

Senate Legal and Constitutional Affairs References Committee

Public Hearing – 25 July 2023

ANSWER TO QUESTION ON NOTICE

Department of Social Services

Topic: Inquiry into current and proposed sexual consent laws in Australia

Question reference number: IQ23-000064

Question asked by: Paul Scarr

Type of Question: Spoken. **Hansard Pages:** 56 - 57

Date set by the Committee for the return of answer: 15 August 2023

Question:

CHAIR: Okay. I was reflecting on this. Universities Australia, as I understand it, used some of the funding provided by the Australian government to undertake research in terms of potential marketing schemes or campaigns. Is that correct?

Ms Doherty: Yes. The funding was obviously initially to develop a campaign. Universities Australia engaged a third party to develop some potential materials.

CHAIR: Did the department receive any of those deliverables that were produced by the third party and provided to Universities Australia?

Ms Doherty: I will have to take that on notice. I think that is the case.

CHAIR: You think the department did?

Ms Doherty: I will have to confirm on notice.

CHAIR: Take that on notice. Could you provide copies of anything that was provided by Universities Australia in that respect? Was there anything which the department sought from Universities Australia which was not provided by Universities Australia or which they refused to provide?

Ms Doherty: I would again be speculating, Senator. That is a level of detail I just don't have access to.

Answer:

Under the grant agreement with Universities Australia, Quantum Market Research delivered:

- *Literature Review to inform a Sexual Violence Prevention Campaign (July 2021),*
- *National Sexual Violence Campaign Research Developmental Qualitative Phase: Initial insights from qualitative research, Prepared for Universities Australia (August 2021)*
- *Universities Australia – National Sexual Violence Prevention Campaign: Headline Findings From Concept Testing (September 2021)*
- *Informing a National Sexual Violence Campaign: Research Summary (February 2022)*
- *Universities Australia – National Sexual Violence Prevention Campaign Concept Testing Round 2 (June 2022).*

In addition, under the grant agreement, Thinkerbell delivered:

- *Universities Australia National Sexual Violence Prevention Campaign: VC/Board meeting creative (September 2021)*
- *Universities Australia National Sexual Violence Prevention Campaign: Think Tank 2 - REV (September 2021)*
- *Respectful Relationships Campaign: The New Territories (March 2022)*

All documents referenced are attached.

**Quantum
Market
Research**

Literature Review

to inform a Sexual Violence Prevention Campaign

Prepared for Universities Australia

Final 8th July 2021



Quantum Market Research

Quantum Market Research is an independent market research agency based in Melbourne, Victoria. Quantum is accredited to the International ISO standard for market, social and opinion research, AS ISO 20252.

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1. Introduction

This is an independent report commissioned by Universities Australia to review the relevant literature on primary prevention campaigns in Australia and overseas to help promote respectful relationships among young people.

Universities Australia is the national peak body representing Australia's 39 comprehensive universities.

In February 2016, Universities Australia launched the *Respect. Now. Always.* initiative. This initiative was designed to unite the entire higher education sector to prevent sexual violence in university communities and improve support for those affected.

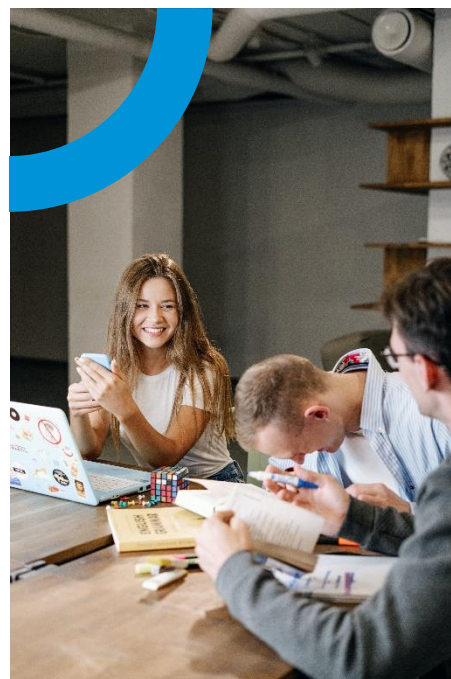
In 2021, in partnership with Our Watch and the Victorian Government, Universities Australia launched a holistic set of resources to combat gender inequality and prevent gender-based violence, *Educating for Equality* (Universities Australia et. al., 2021). *Educating for equality* is a whole-of-university approach to prevent gender-based violence in – and through – universities. It comprises a comprehensive set of free, evidence-based tools and resources to guide universities' progress towards gender equality.

Building on these initiatives, Universities Australia has been funded by the Department of Social Services to develop a primary prevention, digitally-led communications campaign that aims to help university students negotiate healthy, respectful and positive sexual relationships, free of coercion and violence. The campaign will also support university staff to improve their understanding and knowledge of sexuality and sexual relationships.

The campaign will form part of an evidence-informed strategy to positively influence people's attitudes to gender equality, consent and sexual relationships, with a focus on young men aged 18 to 24 years old.

The campaign objectives are to:

- empower young people, including a primary audience of young men (18 to 24 years old), to have open and positive conversations about sexuality, sexual experiences, and their right to make safe, responsible and respectful sexual choices;
- support gender equality by promoting and normalising positive, equal and respectful sexual relations between women and men; and
- challenge harmful gender stereotypes about consent and sexuality that condone, justify or excuse violence.



1.1. Literature Review Objectives

The objectives of this literature review are to:

- Identify the key **attitudes, beliefs or characteristics** that lead to sexual violence and need to be influenced through the campaign.
- Identify and summarise **primary prevention campaigns** (both in Australia and overseas) that address sexual violence, gender inequality or stereotypes that lead to sexual violence, and promote positive sexual relationships.
- Identify what has worked previously in terms of **engaging the target audiences**:
 - Core target audience of young men aged 18 to 24 years old.
 - Key cohorts including LGBTIQ+ people, Aboriginal and Torres Strait Islander communities, international students, those with a disability and regional students.
- Make **recommendations regarding what to take from this literature review** into the developmental research.

1.2. Literature Review Methodology

The following summarises the approach used to conduct this literature review:

- Available and agreed literature was gathered.
- Each report was analysed with a focus on how it contributed to the objectives of this literature review, including how it:
 - Provided a greater understanding of the target audiences; or
 - Provided learnings for how to effectively change attitudes and/or behaviour.
- Major themes were then translated into recommendations for informing the developmental research, including qualitative topic exploration or quantitative survey design.

2. Summary of Literature

2.1 Attitudes, beliefs or characteristics that lead to sexual violence

OurWatch is the recognised body in Australia in the primary prevention of violence against women and their children in Australia. In 2015, OurWatch partnered with VicHealth and Australia's National Research Organisation for Women's Safety Limited (ANROWS) to release *Change the story: a shared framework for the primary prevention of violence against women and their children in Australia* (OurWatch et. al., 2015).

The latest international evidence shows there are certain factors that consistently predict - or drive - higher levels of violence against women. These include **beliefs and behaviours reflecting disrespect for women, low support for gender equality and adherence to rigid or stereotypical gender roles, relations and identities**. Individuals (men and women) who do not believe men and women are equal, and/or see them as having specific roles or characteristics, are more likely to condone, tolerate or excuse violence against women.

Figure 1: An explanatory model of violence (*Change the story* and *Educating for equality*)

<p>Condoning violence against women</p> <p>Attitudes, words, and actions that trivialise, make light of, or justify violence against women allow people to think violence is acceptable or excusable.</p>	<p>Men's control of decision-making and limits to women's independence</p> <p>When men control decision making and resources in the home, workplace or community, they have an opportunity to abuse power, while women have less power to stop it, call it out, or leave.</p>
<p>Rigid gender roles and stereotyped constructions of masculinity and femininity</p> <p>Strict ideas about what women and men can and should do limit men's and women's choices. When male dominance is normalised, violence can be used to punish women who don't meet expected roles.</p>	<p>Men disrespecting women to bond with other men</p> <p>When aggression and disrespect are seen as natural parts of being 'one of the boys', it is more likely violence towards women will be excused – by the perpetrator, their peers, and the community.</p>

These four themes underpin current thinking in Australia about the attitudes that need to be shifted to address sexual violence. These attitudes should be captured in all stages of research (qualitative recruitment and via online surveys) to understand how the different segments engage with, and respond to, different messages.

The core data collection tool for sexual violence attitudes in Australia is the National Community Attitudes towards Violence against Women Survey, or NCAS (ANROWS, 2017). It was initially developed on behalf of the Australian Government in 1995 and is conducted every 4 years.

It is recommended that the following items from the NCAS be considered for the qualitative and quantitative research to separate young people based on attitudes, beliefs and characteristics most likely to lead to sexual violence.

Table 1: NCAS items to be considered for qualitative and quantitative research

Drivers and reinforcing factors	NCAS item
Condoning of violence against women	<ul style="list-style-type: none"> <i>DV6k: Domestic violence can be excused if the offender is heavily affected by alcohol</i> <i>Sv3k: If a woman is raped while she is drunk or affected by drugs, she is at least partly responsible</i> <i>DV6h: Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done</i> <i>DV6d: Domestic violence is a private matter to be handled in the family</i> <i>DV6ee: Many women tend to exaggerate the problem of male violence or abuse</i>
Men's control of decision-making and limits to women's independence	<ul style="list-style-type: none"> <i>ATT4g: Men should take control in relationships and be the head of the household</i> <i>ATT4m: In the workplace, men generally make more capable bosses than women</i> <i>ATT4n: Men, rather than women, should hold positions of responsibility in the community</i>
Rigid gender roles and stereotyped constructions of masculinity and femininity	<ul style="list-style-type: none"> <i>ATT4pp Many women fail to fully appreciate all that men do for them</i> <i>ATT4nn Many women exaggerate how unequally women are treated in Australia ATT4j: If a woman earns more than her male partner, it is not good for the relationship</i> <i>ATT4cc A man should never admit when others have hurt his feelings</i> <i>ATT4v: When a couple start dating, the woman should not be the one to initiate sex</i> <i>ATT4d: A woman has to have children to be fulfilled</i>
Men disrespecting women to bond with other men	<ul style="list-style-type: none"> <i>ATT4dd: I think there's no harm in men making sexist jokes about women when they are among their male friends</i> <i>ATT4ff: I think it's natural for a man to want to appear in control of his partner in front of his male friends</i>

There would also be benefits in measuring attitudes towards consent, including:

- SV3r: Women find it flattering to be persistently pursued, even if they are not interested
- SV3c: Women often say 'no' when they mean 'yes'
- Sv3v: When a man is very sexually aroused, he may not even realize that the woman doesn't want to have sex

Quantum would work with Universities Australia to determine the key attitudes for inclusion, to ensure effective identification of segments whilst ensuring the recruitment process and survey is not overly onerous.

2.2 Primary prevention campaigns in Australia and overseas

Primary prevention involves whole-of-population initiatives that address the primary (first or underlying) drivers of sexual violence. It is designed to stop violence before it starts by addressing its deep-seated drivers.

According to an evidence review published by LaTrobe University (Forsdike et. al., 2020), the current state of international evaluation research on primary prevention programmes against youth sexual violence shows an overwhelming dominance by USA-based studies and a **significant lack of such work being published from Australia**. This suggests that primary prevention intervention development, whilst potentially underway in Australia, is not visible nationally or internationally through traditional peer-reviewed academic channels and therefore not being built upon by further emerging studies.

Communications campaigns

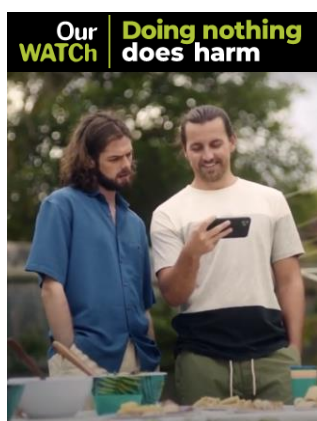
Below is a list of communication campaigns designed to address the drivers of sexual violence. Effort has been taken to provide information on effectiveness, where available.



RESPECT.GOV.AU Stop it at the Start

Overview: 'Stop it at the Start' is a Council of Australian Governments initiative, jointly funded by the Australian, state and territory governments. It aims to help break the cycle of violence by encouraging adults to reflect on their attitudes and have conversations about respect with young people. The campaign is aimed at parents and family members of children aged 10–17, as well as the teachers, coaches, community leaders and employers of young people. The third phase of 'Stop it at the Start' is running from 14 March – 31 July 2021.

Evaluation: The evaluation research found that 70 per cent of influencers recalled the campaign, with 60 per cent of those people taking action as a result, such as having a conversation with a young person about respectful relationships, reconsidering the way they behave towards others, and changing the way they behave towards others. At a population level, this means that **42 per cent of all influencers acted as a result of the campaign**.



OUR WATCH Doing Nothing Does Harm

Overview: The 'Doing Nothing Does Harm' campaign aims to motivate and support bystanders to do something when they see or hear disrespect towards women. By challenging disrespect towards women, we can change this culture and ultimately prevent violence against women. Phase 2 of the campaign launched in 2021.

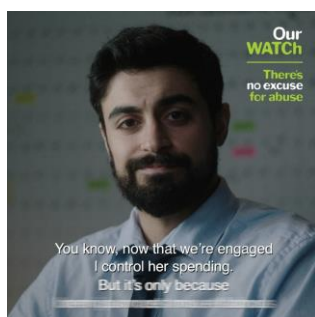
Evaluation: Two executions were tested: *Do Nothing* (in which the bystanders experienced inappropriate behaviour but did nothing) and *Do Something* (in which the bystanders intervened to call out the inappropriate behaviour). After seeing *Do Something*, **65% of males were motivated to take action against disrespect towards women and 70% agreed it taught them how to respond to disrespect towards women**.



OUR WATCH The Line

Overview: 'The Line' was a respectful relationships campaign, run by Our Watch from 2015 to 2019. It was based around the importance of engaging young people when they are first experiencing and forming attitudes about relationships and sex.

Evaluation: Evaluation research found that almost a third of young people (28 per cent) who recognised the campaign indicated they were more likely to have **talked to someone about what makes relationships healthy, non-abusive or respectful**; compared to 17 per cent who were unfamiliar with 'The Line'. Similarly, 96 per cent of parents who recognised the campaign reported higher confidence levels to discuss the topic with their children, compared to 89 per cent who did not recognise 'The Line'.



OUR WATCH No Excuse for Abuse

Overview: The 'No Excuse for Abuse' campaign was launched in 2018 and aims to raise awareness of non-physical abuse against women. It was developed to help people recognise the different types of abuse and to understand that they should not be overlooked or excused.

Evaluation: None available.



FLINDERS UNIVERSITY STUDENT ASSOCIATION Be a Better Human

Overview: This initiative was created with a group of Flinders students from the ground up, to reflect campus culture and promote consent, respect and empathy. The campaign aims to be about self-improvement for everyone and focuses on consent, sexual assault/harassment, rape culture and breaking the cycle. UNSW has since implemented a similar programme.

Evaluation: None available.



VICTORIAN GOVERNMENT White Ribbon Australia

Overview: 'White Ribbon Australia' is part of a global social movement working to eliminate gendered violence. It engages men and boys to end men's violence against women and girls, promote gender equality and create new opportunities for men to build positive, healthy and respectful relationships. The 'White Ribbon Australia' movement works through a primary prevention approach in communities, schools and workplaces across the country.

Evaluation: None available.

Respect
Victoria



VICTORIAN GOVERNMENT Respect Women: Call It Out (Respect Is)

Overview: This campaign was developed by Respect Victoria on behalf of the Victorian government. It aims to encourage people to vocally call out inappropriate behaviour, physically repositioning yourself closer to the victim as a show of support and report the incident to relevant authorities after the event. It has several executions including respecting women, older people and each other.

Evaluation: None available.

Respect
Victoria



VICTORIAN GOVERNMENT Pride, Respect, Equality

Overview: The 'Pride, Respect, Equality' campaign from the Victorian government was designed on the premise that some LGBTIQ+ people still don't feel safe or comfortable 'coming out' or affirming their sexuality or gender identity. Whilst the majority of young LGBTIQ+ people feel supported by friends, there is still work to be done to ensure that all LGBTIQ+ people feel safe, supported and celebrated by family, peers and the general community. The campaign highlights stories from Victorian families and promotes resources on becoming an ally for your LGBTIQ+ family members.

Evaluation: None available.



ACON Say It Out Loud

Overview: This world-first online resource was launched in 2016 and focused on LGBTQ+ relationships. At the time of launch, it was a NSW-based website, however, three years later ACON approached the Australian Department of Social Services for funding to make the website a national resource for the LGBTQ+ communities and to build the capacity for service professionals working with people who have experienced sexual, domestic and family violence.

Evaluation: None available.



WELLINGTON POLICE Don't Guess the Yes

Overview: The 'Don't Guess the Yes' campaign was launched in New Zealand in December 2017 and was designed to change attitudes and behaviours towards alcohol consumption and sexual consent. It targets young people under 30 years old who frequent Wellington central bars and clubs.

The campaign featured posters and social media content to help ensure partygoers make better decisions with their sexual partners. 'Don't Guess the Yes' workshop training and discussion empowers hospitality staff to recognise and take action when they see inappropriate or risky behaviour.

Evaluation: None available.

Based on the campaigns that were evaluated, it is apparent that campaign-based initiatives can prompt some positive changes in target audiences, such as prompting people to have conversations about respectful relationships and reflect on past behaviours. Campaigns can also equip people with the tools and knowledge of how to act in certain situations.

Below is a list of education initiatives designed to address primary prevention against sexual violence.

THE GOOD SOCIETY

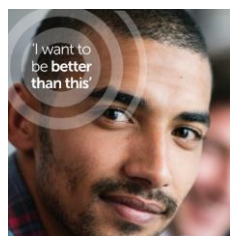


AUSTRALIAN GOVERNMENT The Good Society

Overview: 'The Good Society' was launched in 2021 and is part of the Australian Government's Respect Matters program to support respectful relationships education in all Australian schools. 'The Good Society' aims to change young people's attitudes towards violence by providing informative and engaging respectful relationships education to build their ability to form healthy and respectful relationships. It is an online program.

Evaluation: None available.

No to Violence Working together to end men's family violence



If your behaviour is causing a problem at home, things can get better. Call the Men's Referral Service for free, confidential, 24/7 advice and support.

1300 766 491 Men's Referral Service

NO TO VIOLENCE Better Than This

Overview: *No to Violence* works with male perpetrators of family violence, and the sector that supports them to change their abusive and violent behaviour. A survey commissioned by *No to Violence* found that most men would not know where to seek help if they were using family violence. 'Better than this' was developed as a series of outreach resources to shift men into contemplating 'maybe it can be better than this' and that there are places that can help.

Evaluation: None available.



FUTURES WITHOUT VIOLENCE (US) Coaching Boys into Men

Overview: 'Coaching Boys into Men' (CBIM) was first launched in the United States in 2001. It provides high school athletic coaches with the resources they need to promote respectful behaviour among players and help prevent relationship abuse, harassment, and sexual assault. 'Athletes as Leaders' (AAL) is a companion program for high school athletes on girls' sports teams.

Evaluation: In 2012, 'Coaching Boys into Men' underwent a rigorous three year evaluation in Sacramento, California funded by the Centers for Disease Control (CDC). The study found that athletes who participated in the program were significantly more likely to intervene when witnessing abusive or disrespectful behaviours among their peers and were also more likely to report less abuse perpetration.



FUTURES WITHOUT VIOLENCE (US) Stepping Stones

Overview: The original 'Stepping Stones' programme was held in Uganda in 1994 and focused on improving sexual health and wellbeing by encouraging more gender equitable relationships. The training package has since been widely used and adapted globally. The 'Stepping Stones' programme is designed to be participatory and uses critical reflection, role-playing scenarios, and drama, which draw on the everyday reality of participants' lives. It aims to shift social norms from within a community through critical reflection and building on strengths.

Evaluation: Evidence suggests that 'Stepping Stones' is effective, showing a reduction in young men's risky sexual behaviour in South Africa. The incidence of self-reported perpetration of physical and sexual intimate partner violence by men was significantly lower than in control villages two years after implementation of the program.

SAN FRANCISCO The Men's Story Project



Overview: Initiated in San Francisco in 2008, 'The Men's Story Project' (MSP) is a social and behaviour change communication initiative that fosters critical reflection and community dialogue about masculinity by creating mainstream forums where men publicly share personal narratives that challenge hegemonic masculine norms and model healthy, gender-equitable masculinities. In each MSP presentation, diverse men – and more broadly, individuals who identify with maleness in any regard – employ expressive mediums such as poetry, prose, and music to share personal, non-fiction narratives with a public audience.

Evaluation: MSP stimulated critical reflection from audience members, changing their knowledge, attitudes, beliefs, and behavioural intentions pertinent to the nexus of masculinities, well-being, and social justice; these effects were assessed two weeks post-event.



2.3 Engaging the target audiences

2.3.1 Young men aged 18 to 24 years old

For a campaign to be successful in positively influencing attitudes to gender equality, consent and sexual relationships, it must effectively engage young men.

Current attitudes among young people

The 2017 NCAS Youth Report (ANROWS, 2017) found that most young Australians (those aged 16-24 years) have a good knowledge of key aspects of violence against women, support gender equality, reject attitudes supportive of violence against women, and say they would act or like to act if they witnessed abuse or disrespect of women. It also suggested that attitudes are generally improving over time.

However, responses among young people indicated some areas of poor knowledge, relatively high endorsement of violence supportive views and a low level of support for gender equality. One in three young people said they would not know where to secure help about a domestic violence matter. Additionally, young people were less likely to support gender equality in private life (i.e. in household, family and relationship matters) than in public life.

The 2017 NCAS results suggested some grounds for targeting young men and boys, young people in male-dominated social contexts, and young people experiencing disadvantage for campaigns and programs to shift attitudes and/or behaviours.

Barriers to engaging men

Crooks and colleagues (2007) theorised that there are four major challenges in engaging men in gender equality or anti-violence initiatives. These are:

- defensiveness/denial/disbelief;
- helplessness;
- lack of prioritisation; and
- fear of not being welcome (i.e. lacking legitimacy in the prevention space).

Many men may not be aware of, or have trouble accepting such statistics—this may also lead to a belief that prevalence statistics have been exaggerated. Defensiveness has often stemmed from “the perception that they had been vilified and were seen as part of the problem, rather than approached as an important part of the solution” (Crooks et al., 2007). Men who have had no exposure to violence may feel unequipped in how to deal with these issues or fear that they may do the wrong thing. There may also be a sense of disengagement bred by notions such as lack of ownership over the problem, or the problem of sexual assault being seen as a women’s issue (Statholpolous, 2013).

Men as facilitators and participants in prevention

The current thinking in sexual violence prevention is to engage men, both as facilitators and as participants in prevention (Pease, 2008; Statholpolous, 2013; OurWatch, 2019). To engage men in the prevention of sexual violence, there must be a shared understanding of the fact that men have a **positive role to play**. Engaging men in prevention efforts must consider the ways in which some men may **resist prevention** messages – whether that resistance stems from discomfort, rejection of ideas, or from other sources. Efforts to engage men need to motivate and inspire them to feel a sense of empowerment and ownership about their role in sexual violence prevention.

Providing the motivation to change attitudes or behaviours

Contemporary behaviour change frameworks such as the COM-B Model (Michie et. al., 2011), conceptualise change as conditional on three key factors:

- The individual having the **motivation** to change
- The individual having the **ability, capability or skills** to change
- There being a **trigger or opportunity** to activate that change

According to the COM-B model of behaviour change (Michie et. al., 2011), motivation is defined as the brain processes that energise and direct behaviour, including habitual processes, emotional responding, as well as analytical decision-making. Eliciting emotion through communications is key to motivating individuals to reflect on their own attitudes and/or behaviours.

Past research has shown that communications that use shame, humiliation or finger-pointing can be ineffective and result in defensive reactions and/or dismissal of the campaign’s overarching message (Our Watch, 2019). Studies on domestic violence perpetrators found a common correlation between reported low self-esteem and the perpetration of violence, suggesting that addressing the factors underlying self-esteem problems could be

more effective than employing strategies that are negative and shaming (Peretz, Lehrer & Dworkin, 2020; Mabry & Turner, 2016). This research also found that shame is not a helpful emotion in the long-term.

Men who express discomfort engaging in topics surrounding gender inequality and violence are most prone to rejecting messages that shame men and male behaviour (Flood, 2015; Our Watch, 2019; Pease, 2008). There is a common struggle in this mindset to reconcile the link between their own individual actions and broader gender issues (Flood, 2015).

Primary prevention programs and campaigns should provide men with the incentive to feel an ownership over gender and relationships, promoting a sense that they can contribute positively in their own lives and communities.

Qualitative research has found that men involved in anti-violence initiatives tend to have exposure to or personal experiences with issues of sexual or domestic violence, have received support and encouragement from peers, have positive role models and specifically female mentors, and social justice ideals or other politically progressive commitments (Casey and Smith, 2010). Further, men's engagement is a process that occurs over time, that happens largely through existing social networks, and that is influenced by exposure to sensitising experiences and tangible involvement opportunities (Casey and Smith, 2010).

Providing the skills and ability to change attitudes of behaviours

Crooks et al. (2007) and Flood (2010) remind us that there are men who have the best of intentions but may not yet have the language to articulate their commitment to prevention. The capacity to intervene depends on having knowledge of what attitudes or behaviours are helpful and the perceived self-efficacy to act. Some men are stopped from speaking up or stepping in because, while they feel uncomfortable or angry about other men's behaviours, they do not know what to say or do. In other words, not all men will be "primary prevention ready", yet they may still have a commitment to reducing the incidence of sexual violence in our community. If enough men feel empowered to express certain views, then more positive change is likely.

According to Crooks et al. (2007), to effectively engage men and boys in violence prevention, we need to socially construct engagement as a positive experience. Men and boys need to be reinforced for involvement, but they also need the expectation that being involved will incite the desired outcome (i.e. improved self-efficacy).

A program by VicHealth and the Behavioural Insights Team to empower bystanders to act on sexist and sexually harassing behaviours in university settings found that terms such as 'sexual harassment' and 'sexism' could mean different things to different people (Vic Health, 2019). They overcame this barrier by presenting specific and familiar examples of those behaviours and offered some practical suggestions on how to respond.

Social influence

Flood (2003) asserted that it is important for men to see other men speaking out against violence. He stated that although it would be ideal for men to understand the need to prevent sexual and physical violence by hearing about women's collective experiences, many men tend to seek approval from other men. Flood wrote that typically, men organise their relations based on "collective norms"; that is, the social processes that a group abides by.

Behavioural scientist Robert Cialdini has conducted research that highlights the significant influence of social norms on our behaviour. He distinguishes between two types of social norms; injunctive and descriptive norms. Injunctive norms reflect people's perceptions of what behaviours are approved or disapproved by others. They assist an individual in determining what is acceptable and unacceptable social behaviour. Descriptive norms involve perceptions of which behaviours are typically performed.

Researchers (Mabry et al., 2016) have found that in the context of college campus sexual assault, messages communicating positive injunctive norms were most effective at influencing men to engage in bystander action. Furthermore, descriptive norms played a significant role in behavioural intentions, such that those with stronger norms were more likely to report intentions to engage in bystander behaviours in the future. Similarly, the moderators of aspiration, injunctive norms, social approval, and ego involvement had a significant positive effect on behavioural intentions.

It is important that a campaign does not unintentionally promote sexism and sexual harassment as the predominant social norm. When communications imply that the prevalence of sexism and sexual harassment is widespread, these messages can backfire and normalise the experience and perpetration of sexual harassment. A trial by VicHealth found communicating that a high proportion of university students support bystander action (positive injunctive norm) was more effective in eliciting the desired behaviour than communicating that a low proportion of students actually engage in bystander behaviour (negative descriptive norm) (VicHealth, 2019).

Use of role models

While there is evidence to suggest that using male role models as ambassadors and allies in campaigns is an effective way of engaging men, such an approach must be carefully considered.

It is theorised that prevention messages are more likely to be taken seriously and internalised if they come from a respected source and may have what Crooks et al. called “cognitive authority” (2007). An Australian example is the NSW ‘Violence Against Women: It’s Against All the Rules’ campaign, which featured sportsmen denouncing violence against women. The campaign evaluation found that 83% of respondents reported remembering the campaign message (Hubert, 2002). This may be in part due to the high-profile sports stars featured. However, this strategy is not without its tensions, including potentially reinforcing a narrow range of masculinity.

Men engaged in White Ribbon Day are empowered to become ambassadors for the prevention of violence against women. Male sports stars and celebrities are often prominent in advertising White Ribbon Day.

Socio-economic factors must also be considered in determining an appropriate ‘role model’ or ambassador. Historically, privileged and socio-economically advantaged men engage in ambassador and ally programs to help prevent violence against women, while men who face marginalisation based on their race, class or sexuality, and are often excluded from the dominant male power structures (Our Watch, 2019). Ambassador or ‘role model’ effectiveness is reliant upon the role model(s) in question, the context and delivery of his behaviour and interaction with both men and women, and his ability to connect with diverse backgrounds, genders and sexualities.

Avoiding reinforcing masculine stereotypes

A rapidly growing international body of research has found men's adherence to narrow and constraining masculinity norms to be associated with health risks and adverse outcomes for people of all genders, including men's perpetration of sexual and physical violence against women (Peretz et al., 2018).

It has been highlighted that strategies that rely on stereotypes of masculinity to engage men can reinforce and inadvertently promote dominant forms of masculinity and gender inequality (OurWatch, 2019). Strategies to overcome resistance by seeking to relate to men in masculine language and via "masculine" interests (e.g., sport) may create contradictory prevention messages. For example, prevention strategies may use stereotypical masculine language or concepts while simultaneously telling men that violence and aggression are not acceptable (Statholpolous, 2013).

Addressing men's relationships with one another

According to Flood (2015), men demonstrate their manhood in relation to other men, and male peer relationships are a critical factor in the reluctance, and motivation, to intervene when sexist or violent behaviours towards women are displayed.

It is important to consider how men might best support one another, particularly in the face of stereotypical male gender norms that connect masculinity with violence, female objectification, sexual aggression, and undervaluing of, or hostility to, women (Flood, 2006).

Giving consideration to different settings

To effectively challenge existing social norms, exposure to action against sexism and violence towards women in different contexts is essential, particularly in commonplace settings for sexist behaviour (e.g. pubs, bars, house parties, etc.).

3.2.1 Other cohorts including LGBTIQ+ people, Aboriginal and Torres Strait Islander communities, and international students

Given the diversity of the university student population, and how gender and sexuality is expressed and conceived, it is critical that any campaign being developed is both relevant and respectful to all cohorts of students, including lesbian, gay, bisexual, transgender/gender diverse, intersex and queer (LGBTIQ+) people, Aboriginal and Torres Strait Islander students, and international students.

Although the vast majority of literature and research on sexual violence has focused on the experiences of heterosexual women, a growing body of work has highlighted the occurrence of sexual violence within and against LGBTIQ+ communities. Research suggests that members of LGBTIQ+ communities may face significant levels of abuse, harassment and violence (Leonard et al., 2008).

In the past, campaigns have presented a binary view of gender, which can fail to connect with the LGBTIQ+ community. Gay men and transgender individuals, among those who may not conform to hegemonic masculinity norms, experience prejudice-, stigma-, and discrimination-related costs for their nonconformity,

including elevated levels of gender-based violence victimization, school dropout, homelessness, substance abuse, depression, suicidality and HIV/AIDS (Peretz, 2018). The developmental research will need to ensure the complexities of gender and violence are understood.

According to *Change the Story* (OurWatch et. al., 2015), while prevalence rates vary for many groups of women, the differential impact of violence on Aboriginal and Torres Strait Islander women is striking. Aboriginal and Torres Strait Islander women experience violence at around twice the rate of non-Indigenous women and are 34 times more likely to be hospitalised due to family violence related assaults than other Australian women.

International students who do not understand the local laws, healthcare system or who do not speak fluent English face additional barriers. A report published by *End Rape on Campus Australia* asserted that universities should assist students by ensuring that information regarding their rights and process to follow in the event of an incidence of sexual violence (EROCA, 2017). It also suggests that culturally and linguistically diverse (CALD) services and in-language materials should be available.



4. Recommendations

The following findings from the literature review are of importance to informing the next stages of campaign development and evaluation:

- **There are four key factors that consistently predict - or drive - higher levels of violence against women.** These include beliefs and behaviours reflecting disrespect for women, low support for gender equality and adherence to rigid or stereotypical gender roles, relations and identities. These attitudes should be considered and measured at each stage of the research.
- **There are some challenges or points of resistance for men in engaging in gender equality or anti-violence initiatives.** These include defensiveness/denial/disbelief, helplessness, lack of prioritisation and fear of not being welcome. These should be explored further in the research and considered when developing a communications campaign.
- **There is a need for the campaign to engage young men both as facilitators and as participants in prevention.** If men are to be engaged in the prevention of sexual violence there must be a shared understanding of the fact that men have a positive role to play. Therefore, the campaign should avoid messages that lace blame or shame on young men. The message should communicate that men are an integral part of the solution. Resistance due to defensiveness, helplessness, fear of not being welcome in a discussion about sexual assault prevention should be avoided.
- **Motivating young men to take some action (or at least reflect on their behaviours) requires an emotive approach.** This can be achieved through communicating the negative consequences of violence against women and building empathy. Research has indicated that motivation is highest when campaign strategies focus on building empathy through the inclusion of a victim and communicate positive reinforcement of action.
- **The capacity to intervene depends on having knowledge of what attitudes or behaviours are helpful and the perceived self-efficacy to act.** Communications that depict scenarios utilising positive reinforcement, whereby male intervention is socially accepted, normalised and clearly demonstrated have been shown qualitatively to be more effective.

- **Consideration needs to be given to the social context in which decisions are made, and the role of social influence in university settings.** Flood (2003) asserted that it is important for men to see other men speaking out against violence. He stated that although it would be ideal for men to understand the need to prevent sexual and physical violence by hearing about women's collective experiences, many men tend to seek approval from other men.
- **Ensure different settings are covered:** Recent research argues that media campaigns should challenge social norms and normalise bystander intervention through its demonstration in different settings – especially for those men who feel it is difficult to take action within pubs, clubs, bars, etc. While “Doing Nothing Does Harm” covers a variety of different scenarios in which sexist remarks or behaviour is demonstrated, the setting itself (a restaurant dinner party among friends) does not shift.
- **Given the diversity of the university student population, and in how gender and sexuality is expressed and conceived, it is critical that any campaign being developed is widely relevant and respectful.** In the past, campaigns have presented a binary view of gender, which can fail to connect with the LGBTIQ+ community.



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National Sexual Violence Campaign Research

Developmental Qualitative Phase: Initial
insights from qualitative research

Prepared for Universities Australia

August 2021



Overview of project: Developmental phase



Literature review

Review the relevant literature on primary prevention campaigns in Australia and overseas to help promote respectful relationships among young people.

Jul 2021

Completed



Forums

12 online forums with university students aged 18-24 (150 participants). Forums each ran for three days, allowing participants to respond to tasks and activities at their own pace.

Jul 2021

Completed



Mini groups

13 online mini focus groups (2-4 people) with university students aged 18-24 (42 participants in total) to further discuss topics covered in the forums. Groups ran for 1.5 hours.

Aug 2021

Completed



Benchmark survey

Online quantitative survey of 500 university students aged 18-24 to give a robust read on attitudes and road test some early advertising concepts.

Aug-Sep 2021

In progress



Concept testing

19 online focus groups to test the proposed campaign concepts with the target audiences.

14th - 23rd Sep

To be completed

This interim summary covers the findings from the qualitative forums and mini groups.

The spectrum of university relationships

Interpersonal experiences are central to what students anticipate they should be realising from their university lifestage.

The impact of COVID curtailing these opportunities is creating acute pressure on sex, dating and relationships.

Remote contact via social media, dating apps, etc. represents an increasingly large proportion of all communication. The absence of physical contact is leading to **relationships which are lacking in open communication, empathy and shared understanding**. This is at the detriment to mutually respectful and fulfilling relations.

Young men conceptualise a scale of relationships from low to high emotional investment. The less men are invested in the future of relationships, the less inclined they are to have open communication from the outset.



Low involvement relationships prioritise sexual outcomes.

These relationships typically start in party settings or through more sexually geared online dating apps. As a result, young men are more likely to view sexual interactions on a transactional basis, devoid of broader emotional implication/consequence. The result is that **important steps in gaining consent can be bypassed by both parties**, leading to blurred intentions and sexual violence.



High involvement relationships prioritise deeper emotional connection in addition to sexual outcomes.

In these relationships, young men are **more likely to engage in open communication**, which permits a more nuanced navigation of consent as something that is fluid rather than linear.

Relationships and consent

Low-involvement sex, dating and relationships is often conceived by young men as competitive; a concept which has been exacerbated by social media and online dating.

Young men take an inherently **self-interested, goal-oriented perspective on relationships**, referring to goals, obstacles, and levels they may pass through on the way. This is a trap for some regressive men who assume that reaching certain 'levels' with a partner opens the door to any behaviour on that level. This in turn can be perceived as being an invitation to engage to other types of behaviour.

The fundamentals of consent are consistently well understood *in theory*.

The word 'consent' is common to students' vernacular. Students themselves recognise that there has been significant recent coverage of this topic. They display good understanding of the basic concept. Believing themselves to have good understanding, they do not find reinforcement of the topic to be engaging.

The campaign must build on rather than reinforce understanding of the straightforward principles of consent.

Young men self-identify as committed to consent best-practice.

Naturally, young men believe themselves to be respectful, mindful and considerate of consent, and not causing harm. In practice, many have a blunt understanding of consent and are missing the subtleties of how harm may be caused.

Compared to young women, young men fall far behind in terms of their appreciation of the less overt types of harm. They may not have the empathy required to qualify such subtleties as actual harm / problematic (rather they qualify as just 'irritating' or 'annoying').

Reflecting on sexual experiences, young men qualify that 'not getting any complaints' puts them in the clear.

For them, such sexual experiences can be satisfactory ones.

Young men are observed to take a crude perspective on what they seek to take away from 'good sex'. Whilst they consistently take a balanced view of both their own and their partner's feelings, the range of what qualifies as 'good sex' extends far further downward for men. "So long as she's smiling next morning, I feel great about myself."

Open communication

Young men universally self-identify that ‘open communication’ is the solution to these grey areas, and indeed to many other problems associated with sex, dating and relationships.

They even use the exact words ‘open communication’. However, young men ultimately fall short on open communication at every level.

Often they are not opening up about the emotional side of sex in their peer-to-peer conversations with other men.

Whereas women describe having a support network of platonic friends / family with whom they discuss emotional matters of sex and intimacy, this network is strikingly absent for men.

Besides peer-to-peer interactions, women reinforce their understanding by taking a more proactive approach to sex education in general.

Interestingly, on the occasions men do describe reaching-out to discuss such matters it is typically with platonic female friends. As such, their positive journey is aided by women.

Barriers to respect and open communication

A broad range of barriers inhibit men's theoretical understanding of the basics of consent from being perfectly applied in practice. All are based around restrictions to their application of open communication.

Men don't necessarily begrudge having these conversations; but they do feel intimidated by them. Young men are **concerned that objectively raising the subtleties of consent will 'kill the mood'**, create embarrassment or otherwise be a set-back to their gamified perspective of ascending scales of intimacy. **In theory you'd 'just ask her', but in practice this is too intimidating to action.**

The idea that women are 'playing games' by leading men along, playing hard to get, or declining to commit (mentioned by some young men) leads to **resentment** and breaking of ones own 'moral rulebook'.

Likewise, a lack of empathy for the subtler forms of harm is also limiting. **Illuminating the subtleties of how harm can be caused may be a first step to having men acknowledge the relevance of the campaign to themselves.**



“There’s a stigma about sex and relationships built up here in Australia. Its private. People don’t like talking about it. Parents don’t like talking to their kids about it. Its ingrained in our culture not to do it.”
– Young man



“Sometimes you don’t know how to bring it up... I think that lack of experience can also play into that.”
– Young man



- XX.
- XXX.

Facilitators to respect and open communication

For young men that hold more regressive attitudes towards gender equality and sexual relationships, the primary driver for adherence to the subtleties of respectful best-practice is driven by self-interest rather than empathy.

Appreciation for how overstepping the line might affect them socially (i.e. result in social disapproval/backlash) is far more compelling among regressive young men than how it might affect their partner emotionally. This shortfall may limit men's commitment to the subtleties of consent when they have confidence behaviours are entirely private.

Notably, young men raised in maternalistic environments (e.g. in a single parent family with only their mother, or in a household with sisters of a similar age, etc.), take a more empathetic position. They have a more complete awareness of how harm can manifest. This results in more respectful relationships and is a clear indicator their reinforcing, such appreciation, and in turn empathy, can lead to more consistently positive outcomes.

Potential drivers:

- ✓ **Not wanting to be 'one of those guys':** Progressive men want to see themselves as enlightened / woke / progressive – it's aspirational for them to be respectful.
- ✓ **Upholding traditional values:** It was common among progressive young men to reflect on a simpler time when dating was more clear cut. *'Would a gentleman do it?'*

Preferences from communications

Young men were acutely aware that there is more and more of this type of communication in the market.

They feel that they've been receptive to communications they have seen because the 'inappropriate' behaviours demonstrated in some above the line campaigns are so obviously wrong (e.g. shouting at your wife in public) that they clearly agree with the message.

But in reality, they're only recalling the hard-hitting and most confronting campaigns. Whatever more subtle messaging is out there, including content being created by universities, is not making an imprint.

They would like to see from communications:

- Promoting / normalising healthy and open communication.
- Making people feel comfortable to speak for themselves and be honest with one another.
- Men taking no for an answer.
- Addressing issues which occur both in and not in the bedroom (don't only focus on explicit sexual consent).
- Genuine / authentic / real-world / honest / direct. Not disguised behind metaphor or spoken insincerely.



Considerations for Concept Development & Testing

- **The campaign should build on, rather than reinforce, understanding of the straightforward principles of consent** so as not to be dismissed as 'common sense'.
- **There is a need to move away from the self-interested, goal-oriented perspective some young men hold** regarding relationships and reframe them as mutually beneficial and respectful interactions.
- **Having open conversations feels foreign to this audience – there is a need to normalise this behaviour** and make it seem socially acceptable and rewarding.
- **Many young men lack the tools and confidence to have these types of conversations** – upskilling by providing prompts would help to empower young men to initiate these conversations.

**19 online focus groups to test the proposed campaign concepts with the target audiences.
14th - 23rd Sep**





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Universities Australia

Headline findings from the concept testing
September 2021





The primary elements required from any successful campaign are addressed by both concepts

Both concepts successfully communicate the overarching message concerning the importance of respect in sexual relationships, are broadly attention grabbing, interesting and comprehensible.



CONCEPT 1: SOCKY

Having all the cues of a classroom, Socky plays into the default position that 'it's just another talk about consent'.

Not recognising themselves as having incomplete knowledge, men are inclined to disregard it as something they already know.

The intention of the sock was lost on this audience.

Many did not intuitively make the connection between the sock and masturbation, which distracts from the message.

Socky was interpreted as tackling sexual violence prevention from a more traditional route.

"If you don't act respectfully, you will have bad sex" (negative outcome framing).

Young men (particularly those with more regressive views) are resistant to the didactic, top-down educational approach Socky takes.

It feels better suited to a much younger, high-school aged audience.

Socky is likely to have a very short shelf-life.

While Socky might initially grab the attention of young people, they are likely to 'zone out', skip and/or dismiss the message as being irrelevant to them.

Socky as a reference to male masturbation alienates women.

In any conversation about respect and/or consent, all young people speak to the importance of having an inclusive approach, due to the two-way nature of the discussion.

Socky falls short in its ability to match the context young people are dealing with the issue of consent and respect, which is broadly occurring in the bedroom, at parties, etc.

This makes it feel like it is offering more theoretical advice, rather than practical guidance.



CONCEPT 2: RESPECT. IT'S SEXY.

“Respect. It’s Sexy” affirms existing knowledge and frames it in a novel way.

It’s positioning of respect and respectful behaviours as desirable and aspirational is what makes it both unique and compelling.

“Respect. It’s Sexy” is more stylised, visually interesting and has more creative initiative.

It feels more in-touch. This aligns to university brand images and feels like the right fit for them (slightly distinct from a traditional 'government ad').

“Respect. It’s Sexy” encourages more complete engagement with the campaign on the whole.

It is more likely to prompt discussion, click-thru’s to additional resources.

Because it requires the audience to come to a conclusion about the message themselves, the tagline reveal at the end of the “Respect. It’s Sexy” execution creates agency over receiving the message (empowering) as opposed to passive reception (being lectured to).

“Respect. It’s Sexy” sets a standard as to what should be expected from sex and relationships (i.e. pleasure, mutual enjoyment, respect, positive experiences for all involved, etc.).

It empowers young people to fulfil this endeavor.

Students identify as the target audience and find it highly engaging.

It is mature, but still youthful enough to ensure that young people clearly understand it is meant for them.

“Respect. It’s Sexy” is by design focused on the bedroom.

This speaks to young people’s references as to when respectful behaviour (i.e. consent, open communication, etc.) is most needed and relevant.

“Respect. It’s Sexy” is felt to be inclusive and relevant for both men and women.

This is an important caveat “as you cannot have a conversation about respect and consent without including everyone in the conversation”. This is particularly important to regressive men.

Considerations for campaign development



The issue with “Respect. It’s Sexy” is that it doesn’t address men’s lack of skillset to apply respect / consent in practice. There’s a lack of substance behind “Respect. It’s Sexy” – but needs to apply the example so that young people have something they can take away. Needs to be more of narrative.

Currently, “Respect. It’s Sexy” compromises comprehension for being attention grabbing. In it’s current AV format, young people are relying heavily on the final tagline to comprehend the key message.

The range of what can be covered by “Respect. It’s Sexy” in terms of relationships beyond sex is limited – but this is a valid lever to get young people to engage with the campaign on the whole.

Whether podcasts, TikTok, YouTube influencers, etc., the formula which works best for engagement on this topic is fielding audience questions. Posing a question is a natural fit with how people are conditioned to engage with advice, and how they’re then likely to put that advice into practice.

The campaign creative risks being a little confronting and making some feel uncomfortable. This is primarily driven by young progressive men and some international students, who express concern that the campaign may trigger or be poorly received by women. However, as we know “Respect. It’s Sexy” Is well received by all groups of women, this is less of a concern.

The imagery used in “Respect. It’s Sexy” could be broadened to represent a more diverse audience (including people of different sexualities, abled bodies, ethnicities, etc.).

Young people are seeking some level of ownership over the campaign. Even though it is not clear to them who UA are and what they are responsible for, the name “Universities Australia” implies a peak body is responsible for the campaign, which adds to the credibility and speaks to the national scale of the initiative. The creative with both the UA and university logo is preferred as it feels more ‘legitimate’, confirms the intended target audience and communicates that the campaign is acting as part of a broader movement.




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Informing a National Sexual Violence Campaign: **Research Summary**

February 2022



Quantum Market Research

Quantum Market Research is an independent market research agency based in Melbourne, Victoria. Quantum is accredited to the International ISO standard for market, social and opinion research, AS ISO 20252.

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Introduction

In 2021, Quantum Market Research was commissioned by Universities Australia to conduct primary and secondary research on how to promote respectful relationships among university students across Australia.

The objectives of the research were to:

- Understand how to empower young people, including a primary audience of young men (18 to 24 years old), to have open and positive conversations about sexuality, sexual experiences, and their right to make safe, responsible and respectful sexual choices.
- Understand how to support gender equality by promoting and normalising positive, equal and respectful sexual relations between women and men; and challenge harmful gender stereotypes about consent and sexuality that condone, justify or excuse violence.

This research involved the following:

- A review of the relevant literature on primary prevention campaigns in Australia and overseas.
- 12 online forums with university students that each ran for three days.
- 13 online mini groups with 2-4 university students that further expanded on topics raised in the forums.
- A quantitative benchmark survey designed to give a robust read on attitudes and road test some early advertising concepts.
- 18 online focus groups and 5 in-depth interviews to test the proposed campaign concepts with the target audiences.

In total, 192 students were involved in the qualitative phase and 519 students responded to the quantitative survey.



Key Research Findings

The university life stage

The university life stage was often characterised by students as a time for self-discovery. Students associated their university years with the freedom to explore new interests, meet new people, embrace opportunities and to experiment with different life choices. They thought of themselves as having transitioned from high school into young adulthood, but in a period where they were yet to have taken on any binding responsibilities.

Among student priorities, besides study, was to foster new relationships of all kinds. Freed from the boundaries of their high school peer group, students sought to create interesting connections. A common theme was for students to actively subdue cautiousness. University was conceived as a time for saying yes to opportunities, taking some risks, and not being too preoccupied with what they might regret.

Sex, dating and relationships at university

COVID-19 restrictions (such as remote learning and closure of hospitality venues) limited opportunities for socialising, and hampered students' ability to develop interpersonal and intimate relationships. Pandemic-related disruptions prevented students from realising their imagined potential, or ideal, student experience. Participants in the research collectively self-identified that they were living under this burden. In this environment, it was common for students to feel disenfranchised with the inability to socialise normally, ultimately creating some resentment toward dating.

Even in the midst of a pandemic, students felt a pressure to be sexually active. It was widely accepted that anyone not sexually active at university was 'oddball', unconventional and missing out. The social norm around being sexually active at university led some students to willingly go along with awkward, uncomfortable and potentially problematic sexual experiences. The absence of physical contact during the pandemic was also leading to relationships that were lacking in open communication, empathy and shared understanding.



"A big pressure is to be in a relationship... especially if you haven't been intimate before. If you've not had sex at this age, then you get marginalised as inexperienced and even un-dateable."

- Male student

Young female students took a much more proactive approach to educating themselves on sex, dating and relationships than their male counterparts.

Young women were significantly more likely to be utilising a wide range of information sources to inform their approach to the topic – from their peers and family members, to social media, podcasts and books. With such a diverse portfolio of references, women were far more empowered and adaptive to navigating different relationship situations. Although young men did engage with a variety of information sources about sex, dating and relationships, it was to a much lesser extent compared to young women.

Young men were significantly more likely to hold regressive attitudes concerning sex, dating and relationships than women.

One in three young male university students agreed that “sexual jokes or nicknames are mostly harmless” (33% vs. 16%), while one in five (19%) agreed that ‘swiping right’ or indicating interest on a dating app usually means the other person is up for sex.

How young men engage with relationships

Young men conceptualised university relationships from low to high emotional investment.

The less men were invested in the future of relationships, the less inclined they were to have open communication from the outset. As was evident through the way young men spoke about relationships, an environment which promoted low involvement relationships was one characterised by low empathy. As a result of the perceived increase in competition presented by social media/dating apps, young men often feel they have to be over-confident to get on an even footing with their peers and to advance with women.

There was pressure to fulfil the role of the ‘confident man’ (i.e. a man who is as assertive, aloof, confident, ‘good with women’), an image driven and reinforced by traditional and modern media stereotypes.

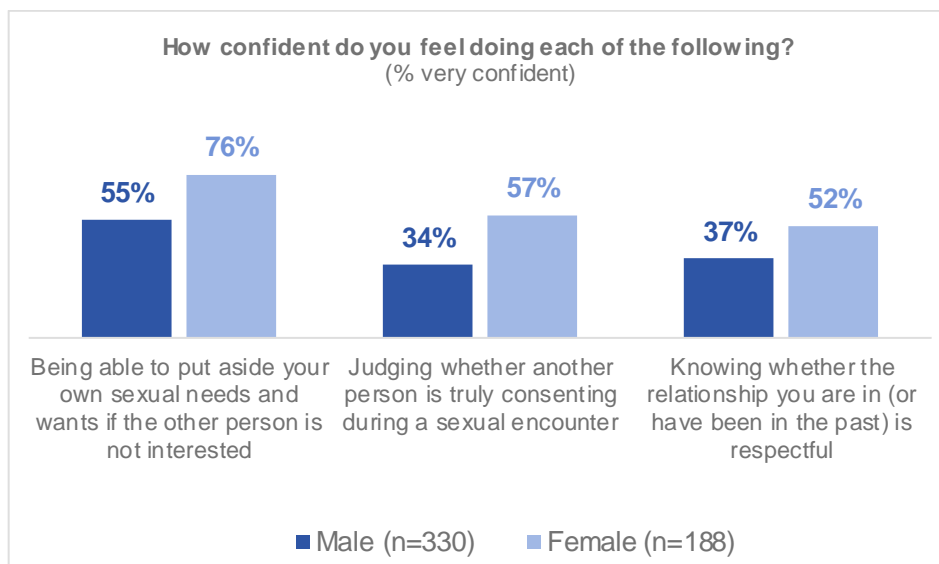
This pressure to be the ‘confident man’ left little room for uncertainty and promoted a fear of rejection. It ultimately prioritised male self-interest, placed an emphasis on outcomes (i.e. sex or sexual interactions) and downplayed the need for empathy in intimate relationships. ‘The confident man’ persona was seen as the antithesis to vulnerability. The societal pressure to be a ‘confident man’ encouraged men to view empathy and respect as secondary (even unnecessary) when engaging in intimate relationships.



“Persistence seems to almost be necessary when our generation are flooded with Tinder/social media messages and play cat and mouse games regularly.”

- Male student

In reality, many young men lacked the confidence to engage in behaviours that support the development of healthy relationships. Compared to women, young men were far less confident in their ability to communicate openly about sex and relationships or engage in other types of behaviours that support the development of healthy relationships (e.g. introspective/self-reflection, assessing non-verbal cues, having access to appropriate advice and information, etc.). For example, only 55% of young men felt confident in being able to put aside their own sexual needs and wants if the other person was not interested, compared to 76% of young women. This was further validated by qualitative discussions with young men, with many reflecting on the struggle to read and interpret women's wants and needs effectively.



Minority student cohorts (International students & LGBTQI+)

Male international students varied widely in how they adapted to participating in Australian dating culture. International male students tended to originate from cultures where dating and sex carried taboo and some were more likely to have retained a cultural association with men being the dominant player in dating interactions. Although equally likely to recognise communication as the solution to ensuring healthy, respectful relationships, additional cultural factors meant they faced even more pronounced barriers to putting theory into practice than Australian-born men.



“Australians are more progressive to modern forms of dating (hook ups, friends with benefits, etc). They don’t find it shameful or embarrassing. As compared to Asian societies where even it takes place, it is often done in secrecy and embarrassment.”

- International male student

Despite being more proactively engaged in the topic of sex, dating and relationships, under-representation of the queer experience meant LGBTQI+ men were lacking formal guidance. LGBTQI+ men were more likely to proactively engage (e.g. with queer podcasts, sex influencers/educators on Instagram, queer TV shows, etc.), but also self-identified as lacking a clear ‘rule book’ or established reference point for what’s right and wrong. In addition, a culture of promiscuity and hyper-sexualisation in the LGBTQI+ community ultimately blurred the lines of sexual violence. Sexually overt settings (e.g. gay clubs) in particular made it harder to recognise or call out instances of covert sexual harassment.

Understanding and practicing consent in sex and relationships

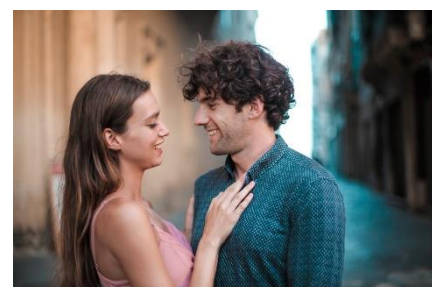
In theory at least, the fundamentals of consent were consistently well understood by young men. Young men were equally as likely as young women to acknowledge, or disregard, the need for consent. The vast majority (93%) of both men and women recognised that the act of ensuring relationships are consensual is the mutual responsibility of all involved.

However, in practice, judging what is right and wrong in sex and relationships was confusing. A simplistic model of consent was criticised as failing to fit neatly into the real world of how relationships unfold. Although the vast majority (90%) of young men agreed that men and women should play an equal role in relationships, they underappreciated the less overt forms of harm. Because of their subtlety, sexual jokes or having sex to appease a partner were some of the more ‘accepted’ harmful behaviours. There is a job to be done to raise awareness and empathy towards the range of ways harm can be caused, how it can be accumulative, and how it can manifest over time.

“I guess there aren’t any hard rules. I’ve heard that when you’re intoxicated at all you can’t consent, and hence you might be sexually assaulting someone. I understand the concept, but this is just impractical. What if both of you are drunk? What if you’re just slightly intoxicated?”

- Male student

Positively, this generation of young men actively embraced opportunities to grow personally and acknowledged the role they play in preventing sexual violence. Nearly nine in ten (87%) agreed that “having open conversations about sex is beneficial to relationships” and eight in ten (81%) agreed that they have a role to play in preventing sexual violence. Many also recognised that more could be done, with one in three (65%) agreeing that “I could be more active in having conversations about sex and respectful relationships”.

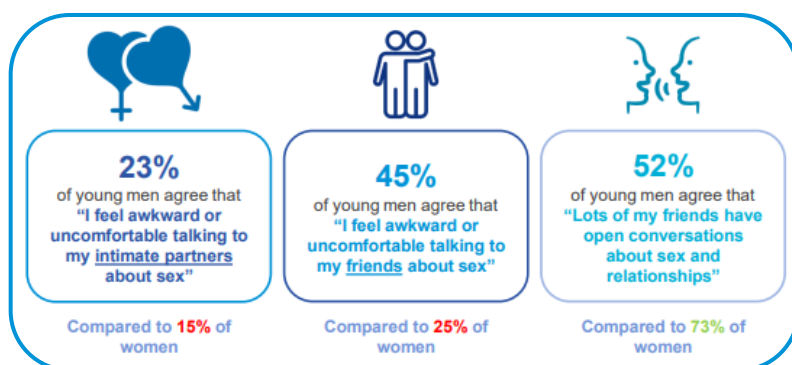


Barriers to open communication

Despite recognising the importance of open communication in sex, men were having far fewer conversations about the topic. Over eight in ten female students (81%) identified as having a conversation about sex, dating and relationships with friends or intimate partners at least sometimes, compared to 63% of male students.

It was common for young men to feel uncomfortable initiating a conversation about dating, sex or relationships with others (be it partners or peers). While in theory, 'you'd just ask', this was too intimidating to action practically – a reality validated by the two in five young male students (40%) who stated "it just doesn't come up" and one in four (24%) who said they "don't know how to initiate the conversation". In particular, there was a concern that women do not always respond to such vulnerability constructively – a key barrier expressed by one in three young men (32%).

Raising a discussion of sex, particularly outside of the bedroom, was seen as awkward, rude or taboo. As many as two in five young men (41%) indicated that general 'awkwardness' and 'discomfort' was a key barrier to open communication – the top barrier for males. A further four in ten males indicated the topic just doesn't come up. One in five (19%) young men feared that raising the conversation risked 'killing the mood' or otherwise be a set-back to them ascending scales of intimacy.



"I think I'd worry about making my partner uncomfortable or saying the wrong thing. It's just awkward, I don't know why. Even though I know it shouldn't be".
- Male student

Despite the majority of young men recognising that the presence of alcohol and drugs should not negate the need for consent in sexual interactions, this was pointed to as a key factor in instances where 'the line is crossed'. Such conditions, particularly at parties and bars/clubs, were an inhibitor to mutually respectful dialogue. Social pressure to be sexually active also prompted young people to skip past open communication.



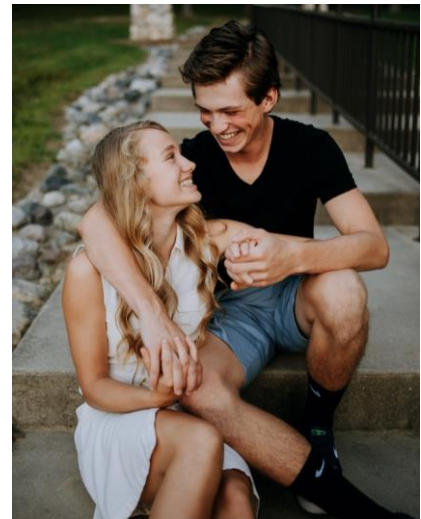
Drivers of open communication

For many men, it was aspirational to be progressive in relation to sex, dating and relationships. Progressive men wanted to see themselves as enlightened and progressive. More than one in three (36%) young men would be encouraged to engage in open communication if they thought the other person would appreciate it or if it would benefit themselves in some way.

Young men raised in feminine or maternalistic environments, or with close female friends, were more likely to take an empathetic position on the topic of sex, dating and relationships. These young men had a more complete awareness of how harm could manifest. This resulted in more respectful relationships and was a clear indicator that reinforcing such appreciation, and in turn empathy, could lead to more consistently positive outcomes.

While open communication appeared daunting, uncomfortable and undesirable at face-value, young men acknowledged that men who have the confidence and agency to engage in these conversations were naturally 'more mature' and therefore likely to be 'more successful with women'. Critical to young students' self-esteem is that they are more mature than their high school counterpart. This can manifest as a perception of being 'successful with women', as women are assumed to value more mature men.

Young men – particularly those with more regressive attitudes – may be likely to engage in open conversations if reassured that doing so would not result in negative outcomes on their behalf. For young men that held more regressive attitudes, self-interest was a more powerful driver than empathy. They did not want to stand out as 'creepy' or get a reputation for being abusive. Trust was also raised as an important consideration, with almost two in five (38%) young male students indicating that they would be more likely to engage in open conversations about sex, dating and relationships if they felt confident they could trust the other person, or if they thought the other person would be receptive to it (35%).



“Respect and communication is key to a healthy and respectful relationship. Individuals should analyse a situation, review what went wrong and then think of the best solution to resolve it in a respectful and healthy manner that is not causing harm on the other individual within the relationship.”

- Male student

Implications for Campaign Development

To positively influence young men's attitudes to gender equality, consent and sexual relationships, a campaign should:

- Leverage the openness many young men express with regards to growing and learning new things about themselves and others.
- Build on rather than reinforce understanding of the straightforward principles of consent.
- Overcome an implicit obstacle by normalising that awkwardness and imperfection are a part of open communication.
- Provide reassurance that open communication is congruent with their goals (e.g. by communicating that women in fact think that open communication is attractive).
- Challenge the pressure to embody the 'confident man' persona by positioning respect, open communication and empathy in relationships as an aspirational and desirable quality.
- Generate personal relevance by raising empathy for more subtle forms of harm.
- Provide young men with the skills and confidence to gain consent and talk more openly (e.g. by providing prompts for subtle check ins, or conversation starters that don't feel awkward or forced).



These elements and considerations interplay to:

- Address gendered drivers of regressive attitudes towards women and relationships.
- Challenge key barriers to engaging in behaviours that support respectful relationships (i.e. open communication etc.)
- Challenge harmful constructs of masculinity, in turn normalising behaviours that support respectful relationships.

Students are looking for guidance on a range of topics, including:

- Consent – beyond the basic concept, including knowing when to stop.
- Communication and reading body language.
- Promoting / normalising healthy and open communication.
- Navigating drugs and alcohol.
- Addressing issues which occur both in and out of the bedroom (don't only focus on explicit sexual consent).

Importantly, students insist that communications must be genuine, authentic, 'real-world' and direct. Consent and sex should be specifically mentioned, without the use of vague and unnecessary metaphors. Young people want to be treated as mature, so the campaign should leave no ambiguity in recognising students as sensible adults.

Appendix

Detailed Methodology

Literature Review – July 2021

- Review the relevant literature on primary prevention campaigns in Australia and overseas to help promote respectful relationships among young people.

Online Forums – July 2021

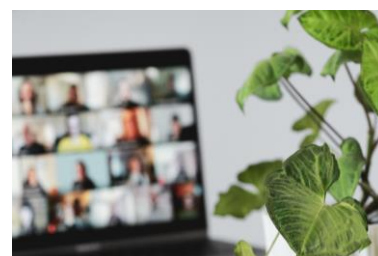
- 12 online forums were conducted with university students aged 18-24 (involving 150 participants in total).
- Each forum ran for three days, allowing participants to respond to tasks and activities at their own pace.
- Forums were structured according to gender (weighted to males as the core target audience of the proposed campaign) and attitudes to gender equality, violence against women and consent.
- Soft quotas were applied by State to ensure a broad geographic spread, and groups included one participant from Aboriginal/Torres Strait Islander background.

Mini Groups – August 2021

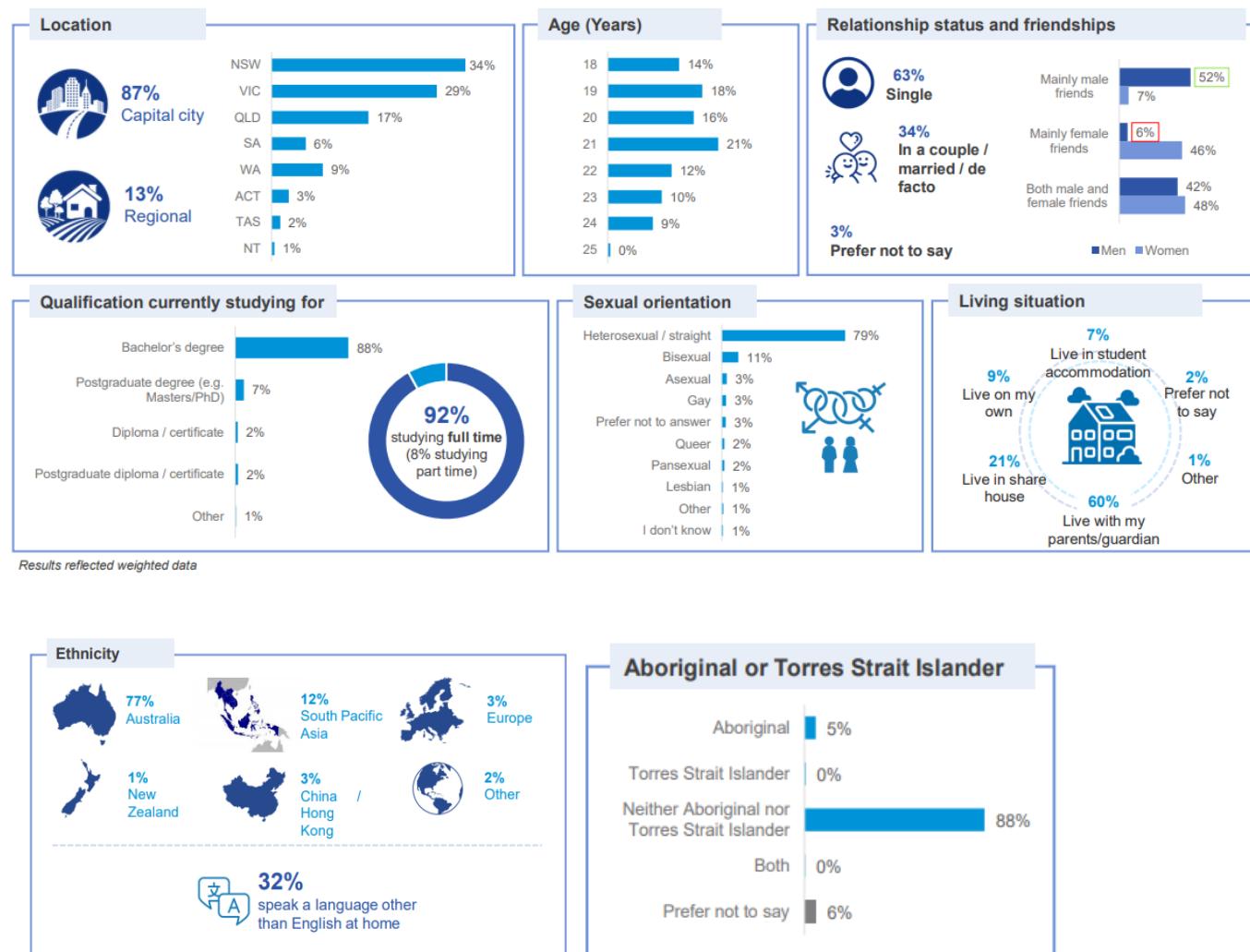
- 13 online mini focus groups (2-4 people) with university students aged 18-24 (42 participants in total).
- These groups ran for 1.5 hours and were moderated by experienced researchers.
- Mini groups were structured according to gender (weighted to males as the core target audience of the proposed campaign) and attitudes to gender equality, violence against women and consent.
- Soft quotas were applied by State to ensure a broad geographic spread, and the group structure ensured participation from LGBTIQ+ students and students from Aboriginal/Torres Strait Islander backgrounds

Quantitative Survey – August-September 2021

- 15-minute online survey with n=519 Australian university students aged 18-24.
- Sample was collected via panel providers, as well as through select student networks to bolster niche audience base sizes (e.g. International students, Indigenous students, etc.).
- The data was sampled according to ABS demographic (location, age) data about Australians aged 18-24, quotas were applied to skew the total sample towards male students (accounting for male students aged 18-24 being the primary target audience of the campaign).
- The maximum margin of error (at the 95% confidence interval) on the total sample size is +/- 4.3%.



Quantitative Sample Profile



Quantum Market Research

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Universities Australia – National Sexual Violence Prevention Campaign Concept Testing Round 2

Topline findings
June 2022

Background:

About this document

Topline findings are based on draft notes only. These provisional outcomes are subject to change.

Our final written report will be available from 30th June 2022. Final reporting will include further detail, verbatim quotes and specific comment on sub-groups of interest (e.g. relating to 'international students' in particular).

In the meantime, Quantum remains available to provide more detail or to answer questions as they arise. We welcome consultation with Universities Australia to ensure our reporting meets all needs.

Research sample

GROUP	Focus groups (5-7 participants in each)	Date
1	Men aged 18 to 24 years [Less Progressive]	Tues May 24
2	Men aged 18 to 24 years [More Progressive]	Tues May 24
3	Men aged 18 to 24 years [Less Progressive]	Wed May 25
4	Men aged 18 to 24 International Students [Mix of Views]	Thu May 26
5	Men aged 18 to 24 International Students [Mix of Views]	Tues 31 May
6	Women aged 18 to 24 [Mix of Views]	Thu May 26
7	Women aged 18 to 24 [Mix of Views]	Thu May 26
8	LGBTQI Men aged 18 to 24 [Mix of views]	Tues 31 May
9	LGBTQI Women aged 18 to 24 [Mix of views]	Tues 31 May
10	Indigenous Women aged 18 to 24 [Mix of views]	Wed 1 June

Concepts tested (ref)

- 'Concept Q' – an unanswered question



- 'Concept P' – a portrait image with statement



Summary of topline findings:

In principle, both campaign directions have the potential to achieve the communication objectives.

- Both concepts are consistently well understood and deliver the intended message clearly.
- There are no major unintended consequences or red flags. The campaign directions are inoffensive and received consistently across all audiences.
- Effectiveness is principally based on self-reflection (internalising the message and considering one's own behaviours). There is limited propensity for peer-to-peer sharing of the campaign.
- Consistently, audiences relay that hosting on social media is more likely to attract their engagement than static posters on campus. Whilst posters might raise awareness, social media is more conducive to the level of engagement required to incite attitudinal and behavioural change.
- A clear benefit of both campaigns is their capacity to carry a range of messages. Pre-formative work found that audiences lie across a spectrum, with different issues being relevant to people at different points in relation to their awareness, empathy and knowledge of the issues. That the campaigns can flex to include such range ensures that it is able to adapt to the needs to a broader range of audiences.
- Audiences are commonly interested enough in these issues that they're predisposed to engage. Unlike other types of advertising (e.g. in the consumer market) which rely on simple, stand-alone messages to cut-through, there is potential in this setting to leverage latent intrigue and foster 'willing engagement' from an audience keen to hear more.

Both campaigns have their merits. However, the merits of Concept Q are more conducive to promoting a journey from engagement to attitudinal and ultimately behaviour change.

- **Concept P (Portrait Statements) has a range of natural advantages:**
 - 1) The inclusion of real-world students**
 - At a fundamental level, the inclusion of human eye-contact is attention grabbing.
 - The implied peer-to-peer nature of the campaign is conducive to driving engagement.
 - Hosting students in frame implies appreciation of context; that the campaign is founded on real-world consultation on the issues. This inclusion goes some way to addressing mistrust of institutions – lending some credibility and relatability to the campaign.
 - 2) That static ads are a stand-alone packaged piece of information**
 - Concise and simple enough that the entire message and intended action is reliably taken away from the campaign. Lands an impact as a stand-alone.
 - 'Liked' by audiences who are relatively narrow-minded / less engaged by the issues in question. They prefer to be handed the answer.
- **BUT, in practice, audiences readily find fault with how Concept P (Portrait Statements) is delivered. Ultimately, how the final execution is received is not completely predictable:**
 - Portraiture of students commands undue attention. Audiences easily become pre-occupied by who they are, what they look like, whether they could credibly be attributed to the quotes, etc. Ultimately, whilst eye catching, they can also be distracting and add an unpredictable quantity into how the campaign is received.
 - Very difficult to balance supposed 'student voice' with actual copy. However it's written, if succinct enough to fit on an ad then it's liable to feel forced or ingenuine. As one student put it: "Trying to be relatable and failing". When inferred this way, it critically undermines the campaign's credibility and therefore impact.

- International students in particular are averse to the use of a casual tone. It seems disjointed to make such issues feel 'approachable' in this way.
- Sells curiosity short to be so blunt in the instrument. Does not predictably drive engagement since it does not incite desire to hear more.
- **Critically:** Can feel accusatory. Particularly likely to put less progressive men off-side, those who are (arguably) the most important audience with the most to gain from an effective campaign.
- **Concept Q (Question Statements) has a range of advantages conducive with greater attitudinal and behavioural change**
 - Neither campaign direction in and of itself can reliably drive attitudinal or behaviour change. Rather, they depend on further engagement. Concept Q is significantly more likely to drive that engagement.
 - Particularly in a social media environment. Audiences naturally and proactively suggest how the campaign could make use of 'swipe up to find the answer', 'polls', and 'click through' in this setting.
 - Some show proclivity to take a position before clicking-through to understand more. In other words, attention is driven not only by the answer to the question, but by engaging with the question itself.
 - First-person phrasing of the questions encourages introspection. It's not an easy out to see and believe one knows already the answer / message. Rather it leverages the audiences' latent curiosity.
 - **Critically:** The campaign is implicitly consultative; audiences are more likely to feel like they're being brought on-board with a broader message rather than being talked-at top-down. It takes students seriously, on their level, with due respect. We know from pre-formative work that this intrinsic to successful communication on these topics.
 - Audiences predict more continuity of engagement as people are curious about what further questions are going to be asked.
 - Bright colours more reliably stand out in a range of environments. They further enhance continuity as the colours can be kept consistent. Colours / bold-typefaces are reflective of favourable advertising such as that for bands or 'Cards Against Humanity' (a trendy card game). Whereas portraits were inferred to be more traditional, mainstream and therefore 'establishment' / 'insitutional' rather than on audiences' own level.

Conclusions / recommendations:

Either campaign can deliver the intended message. But Concept Q is the direction most conducive to the target outcomes.

- **Concept P is an inherently limited campaign and inherently unpredictable in how the final execution will be received:**
 - Didactic statements tend to wash over audiences as agreeable. Audiences believe themselves to be 'on the right side' of such messages, and as such just accept them as known and move on. The campaign does not incite further inquiry or self-reflection.
 - The inclusion of portrait images, necessary to 'soften' the didactic statements by making them peer-to-peer, is an unknown quantity. The success of the campaign would depend on minor nuances in how these were executed.
- **Concept Q is a more challenging direction, but results in more meaningful audience interactions, engagement and ultimately is more conducive to the desired attitudinal and behavioural change outcomes.**

Next steps:

Quantum's final report will include full detail on optimising either campaign direction, including notes on tagline, logo and content.

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UNIVERSITIES AUSTRALIA

NATIONAL SEXUAL VIOLENCE PREVENTION CAMPAIGN

VC/Board Meeting Creative
10th September 2021

Thinkerbell

Acknowledgement

*This document has been created by our team
of Thinkers and Tinkers, currently working from
their various places around Australia.*

*We recognise the traditional owners of these lands;
they are the original storytellers and communicators
and may we humbly follow in their footsteps.*

OUR TASK



OUR TASK

Objectives:

- Empower young people, including a primary audience of young men (18 to 24 years old University students), to have open and positive conversations about sexuality, sexual experiences, and their right to make safe, responsible and respectful sexual choices;
- Positively influence people's attitudes to gender equality, consent and sexual relationships by promoting and normalising positive, equal and respectful sexual relations between women and men; and
- Challenge harmful gender stereotypes about consent and sexuality that condone, justify or excuse violence.

Measurement:

- Increased comprehension on what respectful relationships look like and the part they can play in upholding those standards themselves and among peers and;
- Men feeling a sense of empowerment and ownership about their role in having respectful relationships and sexual violence prevention and;
- Early signs of self-reported behaviour changes, all measured via Quantum Research against pre-campaign benchmarks.
- Strong uptake of the campaign by Australian universities.

It's important to keep in mind that this campaign can't be everything to everyone - we need to remain focussed on sparking these healthy conversations.

Note: DSS are also using this campaign as an important data-gathering tool to determine current attitudes of young people in university settings but also to determine what kind of messaging works with this audience.

This Measured Magic is confidential



CREATIVE TERRITORIES



OVERALL TOV

We ARE:

- **Provocative.** A bit cheeky, cutting through in the uni environment in a way that feels right for the subject matter.
- **Inclusive.** We're aware of our diverse audience and everything is written with an inclusion lens. Comms should feel relatable to our core demographic without excluding or offending anyone beyond it.
- **Younger.** Relatable to our student audience, we speak their language.
- **Humorous.** While the subject is serious, we can have fun with it. We use humour to present core facts in a digestible way.

We're NOT:

- **Vulgar.** There's a line and we don't cross it.
- **Overtly gendered.** Whilst we consider our core demo there's always room for interpretation.
- **Preachy.** We're speaking to students, not at them. Offering support, without patronising them.
- **Overly academic.** We hook our audience with messaging that's fun and helpful. Lessons learned are a byproduct of intrigue.



• — TERRITORY — • 1

GOOD SEX STARTS WITH RESPECT

Gen Z are using PornHub more than any other generation. And yet studies have shown they're also having less sex. What does that leave us with? A group of chronic masturbators.

And while self pleasure should always have its place, cutting down in favour of the real thing is always nice. So what if we could harness the desire for good sex as a way to teach guys how to get it, respectfully? It's time to break it down and make it easy. Simple, actionable steps for building connections that are key to good sex.

As told by someone with a vested interest of his own: A sock puppet.

Because when you're getting the goods from a respectful two-way, you may just give him a break.

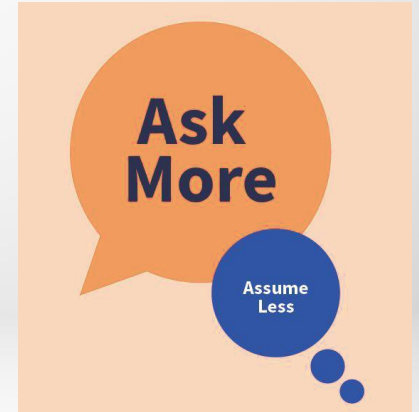
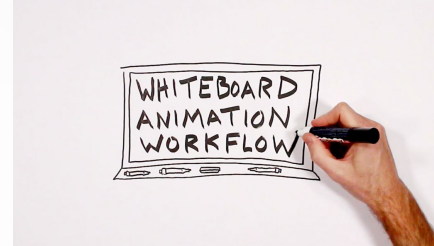


MOOD BOARD

We'll use bold, colourful backgrounds to hero 'Socky' on his own, standing out confidently with his quotes beside him.

Our sock puppet itself would be a simple, generic tube sock with a hand in it. The way he comes to life in video and the poses he is captured in for stills convey his personality.

We will also feature Socky in front of an educational board, as though he's teaching a class.



HERO VIDEO SCRIPT

We open to a bold colourful background, a bright blue board with two words written on it in marker pen: GOOD SEX.

From left a tube sock with a hand in it appears. The sock puppet saunters onto screen, stops in front of the word, looks back at it, then us.

Socky: Okay.

Let's talk sex.

That's right... I've got a tip for you for a change.

And it's all about this.

Socky stretches up to the top of frame, and with his 'mouth' unrolls a new screen over the top of the first one. Here, he's written in bold caps - RESPECT. He gives his handiwork a nod, then back to us:

Yep. Respect.

A lot of that, is the key to good sex... and giving me the night off.

Open up with your partners. Connect. Have real conversations. Share your feelings, and think about theirs.



HERO VIDEO SCRIPT CONT.

And when things get sexy, keep checking in.

He pulls down another screen with some language guys can use to check in. 'IS THIS OKAY?' 'DOES THAT FEEL GOOD?' 'DO YOU LIKE THIS?'

Take it from the guy with the hardest job in the bedroom, making sure everyone's enjoying it makes a big difference.

Give some real respect, and I'm seeing goooooo sex in your future...

And a lighter load in mine. So to speak.

Socky sends all but the first screen rolling back up. We see the words GOOD SEX again. He grabs a pen and scribbles something illegible below, before turning back to the camera and dropping the pen, mic drop style.

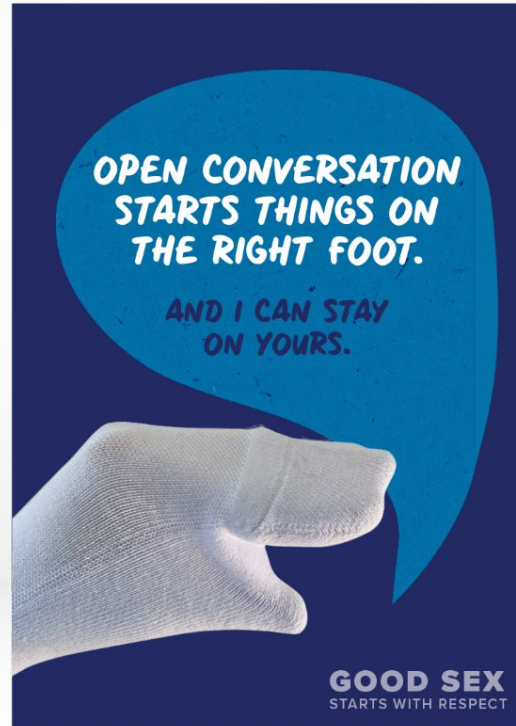
The final screen transitions into our fullscreen endframe, where we discover Socky's scribble says: STARTS WITH RESPECT



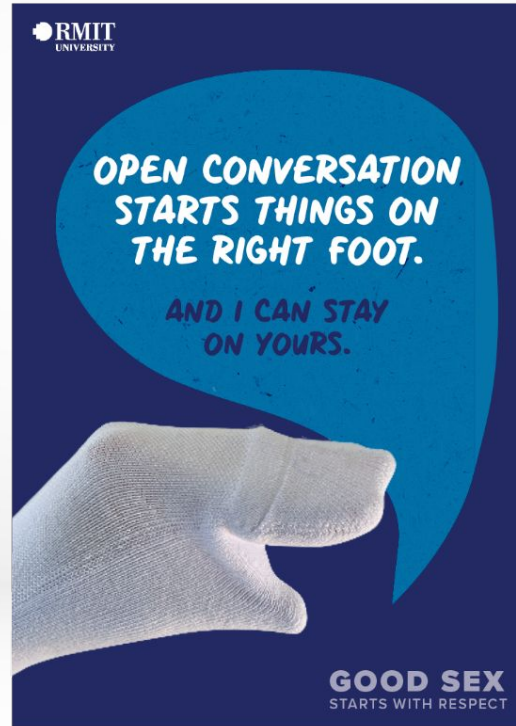
HERO VIDEO ANIMATIC BOARDS



POSTERS - OPTION 1A



POSTERS - OPTION 1B



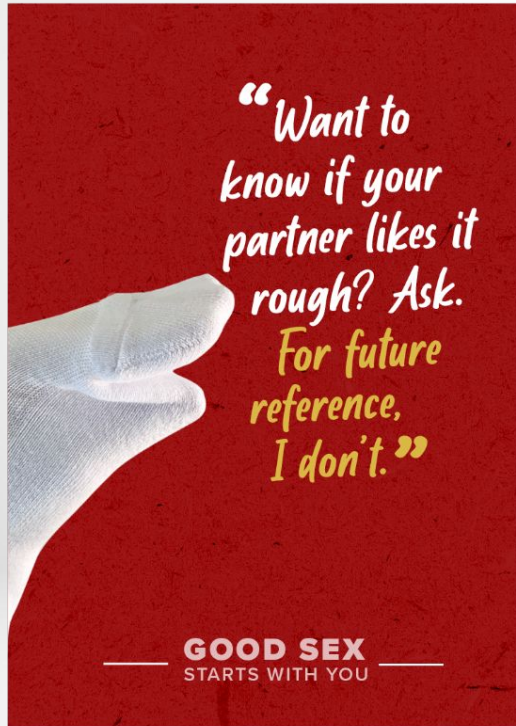
POSTERS - OPTION 1C



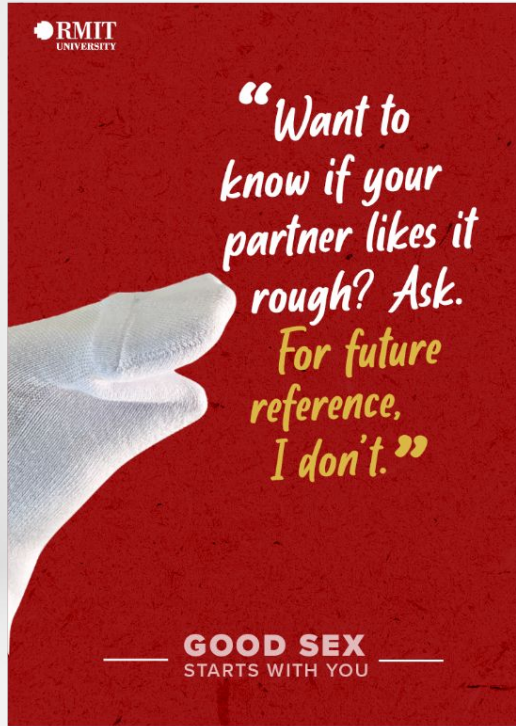
POSTERS - OPTION 1D



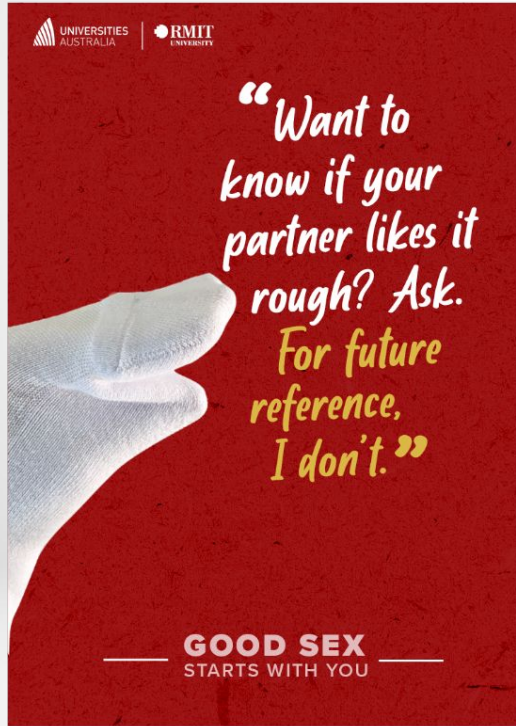
POSTERS - OPTION 2A



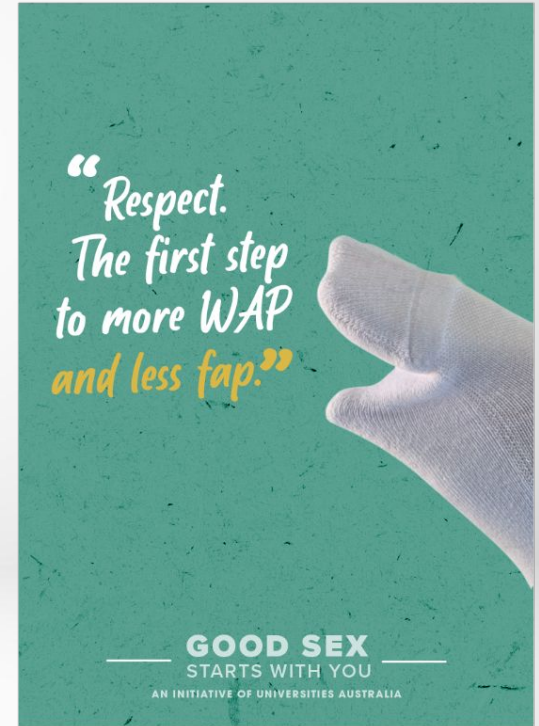
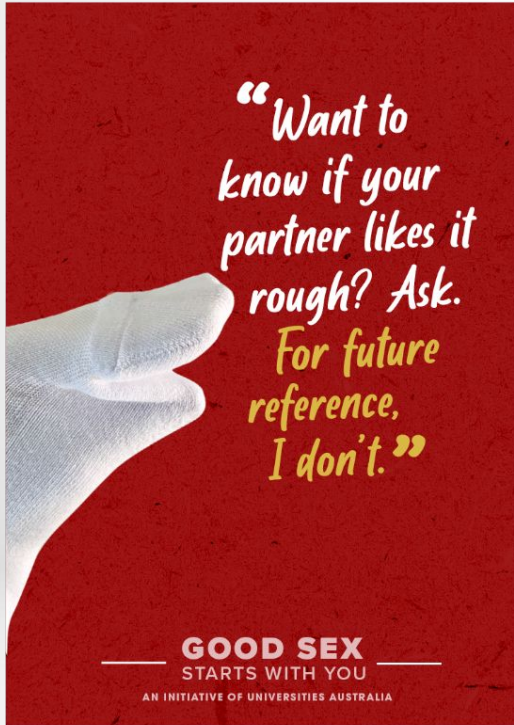
POSTERS - OPTION 2B



POSTERS - OPTION 2C



POSTERS - OPTION 2D



SOCIAL POSTS

Our social posts will be short videos or statics where Socky delivers a singular tip.

Script One:

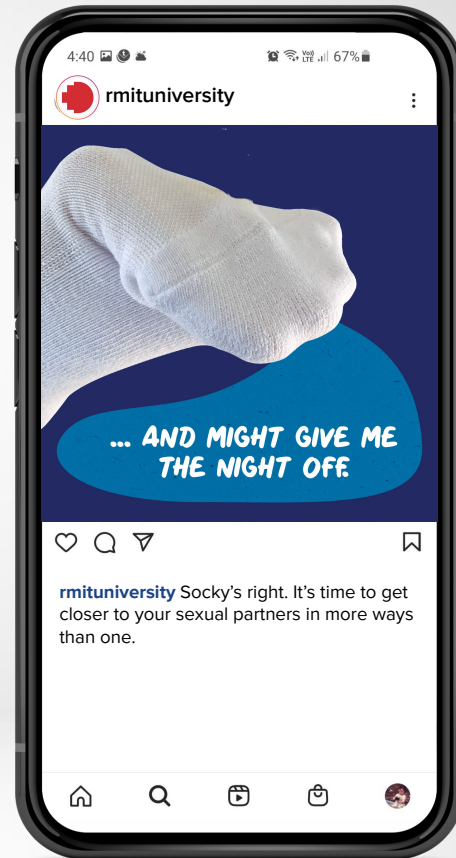
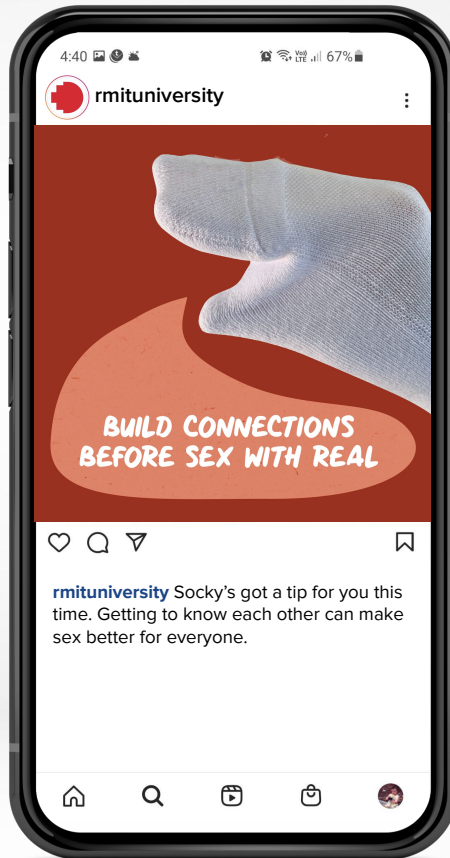
Socky: *"Build connections before sex with real conversations. Ask what's on their mind."*

"I've been thinking about fabric softener, if you were interested..."

Script Two:

Socky: *"You know what's sexy? Vulnerability. Opening up about what you like could really lift the mood..."*

...And might give me the night off."



MERCH

Let's create and give out socks on University campuses.

Using the socks as our media, we can print fun and helpful messages on them that then become an ongoing reminder that respect is the path to good sex. With someone other than yourself.



• — TERRITORY — •

2

RESPECT. IT'S SEXY.

There are thousands of different ways to have and enjoy sex.

As we try to count them, a couple somewhere just came up with another...

But however you like to do your thing, the best sex happens when everyone is on the same page. When there's respect, consent, and equality. When no one's afraid to get vulnerable. Be themselves.

Sex that comes after real conversations about what we want, and what we need.

That's the sex we all want.

So consider respect the ultimate mood-setter...

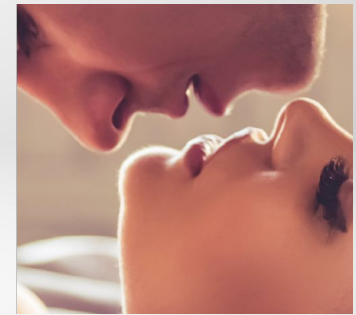
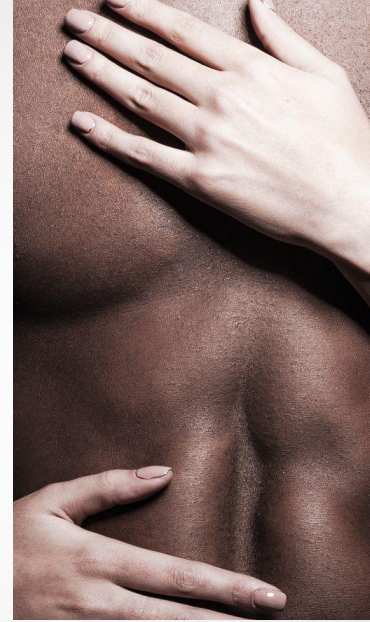
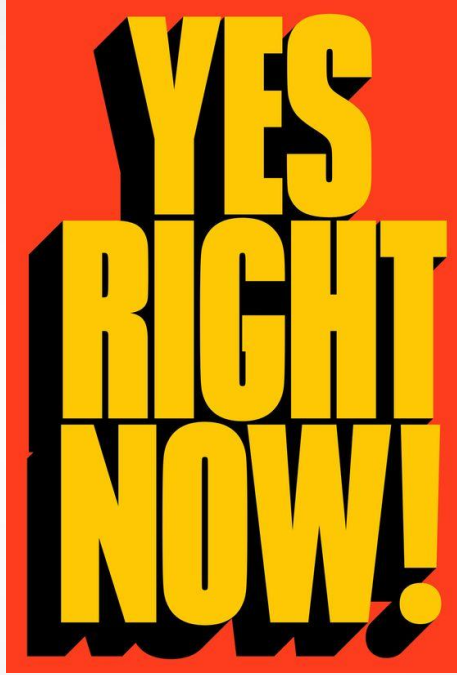
For sex that starts with a yes, and leads to yes, yes, Ohhhh, WOW YES.

MOOD BOARD

We'll be matching tips about respectful relationships and open communication with the ultimate approval – sexy imagery and exclamations of pleasure.

The tips will be written in a straightforward sans serif font, whereas the exclamations will take on a more personal and exciting feel through vibrantly coloured handwritten font.

The images in the background will be tastefully cropped to allude to the good sex our target audience want to be having, without coming across as offensive or smutty. Suggestive and attention grabbing, in all the right ways.



HERO VIDEO SCRIPT

In this film, we pair statements about respectful relationships with SFX and visuals that hint at sexual climax, really hammering home to our audience that respect is integral to good sex.

Super: GOOD SEX

SFX: Ohhh yes

Super: SEX ON EVERYONE'S TERMS

SFX: Yes!

Super: MOVING AT A COMFORTABLE PACE

SFX: Oh ohhhhhh oh

Super: LISTENING TO WHAT I REALLY WANT

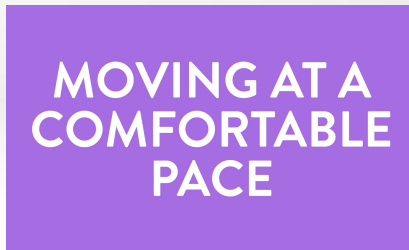
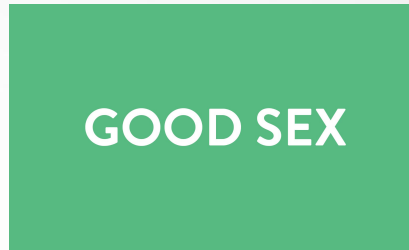
SFX: Oh f**k yes!

Super: KNOWING WE CAN STOP AT ANY TIME

SFX: Mmmyeah

Super: LEARNING ABOUT EACH OTHER

SFX: Right there, right there!



HERO VIDEO SCRIPT CONT.

Super: TALKING OPENLY ABOUT FEELINGS

SFX: mmmm yes

Super: ASKING ME HOW I LIKE IT

SFX: Oh yes!

Super: RESPECTING MY BOUNDARIES

SFX: Oh! F**k! Yes!

Super: SHARING NEEDS AND DESIRES

SFX: Oh! Oh! Yes!

Super: FEELING SAFE TO SAY NO

SFX: Mmmyeah yeah yes

Super: GETTING WHAT WE BOTH WANT

SFX: Uhuhuh yes!

Super: RESPECT

SFX: YES, YES, YES!!!

As the woman reaches a loud passionate climax, we quietly cut to an end frame with our tagline.

Super: *Respect. It's sexy*

TALKING
OPENLY ABOUT
FEELINGS

MMM YES

OH!
F**K! YES!

RESPECTING MY
BOUNDARIES

YES! YES!
YES!!!

RESPECT. IT'S SEXY.

HERO VIDEO ANIMATIC NARRATION

We open on a bold colour. An upbeat soundtrack begins to play as a straightforward tip about respect appears on screen.

After a second or two of reading time, we do a quick cut to a sexy scene overlaid with a very sexy sound effect.

. . .

We cycle through more and more coloured screens. Each time, the straightforward tip about respect is met with the ultimate affirmation.

. . .

As the final sound effect reaches a loud and passionate climax, we cut quietly to an end frame with our tagline.

Respect. It's sexy.

HERO VIDEO ANIMATIC BOARDS

GOOD SEX



SEX ON
EVERYONE'S
TERMS



MOVING AT A
COMFORTABLE
PACE



LISTENING TO
WHAT I REALLY
WANT



HERO VIDEO ANIMATIC BOARDS

KNOWING WE
CAN STOP AT
ANY TIME



LEARNING
ABOUT EACH
OTHER



TALKING
OPENLY ABOUT
FEELINGS



RESPECTING MY
BOUNDARIES



HERO VIDEO ANIMATIC BOARDS

SHARING
NEEDS AND
DESIRES



FEELING SAFE
TO SAY NO



GETTING WHAT
WE BOTH WANT

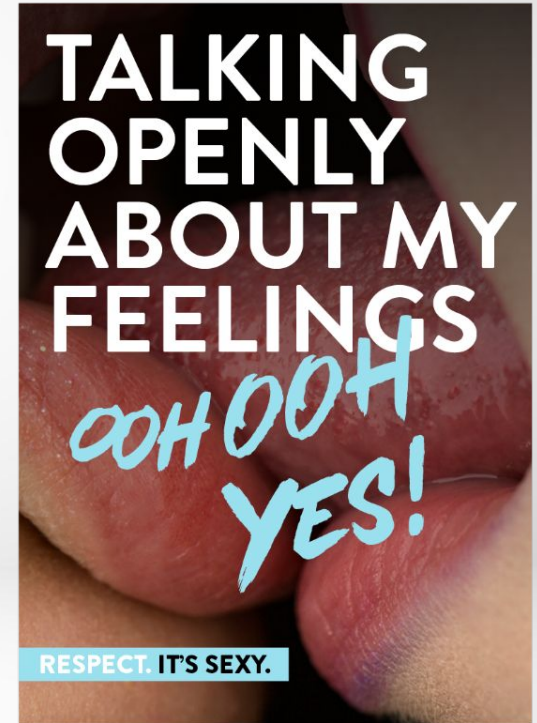
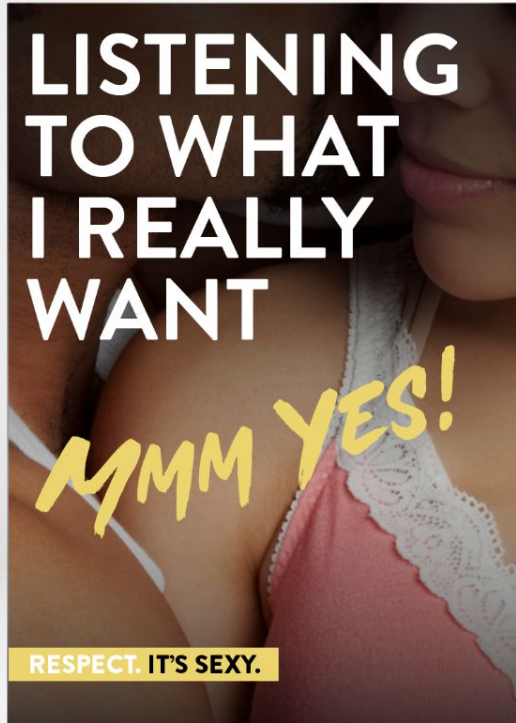


RESPECT

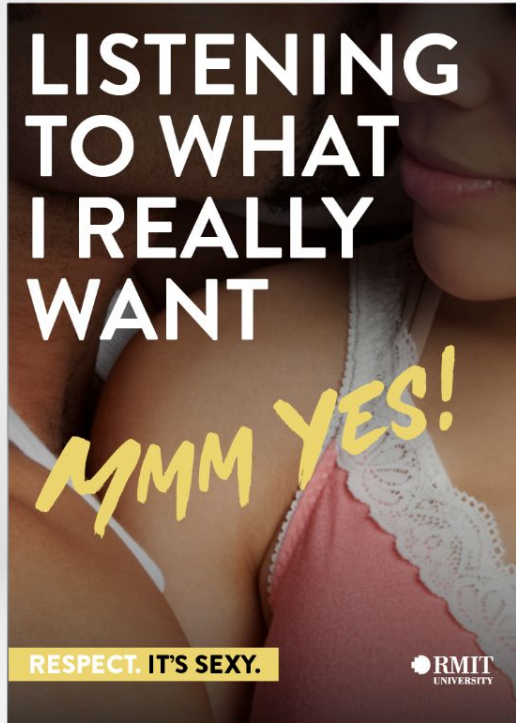


RESPECT. IT'S SEXY.

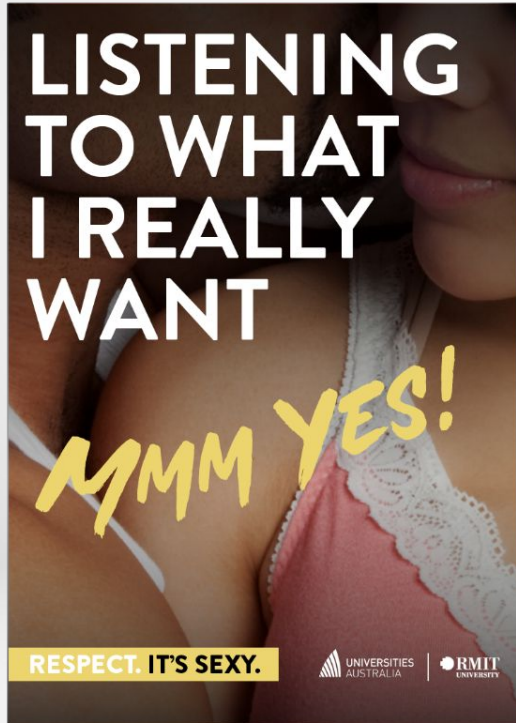
POSTERS - OPTION A



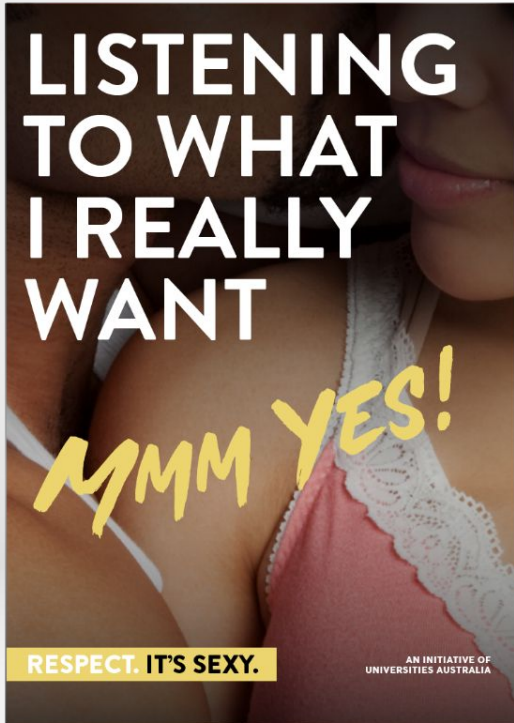
POSTERS - OPTION B



POSTERS - OPTION C

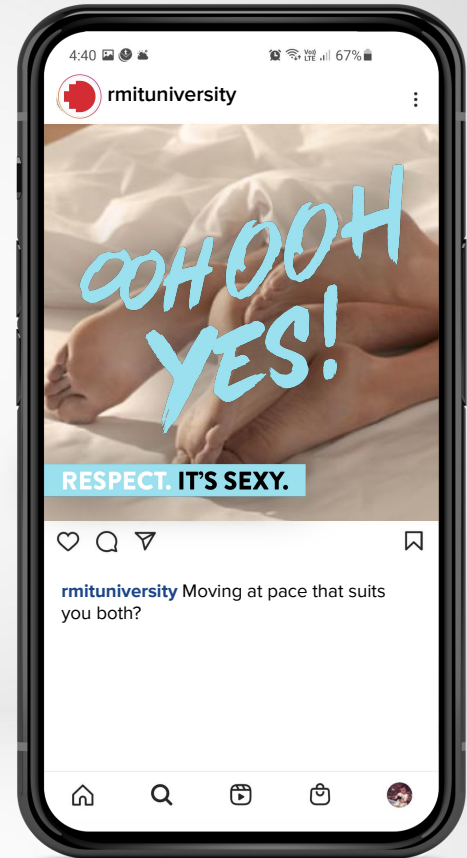
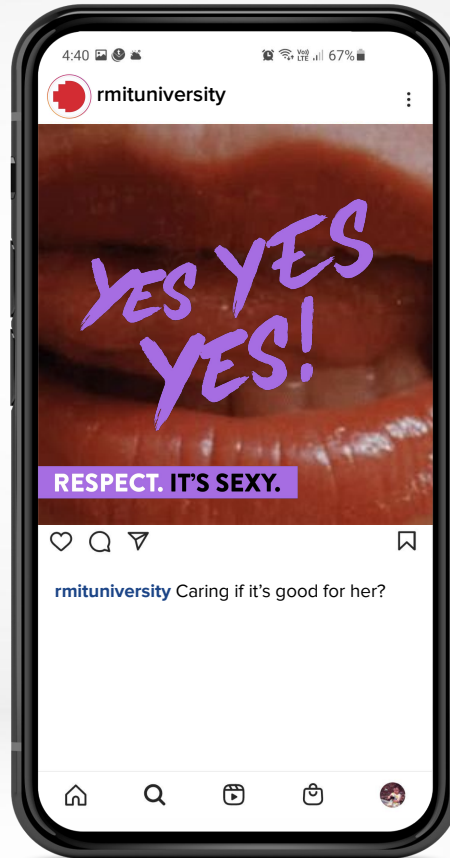


POSTERS - OPTION D



SOCIAL POSTS

Our social posts will call out a respectful behaviour or tip in their post copy, with a bold visual of approval to catch attention.



TAGLINE OPTIONS

RESPECT. IT'S SEXY.

RESPECT.

IT'S SEXIER THAN IT SOUNDS.

RESPECT. YES, YES, YES!

MERCH

Let's make condoms to give out on campuses to remind people of the best pathways to good sex.



TERRITORY SUMMARY



TERRITORY SUMMARY

Territory 1

Good sex starts with respect / Good sex starts with you

Tips for better sex (with partners), as told by wanking's greatest victim: the sock.

Territory 2

Respect. It's sexy. / Respect. Yes, yes, yes!

Our ultimate exclamation of pleasure affirms that respect is the best building block for good sex.



THANK YOU

Thinkerbell

UNIVERSITIES AUSTRALIA

NATIONAL SEXUAL VIOLENCE PREVENTION CAMPAIGN

Think Tank 2 - REV
1st September 2021

Thinkerbell

Acknowledgement

*This document has been created by our team
of Thinkers and Tinkers, currently working from
their various places around Australia.*

*We recognise the traditional owners of these lands;
they are the original storytellers and communicators
and may we humbly follow in their footsteps.*

AGENDA

1. The Debrief, Watch Outs & Considerations
2. Our Task & Key Messages
3. Creative Territories
4. Summary
5. Next Steps

THE DEBRIEF



THE DEBRIEF

- Overall really pleased with where we are with two strong concepts on the table heading into concept testing. The Expert Advisory Panel particularly loved the humour and universality of *'Sex Starts with Respect'* (Socky) and the sex positivity of *'Respect Leads to Yes, Yes, Yes!'* and how it gives young men the language to have these conversations.
- Leave *'Wingman'* as is unless the Quant testing shows the target audience are particularly gravitating towards it.
- Focus on moving *'Respect Leads to Yes, Yes, Yes!'* away from any possible interpretation that consent/checking in is just 'ticking a box to get guaranteed outcome' - need to make it clear that no is always welcome, and is part of a respectful relationship.
- Also need to ensure *'Respect Leads to Yes, Yes, Yes!'* clearly stands apart from a straight consent campaign as young men will switch off from that immediately, and ensure visually it appeals to men.
- Across *'Sex Starts with Respect'* (Socky) and *'Respect Leads to Yes, Yes, Yes!'*, wherever we can look to address the drivers of violence against women (in particular rigid gender stereotypes & peer relations and cultures of masculinity that emphasise aggression, dominance and control). Doesn't have to be heavy handed in language, can be addressed through tone/context.
- Ensure we get the balance right in visuals of *'Sex Starts with Respect'* (Socky) so it doesn't look too young.
- Consider how we can talk to and represent a broad range of identities in campaign materials e.g. can we have rainbow Socky, non-binary coloured Socky?



WATCH OUTS & CONSIDERATIONS

- Overall watch out is to ensure we're not accidentally reinforcing any feeling of men's entitlement to sex and setting that up as the ultimate goal. It's important to meet men where they are (i.e. wanting to have good sex), but without reinforcing any problematic attitudes.
- Ideally this campaign will refer to the importance of respect within a range of relationships from casual hook ups to longer-term relationships, however we don't need to labour this point.
- Consider what sits on the campaign landing page and who are the main stakeholders for this site. Working assumption is that it's a simple campaign hub.
- Given we're not creating in-depth educational content or driving the audience anywhere, there's no need for a specific CTA. The campaign creative itself should spark the conversations we are after and the campaign line will be the sign off.
- Consider branding the campaign from UA to build credibility and trust rather than leaving it open to interpretation or suspicion.



OUR TASK



OUR TASK

Objectives:

- Empower young people, including a primary audience of young men (18 to 24 years old University students), to have open and positive conversations about sexuality, sexual experiences, and their right to make safe, responsible and respectful sexual choices;
- Positively influence people's attitudes to gender equality, consent and sexual relationships by promoting and normalising positive, equal and respectful sexual relations between women and men; and
- Challenge harmful gender stereotypes about consent and sexuality that condone, justify or excuse violence.

Measurement:

- Increased comprehension on what respectful relationships look like and the part they can play in upholding those standards themselves and among peers and;
- Men feeling a sense of empowerment and ownership about their role in having respectful relationships and sexual violence prevention and;
- Early signs of self-reported behaviour changes, all measured via Quantum Research against pre-campaign benchmarks.
- Strong uptake of the campaign by Australian universities.

It's important to keep in mind that this campaign can't be everything to everyone - we need to remain focussed on sparking these healthy conversations.

Note: DSS are also using this campaign as an important data-gathering tool to determine current attitudes of young people in university settings but also to determine what kind of messaging works with this audience.

This Measured Magic is confidential



KEY MESSAGES

- Good communication and checking-in = good sex.
- Checking-in doesn't kill the mood, it enhances it.
- Giving guys the actual words to check-in: does that feel good? Do you like this?
- Wanna get better at sex? Talk about it.
- You can be vulnerable and be confident. Openness is healthy... and sexy.

CREATIVE TERRITORIES



OVERALL TOV

We ARE:

- **Provocative.** A bit cheeky, cutting through in the uni environment in a way that feels right for the subject matter.
- **Inclusive.** We're aware of our diverse audience and everything is written with an inclusion lens. Comms should feel relatable to our core demographic without excluding or offending anyone beyond it.
- **Younger.** Relatable to our student audience, we speak their language.
- **Humorous.** While the subject is serious, we can have fun with it. We use humour to present core facts in a digestible way.

We're NOT:

- **Vulgar.** There's a line and we don't cross it.
- **Overtly gendered.** Whilst we consider our core demo there's always room for interpretation.
- **Preachy.** We're speaking to students, not at them. Offering support, without patronising them.
- **Overly academic.** We hook our audience with messaging that's fun and helpful. Lessons learned are a byproduct of intrigue.



• — TERRITORY — •

1

TERRITORY 1

Good sex starts with respect.

Gen Z are using PornHub more than any other generation.

And yet studies have shown they're also having less sex.

What does that leave us with?

A group of chronic masturbators.

And while self pleasure should always have its place, cutting down in favour of the real thing is always nice.

So what if we could harness the desire for good sex as a way to teach guys how to get it, respectfully?

It's time to break it down and make it easy. Simple, actionable steps for building connections that lead to sex.

As told by someone with a vested interest of his own:

A sock puppet.

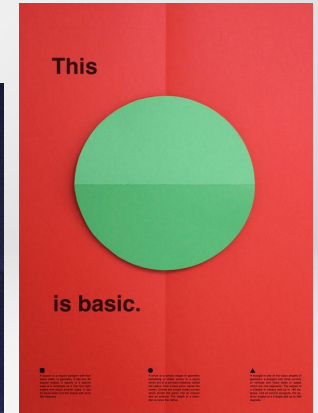
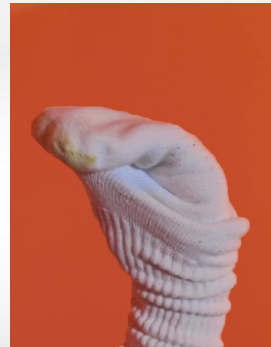
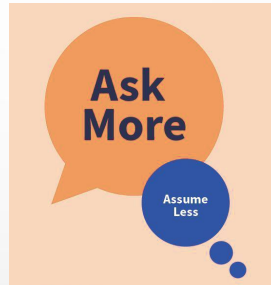
Because when you're getting the goods from a respectful two-way, you may just give him a break.

MOOD BOARD

We'll use bold, colourful backgrounds to hero Socky on his own, standing out boldly, with his quotes beside him.

Our sock puppet itself would be a simple, generic tube sock with a hand in it, personified with googly eyes and a tuft of hair.

We will also feature Socky in front of an educational board, as though he's teaching a class.



HERO VIDEO SCRIPT

We open to a bold colourful background, a bright blue board with a single word written on it in marker pen: SEX.

From left a tube sock puppet with a hand in it appears... a simple sock puppet, sauntering onto screen, stops in front of the word, looks back at it, then us.

Socky: Okay.

Let's talk sex.

That's right... I've got a tip for you for a change.

And it's all about this.

Socky stretches up to the top of frame, and with his 'mouth' unrolls a new screen over the top of the first one. Here, he's written in bold caps - RESPECT.

He gives his handiwork a nod, then back to us:

Yeah. Respect.

A lot of that, is the key to good sex... and giving me the night off.

Open up with your partners. Connect. Have real conversations. Share your feelings, and think about theirs.



HERO VIDEO SCRIPT CONT.

And when things get sexy, keep checking in.

He pulls down another screen with some language guys can use to check in. 'IS THIS OKAY?' 'DOES THAT FEEL GOOD?'

Take it from the guy with the hardest job in the bedroom, making sure everyone's enjoying it makes a big difference.

Give some real respect, and I'm seeing goooood sex in your future...

And a lighter load in mine. So to speak.

We cut to end frame with our CTA and url:

**Get more tips from Socky at
goodsexstartswithrespect.com**

*Back to Socky now, we see he's just finishing the scribbling of a final end line: **Good sex starts with respect.***

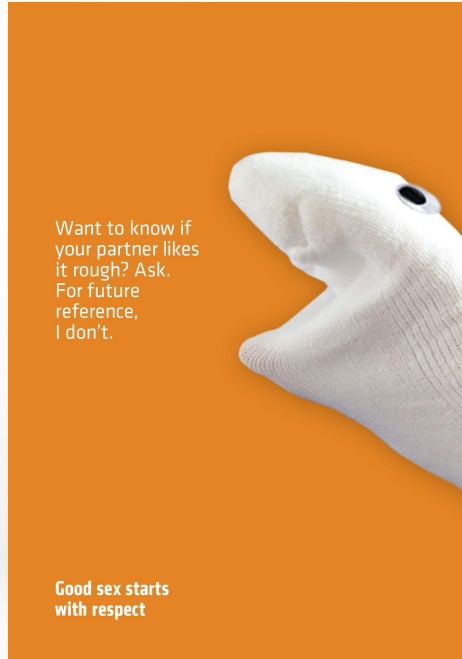
He looks down the camera and drops the pen, mic drop style.



POSTERS - OPTION 1



POSTERS - OPTION 2



SOCIAL POSTS

Our social posts will be short videos or statics where Socky delivers a singular tip.

Script One:

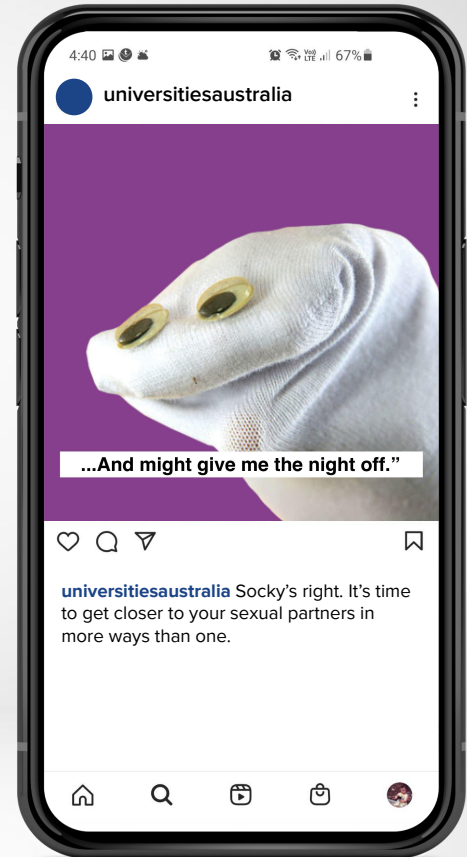
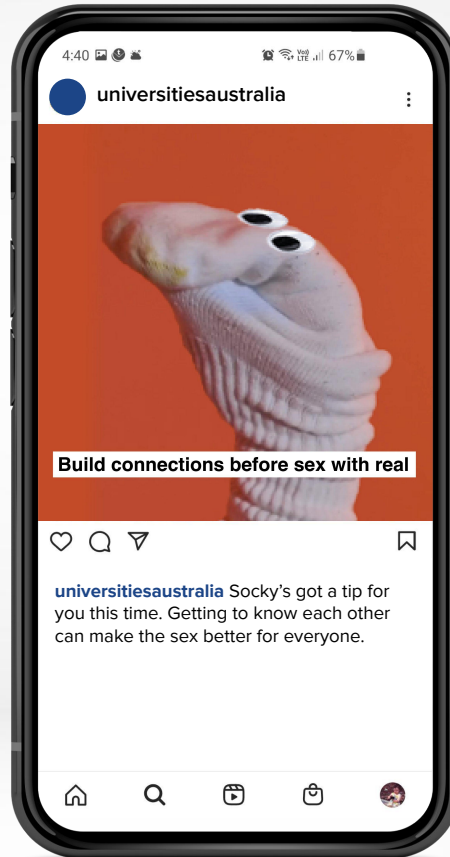
Socky: *"Build connections before sex with real conversations. Ask what's on their mind."*

I've been thinking about fabric softener, if you were interested..."

Script Two:

Socky: *"You know what's sexy? Vulnerability. Opening up to your partner could really lift the mood..."*

...And might give me the night off."



MERCH

Let's create and give out socks on University campuses.

Using the socks as our media, we can print fun and helpful messages on them that then become an ongoing reminder that respect is the path to more good sex. With someone other than yourself.



• — TERRITORY — •

2

TERRITORY 2

Respect. It's sexy.

There are thousands of different ways to have and enjoy sex. As we try to count them, a couple somewhere just came up with another...

But however you like to do your thing, the best sex happens when everyone is on the same page. When there's respect, consent, and equality. When no one's afraid to get vulnerable. Be themselves.

Sex that comes after real conversations about what we want, and what we need.

That's the sex we all want.

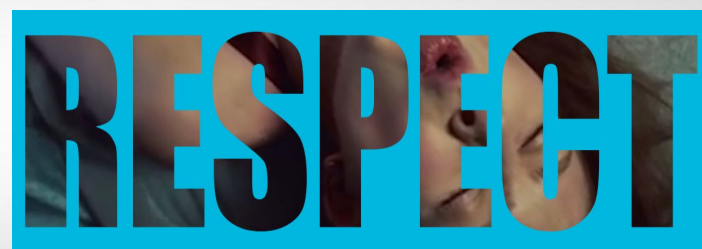
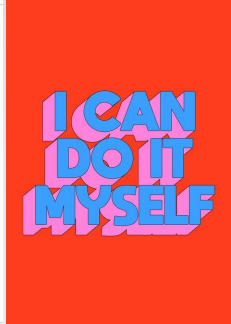
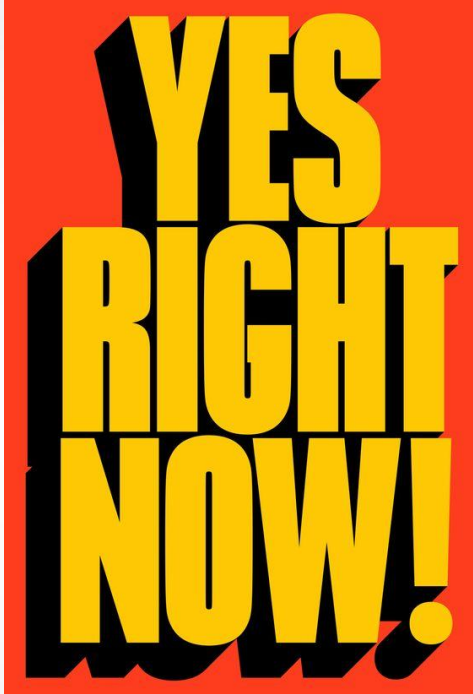
So consider respect the ultimate mood-setter...

For sex that starts with a yes, and leads to yes, yes, Ohhhh, WOW YES.

MOOD BOARD

Visuals will be typographically lead and utilise a bold, clear sans serif font to ensure there is no mis-reading our headlines. We could even set headlines over provocative pictures that hint at sex, right through to actual moments of orgasm.

An exclamation of pleasure is how we always 'approve' a tip or statement surrounding respectful relationships, so in video assets we can splice SFX and/or clips of people at the height of pleasure after our typed out tips. While they don't always have to be explicit, scenes are sexually suggestive, grabbing attention.



HERO VIDEO SCRIPT

In this film, we pair statements about respect with SFX and visuals that hint at sexual climax, really hammering home to our audience that respect is integral to sex nobody regrets.

Super: GOOD SEX

SFX: Ohhh yes

Super: SEX ON EVERYONE'S TERMS

SFX: Yes!

Super: AT EVERYONE'S PACE

SFX: Ohhh

Super: CHECKING-IN

SFX: Oh, oh, oh

Super: IS IT GOOD FOR YOU?

SFX: Mmmyeah

Super: HOW DOES THAT FEEL?

SFX: Right there, right there!

GOOD SEX



**ON
EVERYONE'S
TERMS**

**HOW DOES
THAT FEEL?**



HERO VIDEO SCRIPT CONT.

Super: WHERE NO IS ALWAYS WELCOME

SFX: mmmm yes

Super: AND SOMETIMES IT'S JUST NOT TIME

SFX: Oh yes!

Super: REAL TALK ABOUT SEX

SFX: Oh yes!

Super: REAL TALK ABOUT FEELINGS

SFX: Oh! Oh! Yes!

Super: LISTENING

SFX: * Sharp inhalation*

Super: RESPECT

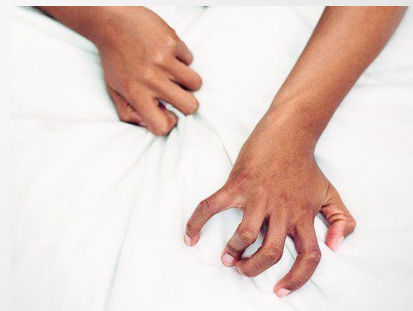
SFX: YES, YES, YES!!!

As the woman reaches a loud passionate climax, we quietly cut to an end frame with our tagline.

Super: *Respect. It's sexy.*

REAL TALK

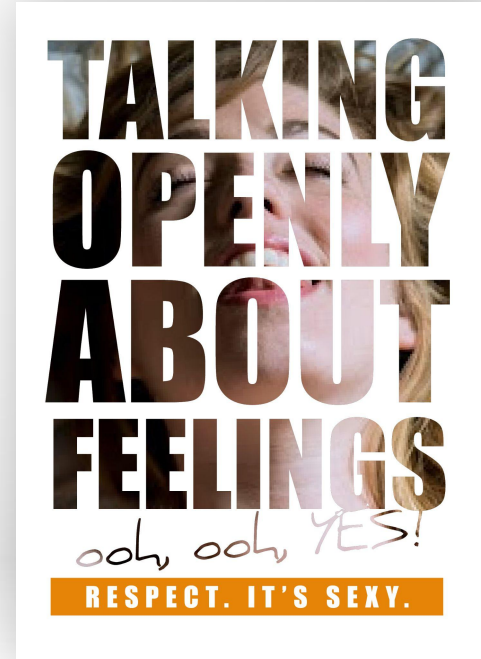
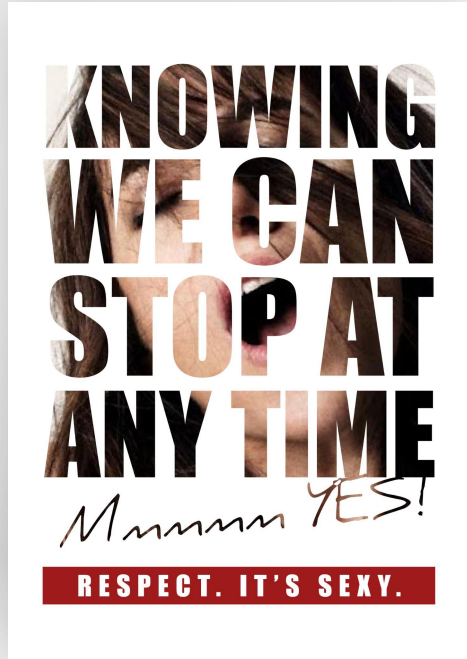
ABOUT
FEELINGS



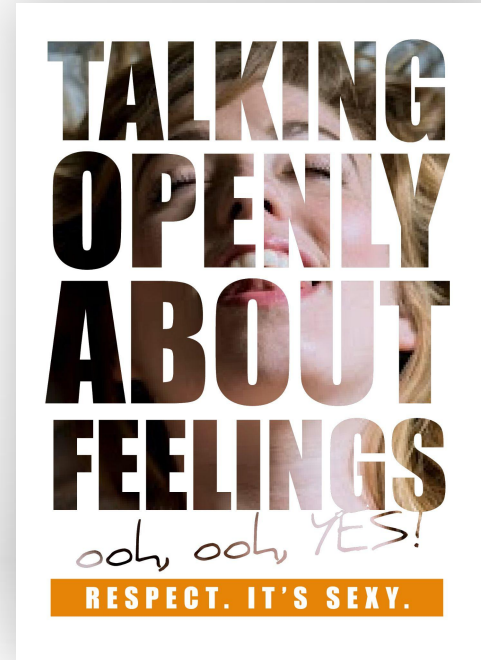
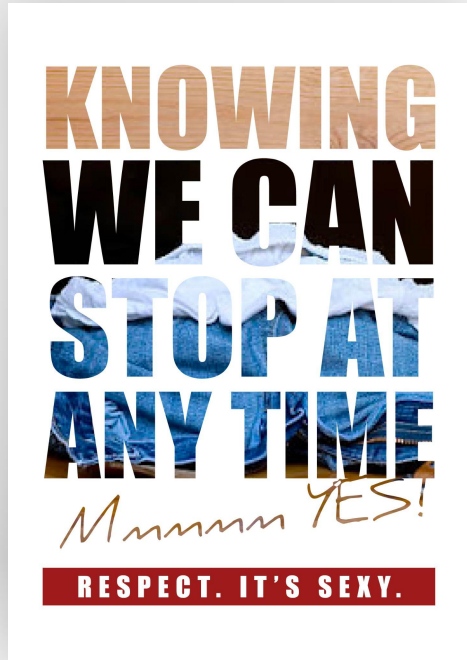
LISTENING.

RESPECT.

POSTERS

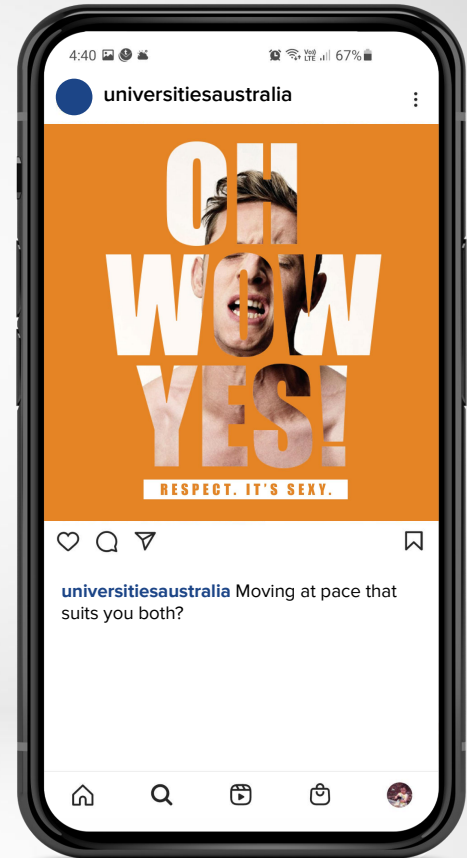
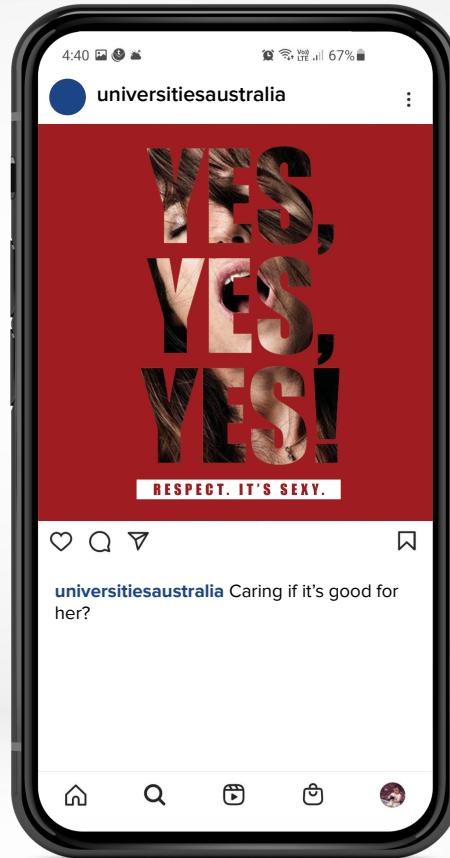


POSTERS



SOCIAL POSTS

Our social posts will call out a respectful behaviour or tip in their post copy, with a bold image of approval as the post to catch attention.



MERCH

Let's make condoms to give out on campuses to remind people of the best pathways to good sex.



TERRITORY SUMMARY



TERRITORY SUMMARY

Territory 1

Sex starts with respect.

How and why to wank less in favour of better sex (with partners), as told by wanking's greatest victim: the sock.

Territory 2

Respect. It's sexy.

Our ultimate exclamation of pleasure becomes a device that teaches students what good sex is, and how to get it.

NEXT STEPS



NEXT STEPS

Consolidated feedback shared: **Wed 1st Sept**

Data tabulations for Creative Territory questions shared (QR): **by Wed 1st Sept**

UA, QR & TKB align on focus group research requirements: **Wed 1st / Thurs 2nd Sept**

TKB Creative Tinking to refine concepts & finalise research materials: **Thurs 2nd - Thurs 9th Sept**

Focus Groups discussion guide approved: **Fri 10th Sept**

Focus Groups fieldwork (QR): **Tues 14th - Thurs 23rd Sept**

A large, symmetrical explosion of white powder or smoke radiates from the center of the frame against a dark blue background. The explosion has a soft, ethereal quality with some sharper edges where the powder is more concentrated.

THANK YOU

Thinkerbell

RESPECTFUL RELATIONSHIPS CAMPAIGN



THE NEW TERRITORIES

RESPECT: THERE'S A LOT TO LEARN

Let's create a campaign of questions. Questions, with answers. We'll ask and then answer all of the questions you need to know, to know how to respect your partners, from the smallest interactions and beyond.

Our headlines will be bold, attention-grabbing questions, signed off with our tagline and URL. Channels with more dwell time can even include answers as part of the layout, giving people the tools they need to respect, then and there.

TERRITORY ONE INSIGHT

In a time of big social pressure, a lot of people that really need lessons and answers about respectful relations may feel too embarrassed to ask for them.

**Is it really my
fault if
someone takes
something
I say the
wrong way?**

**RESPECT.
THERE'S A LOT
TO LEARN**

Find answers at
LearnRespect.com.au

**Is it okay to
say 'nice
top' if I
really like
her top?**

**RESPECT.
THERE'S A LOT
TO LEARN**

Find answers at
LearnRespect.com.au

**But like...
what's
actually
wrong with a
wolf-whistle?**

**RESPECT.
THERE'S A LOT
TO LEARN**

Find answers at
LearnRespect.com.au

ALTERNATIVE TAGLINE: WE'VE GOT ANSWERS

**Is it really
my fault if
someone takes
something I say
the wrong way?**

If you have questions,
we've got answers.
wevegottanswers.com

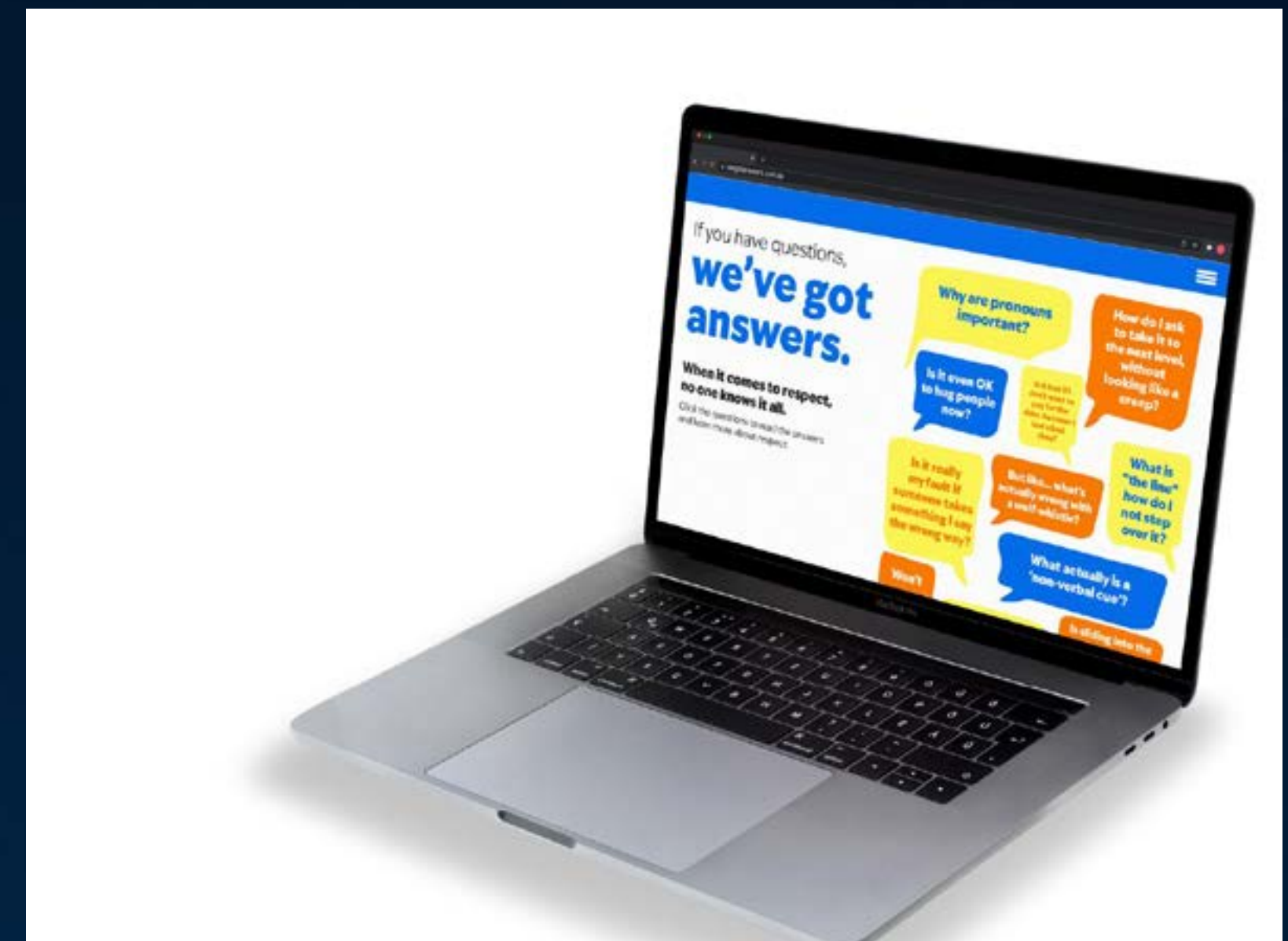
**Is it okay to
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**But like...
what's
actually
wrong with a
wolf-whistle?**

If you have questions,
we've got answers.
wevegottanswers.com

ANSWER HUB EXAMPLE



POSITIVE PEER PRESSURE

With all of our messages signed off by and attributed to young, student-aged people, we'll deliver simple, effective and empowering messages of respect.

We'll focus on the dos rather than the don'ts, so that messages are all examples of positive peer pressure – your peers giving you the roadmap for better, more respectful behaviour.

TERRITORY TWO INSIGHT

Uni days are a time where social pressure from those around you is massive, and you look to your buddies for a roadmap to life as much as anywhere else.

EXAMPLE

“Yeah it’s good to have good chat.

But I reckon that means good listening too... Have a convo that feels like an actual two-way and don’t just wait for your turn to speak.”

- Dan, student at RMIT

It’s up to all of us to RESPECT.



GO BIG WITH RESPECT

In this campaign, we'll play with bold copy in interesting ways to deliver messages that spell out different ways to be respectful, using rougher, hard-edged language.

Lessons in respect are told through ads that might just as easily be dropping heavy messages about the latest sporting rivalry, game release, or big party, paid off with the end line telling you that, when it comes to respect, go big.

TERRITORY THREE INSIGHT

Comms that talk about feelings and bettering yourself can seem a bit 'soft'. They may be easily ignored and lost in a crowded media/campus environment.

