

# Year 10 PDC Booklet

## Relationships and Sex Education I



**LIONHEART** EDUCATIONAL TRUST

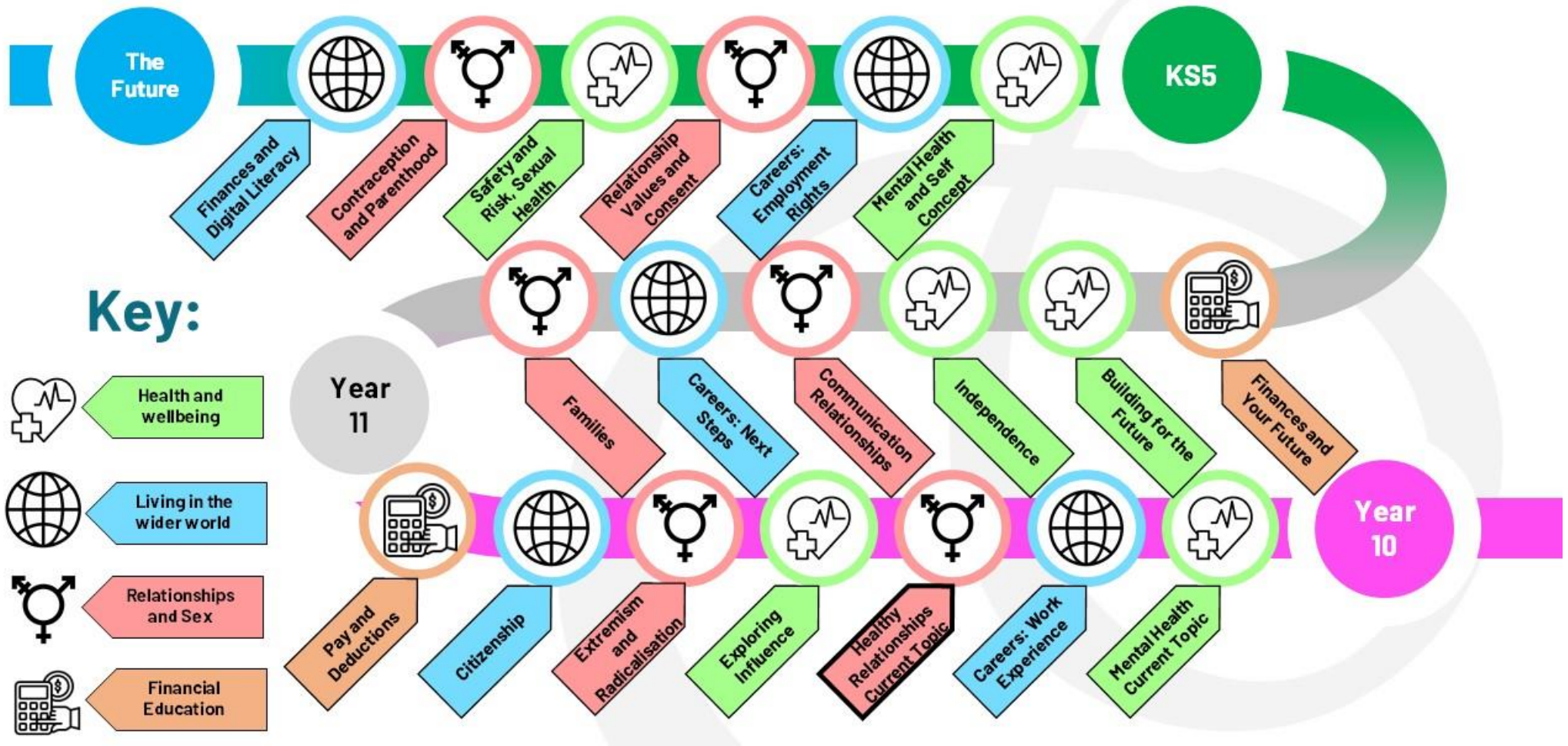
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# Personal Development Curriculum KS4 Learning Journey



**Year 10 – Block 3: Relationships and Sex Education Knowledge Organiser**

Key Words		Consent is:		What does the law say?			
Intimacy	Closeness between people in personal relationships	<b>1</b>	<b>Freely Given:</b> It's not okay to pressure, trick or threaten someone into saying yes	Act	Definition	Consequence	
Sexual Consent	The giving of person by a person to engage in any form of sexual activity	<b>2</b>	<b>Reversible:</b> It's okay to say yes and then change your mind—at any time!	<b>Rape</b>	When a person uses their penis without consent to penetrate the vagina, mouth or anus of another person	<ul style="list-style-type: none"> <li>Rape is punished by a maximum of 15 year in prison</li> <li>Aggravated rape is punished by 20 years in prison.</li> </ul> Both would result in placement on the sex offenders register	
Revenge Porn	A compromising image or film which is circulated online or offline without the consent of someone involved.	<b>3</b>	<b>Informed:</b> You can only consent to something if you have all the facts				
Up-Skirting	Photographing under someone's dress or skirt, without consent.	<b>4</b>	<b>Enthusiastic:</b> You should do things you want to do, not because people expect them from you. If someone does not seem enthusiastic, stop and check in	<b>Sexual Assault</b>	A person is coerced, forced to or non-consensually engages in any form of sexual activity	Up to 10 years in prison and placement on the sex offenders register	
Body Image	An individual's concept of his or her own body	<b>5</b>	<b>Specific:</b> Saying yes to one thing doesn't mean yes to everything				
Manipulation	Steering or influencing of others	<b>Consent cannot be given when:</b>		<b>Underage Sex</b>	When both parties involved in sexual activity are under 16	<ul style="list-style-type: none"> <li>If two 13-15 year olds engage in consensual sexual activity, they are both guilty and can receive up to 5 years in prison</li> <li>If one person is under 13 and the other is under 18, this is statutory rape which is punishable by life in prison</li> </ul>	
Coercion	Not giving someone a choice or having no acceptable choice	<b>1</b>	<b>A person is high or drunk.</b> At this point, they are unable to speak for themselves				
Exploitation	Making use of the vulnerabilities of others for your own benefit	<b>2</b>	<b>Asleep or passed out.</b> They are unable to agree to engage in sexual activity. If someone passes out during sexual activity, stop!				
Victim Blaming	Someone saying, implying or treating a person who has experienced abuse like it was a	<b>3</b>	<b>They are underage.</b> Legally a person cannot give consent under the age of 16 for any sexual activity				
<b>Risks and Benefits of Online Relationships</b> <table border="1" style="width: 100%;"> <thead> <tr> <th>Benefits</th> <th>Risks</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>You only speak to people who have interests set by you</li> <li>You decide the pace of your relationship</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Revenge porn</li> <li>Trolling or catfishing</li> <li>No sense of physical attraction</li> <li>Matches aren't a date</li> </ul> </td> </tr> </tbody> </table>		Benefits	Risks	<ul style="list-style-type: none"> <li>You only speak to people who have interests set by you</li> <li>You decide the pace of your relationship</li> </ul>	<ul style="list-style-type: none"> <li>Revenge porn</li> <li>Trolling or catfishing</li> <li>No sense of physical attraction</li> <li>Matches aren't a date</li> </ul>	<b>4</b>	<b>Mental disability or learning difficulties</b> that means they are unable to fully understand what they are consenting to
		Benefits	Risks				
<ul style="list-style-type: none"> <li>You only speak to people who have interests set by you</li> <li>You decide the pace of your relationship</li> </ul>	<ul style="list-style-type: none"> <li>Revenge porn</li> <li>Trolling or catfishing</li> <li>No sense of physical attraction</li> <li>Matches aren't a date</li> </ul>						
		<b>Body Image</b>		<b>Where To Go For Support:</b>			
		 <p>There are many differences between the original and the edit. People that see this might feel insecure, doubt themselves, or feel that they are not good enough.</p>		Teachers and School Staff, Parents, Friends, Parents			
				NPSCC	<a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>		
				Childline	<a href="https://www.childline.org.uk">https://www.childline.org.uk</a>		
				Rape Crisis	<a href="https://www.rapecrisis.org.uk">https://www.rapecrisis.org.uk</a>		
				Survivors UK	<a href="https://www.survivors.org">https://www.survivors.org</a>		
				RASAC	<a href="https://www.rasac.org.uk">https://www.rasac.org.uk</a>		
				DV Helpline	<a href="http://www.nationaldahelpline.org.uk/">www.nationaldahelpline.org.uk/</a>		

**Date:** .....

**Title: Learning How To Learn: Revising for Exams**

**Retrieval Practice**

1. Metacognition is thinking about your own \_\_\_\_\_ and how you learn best.
2. When using metacognitive talk, you describe the \_\_\_\_\_ you are using to solve a problem.
3. Before starting a task, it's helpful to \_\_\_\_\_ what steps you need to take.
4. Metacognitive talk can help you understand your \_\_\_\_\_ and make learning easier.
5. Asking yourself questions about the \_\_\_\_\_ you're using can help you stay focused.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are the key elements to metacognition?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....
2. What are some revision strategies?	..... ..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... ..... .....

## Metacognitive Strands and Revision Techniques

The three strands of metacognition are:

<b>Planning</b>	<b>Monitoring</b>	<b>Evaluating</b>
Thinking about the goal you have and how you will achieve it	Start on your plan and regularly check whether its working	How successful was your chosen strategy?
<ul style="list-style-type: none"> <li>• What am I being asked to do?</li> <li>• Which strategies will I use?</li> <li>• Are there any strategies that I have used before that might be useful?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the strategy that I am using working?</li> <li>• Do I need to try something different?</li> </ul>	<ul style="list-style-type: none"> <li>• How well did I do?</li> <li>• What didn't go well?</li> <li>• What could I do differently next time?</li> <li>• What went well?</li> <li>• What other types of problem can I use this strategy for?</li> </ul>

When you are revising, you want to make sure your chosen strategy has one of the following techniques in:

<b>Retrieval Practice</b>	<b>Spaced Practice</b>
Testing yourself repeatedly using flashcards or writing summaries from memory, and only adding after attempting	Spreading out your revision over a course of time rather than doing it all at once. Break up your revision over weeks rather than in one go
<b>Interleaving</b>	<b>Elaboration</b>
Mixing up topics rather than revising one thing for a long time. Instead of studying one topic for an hour, break it up into three smaller topics.	Explaining ideas in detail and creating links between topics. Mind maps and answering how/why questions.

## Task 1

Pick one revision technique from above: .....

Now pick a subject or topic from one of your lessons to use as an example for revision: .....

Answer the following questions to help you with the planning stage:

- What am I being asked to do?

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- Which strategies will I use?

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- Are there any strategies that I have used before that might be useful?

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**Date:** .....

## **Title: Relationship Values and the Positive Sexual Health**

### **Retrieval Practice**

1. Metacognition involves thinking about how we \_\_\_\_\_ and learn best.
2. Before revising, it's useful to set \_\_\_\_\_ for what you want to achieve.
3. To stay organised, create a \_\_\_\_\_ that breaks down each topic you need to review.
4. Reflecting on what \_\_\_\_\_ well after each study session helps you improve your methods.
5. One helpful technique for revision is \_\_\_\_\_ practice, where you quiz yourself on the material.

### **The Law on Consent:**

In the UK the age of consent is 16. Anyone aged 16 or over, regardless of gender or sexuality can legally consent to sex. There are exceptions to this rule. It is illegal for anyone in a position of trust to have sexual contact with anyone aged 17 or under who is in their care. Someone in a position of trust includes teachers, youth workers, sports coaches and anyone who is in a position of trust with a young person. It is a criminal offence for anyone in a position of trust to force sexual relations on someone within that trust or to take advantage of their position of trust in order to encourage sexual relations with individuals in their care.

So, for example free agreement cannot take place when;

- Someone is incapable through drink or drugs
- There is violence or the threat of violence
- Someone is being held against their will
- Sexual activity is agreed to by a third person
- When someone thinks the person, they are having sex with is someone else
- When someone is asleep or unconscious

It is also illegal for anyone under the age of 18 to take/have taken and/or send a sexual image of themselves, even if this is to a partner and they have fully consented to having this picture taken or taken it themselves.



**Baseline Assessment:**



**Definition of Intimacy**

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**Examples of intimacy**

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**Signs a person is comfortable**

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**Signs a person is not comfortable**

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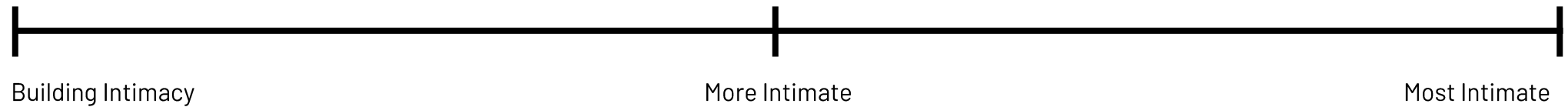
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## Task 1: Building Intimacy

Place the number of the statements below on the scale for how intimate you think they are. You need to be able to justify why you have placed them where you have.



- |   |   |
|---|---|
| 1. Cuddling   | 12. Showering or bathing together                     |
| 2. Kissing  | 13. Going on dates                                    |
| 3. Holding hands  | 14. Getting to know each other's friends              |
| 4. Brushing/playing with hair   | 15. Sharing interests and hobbies                     |
| 5. Massage  | 16. Talking dreams, hopes and ambitions               |
| 6. Dancing  | 17. Buying or making gifts for each other             |
| 7. Grinding (To dance very closely to someone while using aggressive and overtly sexualized hip movements.) | 18. Meeting each other's family/parents               |
| 8. Oral Sex   | 19. Flirting  |
| 9. Penetrative Sex  | 20. Saying "I love you"                               |
| 10. Intimate touching/Mutual masturbation   | 21. Agreeing to be "exclusive (not date anyone else)" |
| 11. Stroking skin, arms, face etc   | 22. Sharing secrets or special memories               |
|   | 23. Laughing together                                 |

**Task 2: Inbox Full. Create clear and helpful replies**

Statement	Answer
<p>"I sort of like this girl and I know she's well up for it because she's been sending me sexy texts. She seems a bit keener than me though and I know she's had boyfriends before... I'm just not sure I'm ready for her." Tyler.</p>	
<p>"My boyfriend keeps touching me too much when we're kissing. I don't really like this but haven't said anything because I'm a bit scared of how he'll react. I think he'll want to have sex soon but I'm not sure if he's the right person for me. How can I tell?" Aisha</p>	
<p>"I had sex and didn't have an orgasm! Why not?" Josh</p>	
<p>"I just don't fancy anyone - why is everyone talking about sex? Why don't I get the big deal?" Phil</p>	

### Task 3: Scenarios

	<b>May be consent but check to be sure</b>	<b>Not consent</b>	<b>Explain</b>
Irene tells Jay he needs to hurry up and say yes as she is bored waiting for him to be ready. Jay thinks he might be ready but feels really nervous.			
Jeff tells Carly that he will share a private video of her unless she sends him more.			
Simon tells Ade he thinks it would be sexy to watch porn together. But Ade feels really embarrassed about it.			
Mario is stroking Tabitha's arm. She winces and pulls her arm away, saying "It feels tickly."			
As they're about to have sex, Demi says she needs the toilet and disappears for a while. Then she says she's distracted by the noise, then she says the sofa is uncomfortable.			
Taylor jokes that he'll start sleeping around with other girls if Lily doesn't do what he wants in bed.			
Mimi says "No" at first, but after Ed talks to her about it, she finally agrees to have sex.			
Aya has been exchanging sexy messages with her girlfriend about things she'd like to do when they're next together. They're meeting up at the weekend and she is really excited.			

**Date:** .....

## Title: Risks of Online Media in Relationships

### Retrieval Practice

1. \_\_\_\_\_ is a clear agreement between people before they engage in any kind of closeness or intimacy.
2. It's important to always \_\_\_\_\_ permission before moving to a higher level of intimacy with someone.
3. Consent should be given \_\_\_\_\_, meaning the person is comfortable and agrees without pressure.
4. People have different \_\_\_\_\_ of comfort when it comes to intimacy, and that should always be respected.
5. Consent can be \_\_\_\_\_ at any time if someone feels uncomfortable.

### Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. Why is the online world dangerous for relationships?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Why should you not trust advice on relationships from the internet?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 1: Case Studies

Emma and James have been in a relationship for six months. They met through a mutual interest in photography and often share their creative work on social media platforms. One day, James posts a candid photo of them together at a photography exhibit, expressing his love for Emma in the caption. He believes it's a sweet gesture to share their shared passion with their online community.

However, Emma feels uncomfortable with the public display of affection. She thinks it's too soon to be so openly affectionate online and feels a bit pressured by James's post. She expresses her concerns to James, worried about how it might affect their dynamic. This leads to a heated argument, with both feeling misunderstood.

1. What is the main issue in this case study?

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2. How might social media influence their relationship in this situation?

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3. What advice would you give to Emma and James on how to handle this situation?

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Sarah and Alex have been dating for a year. They have a loving relationship with its fair share of ups and downs, like any couple. However, Sarah frequently finds herself comparing their relationship to what she sees on social media. Her feed is filled with photos of seemingly perfect couples, often on extravagant vacations or celebrating lavish anniversaries. This makes her question her own relationship and wonder if it's as good as those she sees online.

These comparisons lead Sarah to feel inadequate and unsure about her relationship with Alex. She starts to doubt the depth of their connection, even though they have many meaningful moments together. Sarah is hesitant to bring up her concerns to Alex, worried about how he might react.

1. What is the main issue in this case study?

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2. How might Sarah's behaviour be influenced by her exposure to social media?

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3. What advice would you give to Sarah to help her navigate her feelings?

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Mark and Lisa have been together for three years. They both enjoy traveling and have explored various countries together, creating cherished memories. Mark, however, is an avid social media user and frequently shares intimate details of their adventures online. He posts about their arguments, romantic gestures, and personal moments. While Mark believes it's a way to share their journey with friends and family, Lisa feels uncomfortable with this level of public exposure.

Lisa values her privacy and believes some moments should be kept between them. She's worried that oversharing could lead to unwanted attention or even potential breaches of privacy. She finally brings up her concerns to Mark, expressing how she feels about his online presence. This conversation leads to a heartfelt discussion about boundaries and privacy in the digital age.

1. What is the main issue in this case study?

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2. How might Mark's behaviour impact his relationship with Lisa?

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3. What advice would you give to Mark and Lisa to address this issue?

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.....

**Date:** .....

## **Title: Misconceptions in Relationships**

### **Retrieval Practice**

1. Sharing personal \_\_\_\_\_ online can be risky because it can be used without your permission.
2. It's important to keep your details \_\_\_\_\_ and only share it with people you trust.
3. Some people may try to create a fake \_\_\_\_\_ to trick or take advantage of others online.
4. Before sharing any photos or \_\_\_\_\_ online, think about who might see them and if it's safe.
5. If someone makes you feel uncomfortable online, you should \_\_\_\_\_ them and talk to a trusted adult.

### **Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What are some misconceptions in relationships?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How can we stop misconceptions spreading in relationships?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



### Task 1: Sort

- Share your passwords/PINS to your online accounts/devices
- Feel you have to respond to messages instantly so you don't upset the other person
- Let the other person deal with online problems by themselves
- Feel angry if the other person reads a message but takes a long time to reply
- Message or call the other person more than they do
- Message or call the other person less than they do
- Update your online status to prove you are in a relationship
- Tag each other in silly photos or memes because its just a joke
- Like all of each other's posts/photos
- Take screenshots of each other's messages
- Set your profile picture as a photo of you and the other person
- Check the other person's phone without asking

Healthy Relationships	Unhealthy Relationships

## Task 2: Myth VS Reality

1. Everyone shares their passwords with their best friend/ boyfriend/ girlfriend	a. It's easy to pretend about how you are feeling and what you are thinking when online
2. It's rude if you don't respond to someone's message within 10 minutes of reading it	b. If you break up with someone, you still need to be respectful if you talk to them, or about them online
3. It's a worrying sign if you see someone has read your message but hasn't replied	c. When you are in a new relationship, you shouldn't have to update your status to prove it if you don't want to
4. It's acceptable to get angry at someone if they take a long time to reply to you	d. You don't have to post images of your relationship online to prove you are happy
5. Posting images of your relationship online proves you are happy	e. When you are in a new relationship, you shouldn't have to update your online status to make a boyfriend/ girlfriend happy
6. When people in relationships seem happy in the photos and comments they share, that means their relationship is healthy	f. You need to ask before you share a private conversation with other people...
7. Other people have better friendships than you if they are always liking and commenting on each other's posts	g. People sometimes only share what they want people to see and not what is actually going on...
8. The internet shows us what other people are really thinking and feeling	h. Think carefully before you tag someone in a silly picture or meme...
9. The internet shows us what other people are really thinking and feeling	i. Getting angry at someone for taking a long time to reply is not helpful. Everyone is allowed space, they will reply when they are ready
10. When you are in a new relationship, you need to update your online status to prove it	j. Although not advisable, if you do decide to share your password, it should be because you want to, not because you feel pressure to
11. When you are in a new relationship, you need to update your online status to make your boyfriend/ girlfriend happy	k. If you don't have many likes or followers it doesn't mean you are not appreciated...
12. It's OK to screenshot a message and share it publicly if you are good friends with someone	l. You don't have to reply immediately to messages, there are lots of reasons why people don't/ can't reply straight away
13. It's OK to tag someone in a silly picture or meme when it is really funny	m. Even if people online like and comment on each other's posts, it doesn't mean they have better friendships than you do
14. If someone is annoyed you won't share your password with them, you need to share it to make them happy	n. You don't have to feel worried if someone reads your message straight away, they might be busy, or waiting for a time to give your message more attention
15. Followers online are really important and if you don't have that many then you aren't appreciated	o. You don't have to prove you trust your best friend / boyfriend/ girlfriend by sharing your passwords

**Date:** .....

**Title: Consent: Manipulation and Coercion**

**Retrieval Practice**

1. A common misconception is that love means giving up your own \_\_\_\_\_ to make someone else happy.
2. Some people think that jealousy is a sign of \_\_\_\_\_, but it can actually be a sign of control.
3. Healthy relationships should make you feel \_\_\_\_\_ and respected, not afraid.
4. Another misconception is that arguing all the time is normal. However, good communication helps to \_\_\_\_\_ conflict.
5. Trust is built through \_\_\_\_\_, honesty, and understanding in a relationship.

**Baseline and Endpoint Assessment:**

	<b>Baseline Assessment</b>	<b>Endpoint Assessment</b>
1. What does the word consent mean?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. How might someone be manipulated to give consent?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 1: Language of Consent

Consent is defined in law as agreement by choice made by someone with the freedom and capacity to consent. Under the law, it is the person seeking consent who is responsible for ensuring that these conditions are met.

- Think of some phrases that someone might use to ask for someone’s consent – permission
- Think of some phrases someone might use to convince someone to engage in sexual activity – persuasion

Permission	Persuasion
<ul style="list-style-type: none"> <li>• Would you like to ....</li> </ul> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> <li>• You know you want to ...</li> </ul> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## Task 2: Head, Heart, Hands

**Person A:** ‘Go on, it’ll be ok.’

**Person B:** ‘I’m not sure ...’

**Person A:** ‘I am. It’ll be great!’

**Person B:** ‘I’m not sure ...’

**Person A:** ‘Look, you know I really care about you, and everyone is doing it. Don’t you trust me?’

**Person B:** ‘I do... I just... I don’t want to.’

**Person A:** ‘That’s not normal, you’re not normal!’

**Person B:** ‘I just don’t want to! I don’t like it!’

**Person A:** ‘I’ll tell everyone there’s something wrong with you!’

**Person B:** ‘Why would you do that?’

**Person A:** ‘It’s your fault! You’re making me angry!’

**Person B:** ‘I’m sorry.’

**Person A:** 'I don't care – I'm not going to keep your secret any more'

**Person B:** 'No, please don't!'

**Person A:** 'So are you saying yes...?'

<p><b>Head:</b> What is Person B thinking?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Heart:</b> How is Person B feeling?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Hands:</b> What might Person B do next?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><b>Head:</b> What is Person A thinking?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Heart:</b> How is Person A feeling?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><b>Hands:</b> What might Person C do next?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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### Task 3: What Now

#### Highlight examples of pressure or coercion and victim blaming

#### The next morning for person B:

Last night I had sex with this person I've fancied for a while. I was excited when they came over, but then they started putting loads of pressure on me to have sex. I wasn't ready and didn't want to, but they wouldn't stop going on about it and kept telling me I'd been leading them on. I tried to push them away but they said it was 'too late now' because they were already turned on.

Anyway, eventually I just did it, as it didn't feel like I had a choice. I've woken up feeling upset, angry and confused, and wishing it hadn't happened. I'm not sure what to do now or who to speak to.

When I messaged my friend about it, she said it was my own fault for inviting them over. And I'd sent a nude before too, so it was obvious I wanted more. Maybe she's right?

## Task 4: Getting Help

**Person B:** ...So that's what happened. I can't stop thinking about it.

**Cousin:** Thank you for telling me. I'm so sorry that happened to you. You know that's rape, right? I think we need to get you some help.

**Person B:** Really? But it was last week; what can I do about it now?

Suggest what Person B could do next, including whom they might choose to speak to or any relevant sources of support.

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What could the cousin do or say next to support Person B further.

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**Date:** .....

## Title: Challenging Victim Blaming

### Retrieval Practice

1. Consent means agreeing to something \_\_\_\_\_, without any pressure.
2. When someone uses guilt or threats to get their way, this is called \_\_\_\_\_.
3. Coercion happens when someone is \_\_\_\_\_ into doing something they don't want to do.
4. In a healthy relationship, both people should feel \_\_\_\_\_ to make their own choices.
5. Consent can be taken back at any time if someone feels \_\_\_\_\_ or uncomfortable.

### Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What does victim blaming mean?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....
2. Why is victim blaming wrong?	..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....

## Task 1: Video

Write three examples of victim blaming from the video

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What is a reason victim blaming takes place?

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Why is victim blaming dangerous?

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How could the victim feel?

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## Task 2: Scenarios

	Is this helpful, unhelpful or both?	How might the people in scenario feel?	What is the best response for this scenario?
Elsie is leaving college, wearing leggings and a hoodie. A boy runs up and grabs her bum, then runs back to laugh about it with his mates. Elsie's friends say "It's your own fault for wearing leggings."			
Nat is regularly sexually harassed at school. At least once a week she is inappropriately touched and is called a slut by some of the boys in her year. When she tries to talk to a teacher about it, her teacher says: "Boys will be boys, try to ignore it and concentrate on your schoolwork."			
Sara tells her friend Maxie that she was sexually assaulted at a party. Maxie asks "What were you wearing? How drunk were you? Are you sure you didn't lead him on?"			
Dani confesses to her close male friend, Tom, that she was sexually assaulted by one of his friends. Tom says "He's a really good guy, I'm sure he didn't mean it. Don't tell anyone else, it would ruin his life."			
Tilda explains to her boyfriend, Matt, that she was raped twice in the past. Matt says "If you let that happen to you twice, you must have been doing something wrong."			
Aaron is raped by a boy in his year at school. When he tells his friend Josie, she says "But you're gay, so don't you like that stuff?"			

### Task 3: Ways We Can Help

Write a list of ways in which we can help someone who has spoken out about harmful sexual behaviour

Things to think about:

1. Where can you go for support?

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2. What could you say that might be helpful?

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3. Think back to the scenarios – what could people have said to help more?

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