option 4: Approach your friend and tell him you don't think what he is doing is ok.

Ask the group:

1. In reality, how easy would it be to do this? *Probably not very easy.* Prompt: How might your friend respond? *Suggestions may include: he might be angry, he could tell me it's none of my business, he might argue with me, we might fall out etc.*

2. Why is it important to let your friend know your concerns in this situation? *He is your friend and he might thank you later for stopping situation which could have got him into trouble.*

Option 5: Ask others at the party to help you to get them to go separate ways tonight.

Ask the group:

1. Who might be able to help you? *Responses may include: your friends, the girl's friends etc. Remind the group that most/all have already agreed that they see something wrong in this situation (when they raised their hands earlier).*

2. What does this say about your friends? *The chances are they would see something wrong in this situation too, and would want to help.*

Option 6: Find the person who is having the party and ask them to help you.

Ask the group:

1. Does the person whose party it is have a responsibility here? Why? *It's their home and their party, they would want people to enjoy themselves and not be harmed.*

2. How could they help? *Suggestions might include: they could say the bedroom is 'off limits', they could say they need people to leave soon, or they need everyone in one room etc.*

3. This might stop the incident from going further right now, but what hasn't it done? *It hasn't challenged the behaviour: you might still need to talk to your friend later or the next day when sober, to ensure it doesn't happen again.*

Option 7: Personal Option

Ask the group:

Is there anything else you could do? Remember to explore the possible consequences for any additional options.

Final words

Reinforce key messages

Reinforce the key messages from the discussion to include:

- Let the group know that as leaders, they have the opportunity to make their school and community a safe and respectful place.
- Consent needs to be active and valued by both parties.
- Consent can be withdrawn at any time.
- Alcohol is no excuse and the law is clear: Consent must be present.
- There are a number of options we can choose from to challenge behaviour when we don't agree with it.
- They have a responsibility to keep themselves and others safe, and can challenge behaviour they identify as harmful, without putting themselves at risk.

If time permits, conclude and reinforce messages by showing the 'Tea and consent' film https://www.youtube.com/watch?v=pZwvrxVavnQ