

Online sexual harassment

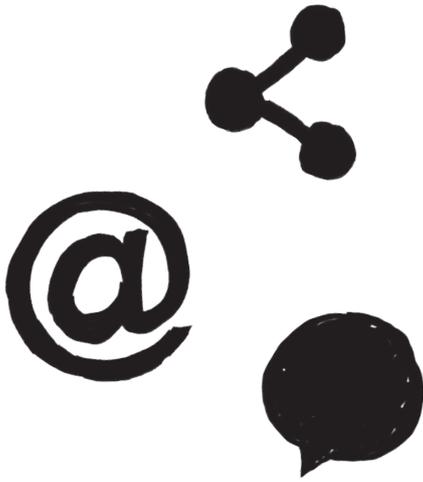
Lesson plans

Lesson plans for young people
aged 13 – 17

A Campaign
Toolkit from



Step Up,
Speak Up!



Project deSHAME is a collaboration between Childnet (UK), Kek Vonal (Hungary), Save the Children (Denmark) and UCLan (UK), co-financed through the European Union's Daphne programme.

PROJECT deSHAME

Digital Exploitation and Sexual Harassment Among Minors in Europe
Understanding, Preventing, Responding



Co-financed by
the European Union

Online sexual harassment

Lesson plans

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Lesson plan guidance and key

Throughout the lesson plans we've highlighted additional guidance to help you navigate the activities and make use of the rest of the toolkit. Look out for the following symbols:

 **Educators notes**
These give background information on different issues and advice for discussing them with students.

 **Discussion notes**
This shows activities that include discussion and opportunities for a group debate.

 **Supporting students with additional needs**
Suggestions for ways to adapt the activities to suit the needs of students with additional learning needs.

 **Further challenge**
Suggestions for activities that can move on the students' learning further. May also be suitable as homework.

 **Notification / reference / alert**
This highlights points where another document or page in the toolkit has further information or relates to another activity.

About this toolkit

These lesson plans and activities have been designed to address the issue of online sexual harassment amongst young people aged 13 – 17 years. Using the findings of a survey with over 3000 young people, and working alongside both young people and educators, they aim to give young people the opportunity to explore their own attitudes and opinions, and to discuss ways to challenge unacceptable online behaviour. The reporting process is a key theme that runs throughout the toolkit, and the different reporting options are explored and clarified.

Opportunities for adaptation and extension are provided for all activities, plus additional information for educators to understand the background of the issues at hand and guidance on discussing these with students.

How to use this toolkit

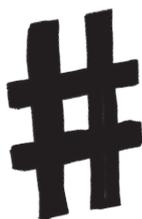
To ensure you are fully equipped to deliver these lessons and activities, please familiarise yourself with the background information and advice in the accompanying '[Teaching Guidance](#)' document. This guidance includes:

- The definition of online sexual harassment
- Considerations about your school/setting, your teaching strategy, student's previous experiences and existing knowledge, your own knowledge and how to engage your students in these topics
- How to handle disclosures around online sexual harassment
- Establishing a safe environment for a high quality lesson
- Example letter for parents and carers
- A debriefing sheet for students
- Information on online sexual harassment and the law

These lessons are designed to be an introduction to the topic, and for many students this may be the first time they have an opportunity to express their thoughts and opinions on these issues out loud. As such, you may find these lessons open up more issues you wish to address with your students. These lessons are not designed to 'solve' issues of online sexual harassment, but instead seek to raise awareness of the complexities of the issue, to help prompt discussion and to build an atmosphere of trust and open conversation with your students. The overarching aim is to encourage more young people to speak about and report the unacceptable behaviour they may encounter online, and access the help they need.

Suggested timings

Each lesson has a suggested running time of 1 hour. These timings are suggestions only. You may wish to split up the activities further to allocate more time to each one, if you find your students have lots they want to discuss. It is recommended to space out the lessons across a number of days or weeks, rather than deliver all activities on one day or in one short period. This is to allow students time to process the issues discussed, and not feel too overwhelmed.





Sensitive topics

Please read through the lessons beforehand, and use the points in the accompanying [Teaching Guidance](#) (p.5) to reflect on how these lessons and subject matters may affect those you are teaching.

Please be aware the subject matters in these lessons are based on real-life examples, so may feel particularly pertinent and relevant to some young people you are working with.

There is a high likelihood some students, or people they know, will have experienced an element of online sexual harassment. To discuss this behaviour in a group of their peers, some of whom will also know about their experiences and may even have played a part, may trigger an emotional response. Be sensitive to the students' needs and make it clear they can speak to you or any member of staff at any point if they feel uncomfortable.

This may be the first opportunity your students have had to discuss these issues. There is a possibility they will express some misconceptions or problematic views. Remember that these views are likely to be a reflection of wider societal issues, and see it as a positive teaching opportunity to constructively question them.

Also be aware of the triggering effect these issues may have on yourself or other members of staff. Online sexual harassment, and other offline forms of abuse and harassment can affect anyone. Read through the toolkit before you plan to deliver the activities. If you feel the topics will affect your emotional well-being, speak to your Senior Leadership Team for support.

Detailed advice on preparing to discuss sensitive topics are found on p.5 and p.10 of the [Teaching Guidance](#).



Possible disclosures

As a result of the issues raised in these lessons, it is possible a student may make a disclosure to you about a negative online experience, or that of another student. If this happens, acknowledge the student for doing the right thing by speaking up, and follow your school or setting's safeguarding procedure as you would for any other type of disclosure.

The aim of delivering the activities in this toolkit is to increase reporting of online sexual harassment. Speak to your Senior Leadership Team before delivering the sessions to discuss the possibility of an increase in the number of reports being made by students about this issue, and the emotional impact it may have on the school/setting community. Remember, if the number of disclosures made goes up, this is not to say more incidents are happening. It is more likely that the number of incidents remains the same but more students have come forward to report them. This should be seen as a positive step in your school's strategy to addressing online sexual harassment amongst your student community.

Detailed advice on handling disclosures around online sexual harassment is found on p.8 of the [Teaching Guidance](#).



Lesson #1

Ground rules

What does a safe and supportive learning environment look like?

13–17 years

🕒 1 hour

Lesson outline:

Setting ground rules

In this lesson, students will come to a group agreement on the type of environment that will help them to discuss difficult and sensitive topics in a safe and respectful way. They will agree on a set of ground rules for everyone to follow, and make suggestions on how they would like to be supported by their teacher/educator.

Lesson objective:

To create a safe space in which to discuss online sexual harassment.

Learning outcomes:

Students will be able to:

- Understand and suggest behaviour expectations during the planned activities
- Identify individual needs to feel comfortable to take part in the planned activities
- Express expectations of the educator's approach during the planned activities

Vocabulary:

'Ground rules'
'Environment'
'Safe'
'Respect'
'Expectations'

Before the lesson:

- Review the [Teaching Guide](#) for information about online sexual harassment and further advice on how to deliver these lessons.
- Refresh your knowledge of your school's reporting procedures. Speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report.

Activity

Timing

Resources

Starter How many..? sorting activity

10 mins

Activity 1 Ground rules in groups

20 mins

Flipchart paper, pens

Activity 2 Expectations

20 mins

Flipchart paper, pens

Plenary Summing up

10 mins

Starter

🕒 10min

To warm up and encourage teamwork, ask students to think of how many online accounts they have that they use regularly (e.g different social media accounts, gaming accounts, email accounts).

Ask students to arrange themselves in a line in order of least to most online accounts.

Discuss with students what they use their accounts for, and what they like to do online.

Activity 1

🕒 20min

Explain to students:

“In the next few lessons we will be exploring the topic of sexual harassment, and how this can happen online. Issues like this can be very sensitive and difficult to talk about sometimes. It’s okay to feel unsure or ask questions, but it’s also important that as a group we all agree on how to treat each other during these lessons and that everyone feels comfortable and safe to take part. To do this, we will agree on a set of ground rules and consider what behaviour is acceptable during these lessons.”

Ask the group to silently reflect on how they would like others to act and behave during these lessons. Split the group into several smaller groups, and give each a piece of flipchart paper. Ask them to think of some ground rules they would like everyone to follow when discussing sensitive topics. Encourage them to frame their statements in a positive way e.g “We listen to each other and respect our different opinions” instead of “we won’t interrupt each other or be disrespectful.”

Come together as a whole group to share and create a master list of ground rules.



A note on seating arrangements:

Decide beforehand if you would like to change the seating arrangement of your classroom, e.g. sitting in a circle or changing the seating plan. The action of rearranging or changing seats can be used as a reminder to students that a new lesson has begun, and the ground rules are now in action.

If some of the suggestions on the list below are not included, ask the group for permission to add them. Do not use the whole following list – just present the ones that are not already included in the master list created by the students.

- We will always be on time.
- If we can’t attend or don’t feel comfortable then we will tell someone beforehand.
- We will always respect everyone in the group.
- We will be sensitive to everyone’s different backgrounds, needs and experiences.
- We will keep everything that is discussed during the lesson confidential.
- We will keep people’s names out of our discussions.
- We know that there are no wrong answers – everyone is there to learn.
- We know that we don’t have to answer or discuss things we don’t want to.
- We know that this lesson is a safe space, free from violence – physical or verbal.
- We will treat others as we wish to be treated.
- We will use our phones in line with the school rules (refer to your school policy on the use of personal devices in lesson time).



See p. 10 of the [Teaching Guide](#) for further advice on establishing a safe environment for a high quality PSHE or RSE lesson.

Review the ground rules and check that everyone agrees with them. If not, work through them until everyone agrees. You could ask all students to sign their names around the list of rules to show they agree to uphold them.

Display the master list of ground rules prominently in the room.



A note on language: Derogatory name-calling, offensive language and swearing often form part of online sexual harassment. It is for the educator to decide if students can use these in the context of the lesson - for example, explaining a scenario or recounting an example. Be clear on expectations from the start and apply them consistently. If this type of language is allowed to be used, explain that it is only to be used if relevant and does not imply students can use it without good reason to.

Activity 2

🕒 20min

Divide the whiteboard or a piece of flipchart paper into two columns. Add a tick on one side and a cross on the other.

Explain to the group that as the teacher/educator, you want to make sure you are following the ground rules too, and want to support the students to discuss these issues in a way that makes them feel safe and listened to.

Divide the students into groups of 5 or 6 and ask them to think about what they expect from their teacher/educator– what they find helpful and supportive, and what they don't.

Take some feedback, and add these suggestions to the appropriate column. You may need to explain or clarify your role if any expectations are too unrealistic. However, it's important to take your students seriously, and suggest different options that may be more appropriate and reasonable.

At this point it is important to clarify your position on disclosures. Remind students that you all agreed in the ground rules to keep the discussions you have confidential, and not to discuss them with people outside of the group. Include yourself in this ground rule and add to the list if it's not already there.

The one exception to this is your duty as a member of staff to follow up on anything that poses a risk to a child's safety. Explain:

“I will also follow the ground rule about confidentiality, however, there is one exception to this. If anyone in the group shares that they are being hurt or abused by someone it is my responsibility as a member of this school to make sure you are safe and help to protect you from harm. If I learn that someone is hurting you, I will do everything I can to help you and to prevent this from happening again.

There may be times when you feel uncomfortable about sharing something very personal in the group. You do not have to do this if you don't want to. But, if you would like to talk to me about something alone, you always have the opportunity to do this. Just ask me and we will arrange a time to talk alone.”

 See p.10 of the Teaching Guide for more advice on setting up the physical space of the lesson.

Plenary

🕒 10min

Ask for volunteers to sum up the key messages of the ground rules in a gradually decreasing number of words. For example, the first student sums it up in 15 words, the next in 10 words, the next in 5 words, until a student can sum up the key messages in one word.

Lesson #2 Recognising

What is online sexual harassment?

13–17 years

⌚ 1 hour

Lesson outline:

Recognising online sexual harassment

In this lesson students will identify what online sexual harassment is and the range of behaviours it includes. Using discussion and interactive activities, students will reflect on the type of behaviour they may see online, explore issues of consent and how this helps to define online sexual harassment. In being able to recognise online sexual harassment, young people will be made more aware of how their own online behaviour may affect others.

Lesson objective:

To understand what types of behaviour constitute online sexual harassment.

Learning outcomes:

Students will be able to...

- Define the term online sexual harassment
- Recognise examples of online sexual harassment
- Understand the emotional impact online sexual harassment can have on those involved

Vocabulary:

'Harassment'
'Relationship'
'Consent'
'Sexual'
'Boundaries'

Before the lesson:

- Review the [Teaching Guide](#) for information about online sexual harassment and further advice on how to deliver these lessons.
- Work with the group to agree on a set of ground rules. See the Setting Ground Rules Lesson on p.4. Ensure these are clearly visible in the room.
- Refresh your knowledge of your school's reporting procedures. Speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report.

Activity

Timing

Resources

Activity		Timing	Resources
Starter	Scenario comparison	10 min	
Activity 1	Defining online sexual harassment	10 min	Appendix 1 and 2
Activity 2	Flirting vs. harassment – Where's the line?	20 min	Appendix 3a Optional – string and pegs Appendix 3b
Activity 3	Emotions and impact	15 min	Appendix 4 and 5
Optional activity	Hot seat	45min	
Plenary	Shared learning	5 min	



Revisit the behaviour expectations students agreed on in the Ground Rules Lesson (#1).
Remind yourself of the sensitive content advice on p. 2-3.

Starter

🕒 10 mins

Display or read aloud the following scenarios and ask the group to reflect silently on how each one is different.

1. A photo was taken of a girl, Ama, hugging a boy, Callum, who was not her boyfriend. Ama and Callum are really close friends and always joke that people will think they are a couple. They have a running in-joke that Ama has lots of different boyfriends. Ama posted the photo online and Callum sent Ama a direct message saying 'slag (winking face emoji 😏)'.
2. A photo was taken of a girl, Ama, hugging a boy, Callum, who was not her boyfriend. It got sent around to people in their school and other schools in the area. People took screenshots and posted it to their online stories, commenting with terms like 'slut', 'slag' and 'cheater.'

Reflection questions:

- How would you describe Ama and Callum's relationship?
- Why did Callum send that message to Ama in Scenario 1?
- Callum sent his message privately, not publicly. Why?
- Why did other people take screenshots of Ama's photo in Scenario 2?
- Other people shared Ama's photo in Scenario 2. What effect do you think this had on Ama and Callum?
- Who is responsible for Ama's photo getting shared around with a wider group of people?
- What do you think the difference is between Callum's actions and the actions of the other young people?
- Would the consequences be different if it had been Callum who posted the photo, and not Ama?

As an alternative starter activity, or in addition to above, you could also watch Film 1, which explains what online sexual harassment is.



Supporting students with additional needs: Work with students on understanding each scenario and go through each one step by step. You may wish to draw each character to help illustrate the actions of each one. You could also provide a list of emotions and ask students to decide if they apply to Scenario 1 or Scenario 2, e.g. calm, upset, confused, excited etc.

Activity 1

🕒 10 mins

Explain that Scenario 2 is an example of peer-to-peer online sexual harassment, the focus of this lesson. Explain 'peer-to-peer' describes when it happens between young people in local communities, e.g. in school, or in a local area.

Divide the group into pairs. Give each pair a copy of the table found in **Appendix 1**, and ask them to think of words that are connected with each of the three terms ('online', 'sexual' and 'harassment').



Supporting students with additional needs: You may wish to provide the definition of online sexual harassment and ask students to annotate on the paper all the ideas or feelings that it makes them think of or feel.

Ask each pair to think of their own definition of online sexual harassment, when it happens between young people that know each other. Take some suggestions and highlight any answers that focus on online behaviour of an unwanted nature.



Remind students of the ground rules, and the need to keep individuals' names and experiences out of the discussion and definitions.

Ask the group to compare their own definition to the definition and additional information in Appendix 2.



Educator's notes: In Scenario 1, Callum is able to comment on Ama's photo because they have a shared mutual trust and understanding. Ama had a part to play in creating the joke in Callum's comment and the joke is private so only Ama and Callum can share in it. In Scenario 2, Ama has not given her consent for her photo to be shared publicly, or for the other people to comment on it. Due to the sexual nature of the comments, these can be categorised as unwanted sexual behaviour, making this an example of online sexual harassment. Ama would possibly feel humiliated, judged and sexualised – further reasons to classify this behaviour as online sexual harassment. If it's unwanted, it's unacceptable.

**Further challenge**

Extra discussion questions:

What makes online sexual harassment different from cyberbullying?

Online sexual harassment has a sexual element to the behaviour.

Do you think boys or girls experience more online sexual harassment? Why?

Online sexual harassment can happen to anyone, but research suggests that for some forms of online sexual harassment girls are more likely to be targeted than boys e.g. 'slut-shaming'. These incidents often result in more negative outcomes for girls, however this is not to say boys are not victimised. Girls and boys can both feel pressures to conform to different stereotypes. This is discussed further in Lesson Plan #3.

Think about the person carrying out the online sexual harassment in each scenario. Why do they behave in that way?

Much of the unhealthy behaviour that plays out in online sexual harassment is shaped by the perceived 'norms' within peer groups, gender dynamics and wider cultural influences. The pressure to participate, and the widespread cultural value placed on sexual appeal can be another factor.

Who do you think has the final say on whether something is online sexual harassment or not – the victim, the perpetrator or bystanders (people who saw it happen but were not involved)?

If a young person feels they have been sexually harassed online, their experience is valid and they have a right to be taken seriously. However, young people may not always identify themselves as victims, or want to be called a victim as they may not want to be defined by the behaviour of others.

Activity 3

🕒 15 mins

Ask: 'Think back to Ama and Callum in Scenario 2. How do you think that situation made them feel?'

Take examples and record these somewhere visible.

Once the group has thought of several examples, show them the following list to compare their answers to.

Online sexual harassment can make a person feel:

- Threatened
- Exploited
- Coerced
- That their dignity is lost
- Humiliated or degraded
- Upset
- Sexualised
- Discriminated against (because of their gender or sexual orientation)
- Feel guilty or like they are to blame

Work through the list of emotions to check the students understand what they mean. You could provide, or ask for, examples for each one.

Use this opportunity to stress that to make a person feel any of those emotions is never acceptable, offline or online, and depending on the situation, can break the law. Online sexual harassment does not have to be accepted as a normal part of growing up.



Supporting students with additional needs: You may wish to print out Scenario 2 and ask students to draw or write how each character might be feeling. Use the list of emotions above and work through these with the students to come up with a definition. For example; coerced is feeling like someone is making you do something you don't want to do.

Explain that the group will now hear Ama's story, who they first heard about in the Starter activity.

Play the recording of [Ama's Story](#), or read out the transcript (Appendix 4). Pause at the markers indicated on the transcript.

At each pause, ask the students to record how they think Ama is feeling on **Appendix 5**. They could do this using a variety of different media – text, colours, images, symbols etc.

Optional activity

🕒 45 mins

May be suitable for an extra 45 minute class

Hot-seat

Work in small groups, or as a whole class. Ask the students how each character played a part in this scenario.

Characters:

- Ama – the main character who experiences online sexual harassment
- Callum – Ama's best friend, who gets targeted by the online sexual harassment too
- Alfie – Ama's classmate, who she suspects spread the rumours and the photo
- The bystanders who shared the rumours and the photo

The students should decide on a character and the point in the story they want to focus on, before taking it in turns to 'hot-seat' the different characters involved. The group can ask the hot seat character questions about their experience and feelings. Students may wish to see a copy of the transcript as a prompt (Appendix 4). Remind the group of the ground rules that they originally agreed.

There are some further prompts below to help guide the session:

- The audience can ask a maximum of 6 questions.
- The hot-seat character can spend no more than 1 minute in the hot-seat.
- Ask open ended questions.
- Respect each other's performances.

Suggested hot-seat questions:

- What's been going on?
- Have you done anything about it? Why?
- How are you feeling?
- Why do you think you are being treated this way?
- Have you spoken to anyone about it?
- What would you like to happen next?

After the hot-seat is complete, ask students to physically 'shake off' their characters and lead a debrief about what they learnt from the activity.

Plenary

🕒 5 mins

Arrange students in a circle on chairs. Nominate yourself as the first 'director'. In this role, stand in the middle of the circle and direct students to switch seats if the following statement applies to them:

Everyone who learnt something new about online sexual harassment.

Include yourself in the statement and take a chair. This means the last student standing will take on the role of 'director'. It is their turn to give a statement, and the cycle repeats for as long as you wish.

Suggested summary statements:

- Everyone who is still confused about something from today's lesson.
- Everyone who found the discussion around consent helpful.
- Everyone who wants to learn more about healthy relationships.

Make a note of students' responses and address at the next appropriate moment.

Ask: 'Think back to Ama's story. What 3 pieces of advice would you give her to help make the situation better?' Students could write these as messages to Ama and read each other's suggestions.

Online	Sexual	Harrassment



Online	Sexual	Harrassment

Online Sexual Harassment

is unwanted sexual behaviour on any online app, game or service.

Gender

68% say people will think badly about a girl if her nude image is posted online, in comparison to **40%** for boys.
(source: deshame.eu)

31% of girls have received unwanted sexual messages and images, in comparison to **11%** of boys.
(source: deshame.eu)

It can make a person feel threatened, exploited, coerced, humiliated, upset, sexualised or discriminated against.

This harassment could use a variety of online content such as images, videos, posts, messages, comments and pages. It can happen in public or in private online, and can happen across several different online spaces at the same time. It can overlap with offline harassment or abuse too.

Amongst young people, it typically takes place in schools, or in local communities. These people often know each other.

There is no 'typical' victim, it can happen to anyone and everyone can experience it differently.

However, **some groups** of people may be more likely to be targeted with online sexual harassment, or have more negative consequences due to overlapping with other forms of discrimination they may face. It's this complex combination of different types of discrimination which means they may experience online sexual harassment in a unique way.

Race and ethnicity

Black women are **84%** more likely to receive abusive tweets than white women
(source: amnesty.org)

Asian women are **70%** more likely to be mentioned in tweets with ethnic, racial and religious slurs than white women
(source: amnesty.org)



Sexual orientation

68% of 13-17s have witnessed people using homophobic or transphobic language online (mean words about being gay, lesbian or transgender/sexual), with **30%** of LGBT young people being bullied with comments, messages, videos or pictures that were mean, untrue, secret or embarrassing.

LGBT: lesbian, gay, bisexual or transgender/sexual
(source: deshame.eu and Stonewall School Report 2017)

Disabilities

38% of young people with disabilities said they had been targeted with online hate, compared with **21%** of those with no disability.
(source: UKSIC Safer Internet Day report 2016)

Religion

In 2018, **51%** of religious hate crimes were targeted against Muslims, **12%** were targeted at Jewish people and **5%** against Christian people.

(source: Home Office Hate Crime report 2017/18)

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Speak Up!

Put an end to online sexual harassment
deshame.eu

1 Nifa was messaging with a boy. She really liked him, and was hoping their friendship could turn into a relationship. He asked for nudes, she wasn't sure, so avoided the question. He kept asking and asking, so she blocked him.

2 Kamil posts a few selfies online, then receives some anonymous comments describing his body in a sexual way and making sexual suggestions.

3 Amy was born a girl, but identifies as a boy. Amy wants to be known as Aidan and for people at school to refer to him as 'he' and 'him'. Aidan changes his online profile names to his new name. Some people 'like' the change and some make comments asking about it.

4 Kira gets sent a picture of male genitals. The sender is a friend of a friend. She shows her friend and they laugh about it, then she deletes it.

5 Sasha's boyfriend kisses someone else while they are dating. She shares around nude pictures of him as she is upset and wants to hurt his feelings too.

6 Jordan's classmates have a running joke that he is attracted to their teacher, Mr. Morgan. They make an Instagram account dedicated to pictures they make of Mr Morgan and Jordan together, and add emojis that suggest they're doing sexual things together.

7 Dan has a new girlfriend who is 2 years younger than him. His friends post comments online calling him a 'paedophile.'

8 Hassan gets photographed pretending to kiss one of his male friends. Someone adds heart emojis and sends it around school with a comment that says they are 'disgusting'.

9 Someone set up a fake account in Somto's name and used it to ask people in his year group for nudes. Somto denied it was him but no-one believed him.

10 Maya takes a selfie with her best friend. She comments on it with 'love you slag xxx'.

11 Jamie posts a video of himself playing football. The girl he likes sends him a message saying 'looking good' and he messages back with 'thanks, but you're the one who always looks good'.

12 Hamir and Laura are in the first stages of a relationship. They text each other a lot, and have quite flirty conversations. Hamir tells Laura she's 'hot.'

13 Someone films a group of friends in their school forcing Zahra, a girl in the year below, to touch AJ's genitals. The video gets shared around school.

14 Zoe has feelings for her friend Lola. She thinks Lola feels the same but she's not sure. She finds it awkward to talk about it face to face, but online she has the confidence to ask Lola about how she feels.

Lola is glad Zoe wants to talk about it.

15 Rumours get sent around school that Oli is gay. He gets annoyed by the gossip so sets his profile to 'interested in: men' to stop everyone guessing. People screenshot it and send it around, but later the rumours stop.

1 Harassment.
The requests were **unwanted** and continued even when Nifa did not respond.

2 Harassment
Kamil has **not given his consent** to receive those comments, as he does not know who the person contacting him is.

3 It depends.
Why have people liked the name change? What sort of comments are posted? If they are discriminatory or transphobic (mean words about changing your gender), the behaviour could be **harassment**. If they were supportive, it **may not be harassment**.

4 It depends.
The picture did not seem to upset Kira, but the image was **unwanted**. By showing it to a friend without the sender's consent, is this **harassment**?

5 Harassment.
The images were shared to **purposefully hurt** Sasha's ex-boyfriend.

6 It depends.
Is Jordan 'in' on the joke? If he finds the joke **uncomfortable** or **embarrassing** in any way it could be **harassment**.

7 Harassment.
The term 'paedophile' has strong **negative sexual meaning** and is being used to shame Dan for his relationship.

8 Harassment.
The language used is **very negative and homophobic** (showing a dislike or prejudice against people who are gay or lesbian.)

9 Harassment.
Somto did not give his **consent** for a fake account to be set up in his name, and the behaviour is **embarrassing** Somto.

10 Not harassment.
The context suggests the sexual language is being used in a **familiar and friendly** way.

11 Not harassment.
The comments are part of a respectful conversation, and are **not unwanted**.

12 Not harassment.
The comments are part of a respectful conversation, and are **not unwanted**.

13 Harassment.
Zahra was **forced** to touch AJ and did not give her **consent** for the video to be shared.

14 Not harassment.
The comments are part of a respectful conversation, and are **not unwanted**.

15 Harassment.
Oli is annoyed by the comments and the gossip is **unwanted**. He did not give **consent** for people to share screenshots of his profile.

Transcript of [Ama's story](#)

So, it was at Samira's house party. Everyone from school was there, including Alfie. Me and Alfie have this weird thing where we always kind of flirt in Maths, but don't really hang out the rest of the time because we don't have any other lessons together. Anyway, we got on okay, and I thought we were friends.

I saw him at the party, and he came over and we started chatting. It was nice not to be talking about Maths! He was getting pretty flirty and leaning in quite close. I liked him, but not in that way, and didn't want to give him the wrong impression, so I made an excuse and went and found my best friend Callum, who was chilling out upstairs.

I don't know how the next part happened. Apparently, someone must have seen me messing about with Callum, and thought we were a couple. We are definitely not! I've known Callum since primary school and we've always been best friends, but nothing more. I'm pretty sure he's in to guys anyway...

1. PAUSE

So, someone took a picture of me and Callum hugging. The next day, this picture was getting sent around, along with a rumour that we had done some stuff...you know, sexual things. This wasn't true at all. I couldn't believe what people were saying – most of it was aimed at me, saying I was a slag and a whore and all that. But even Callum got some things said about him, like "he's into girls after all" and all this mean stuff.

2. PAUSE

I felt so humiliated; it was so embarrassing. I had only been hugging my best friend, but it felt like I had done something wrong. Some people who I thought were my friends started joining in online, and calling me those names. Maybe they thought it was funny. People even took screenshots of my other photos and put extra emojis and pictures on them, making out like I was flirting and doing things with loads of other guys too.

Obviously, I denied it, but not many people believed me. I thought I'd just try and ignore it. The strange thing was that Alfie started being a bit distant, and not as friendly anymore. He never brought it up, but I'm guessing it was him who started the rumours.

3. PAUSE

A few weeks later, I was in my room one evening and Callum texted me to say there was a nude photo being shared around and people were saying it was me. It wasn't, but whoever started it must have found some random nude online and posted it saying it was me. It was so horrible, everyone started messaging me and sending it to me, asking if it was true. I just wanted to hide from everyone- I definitely didn't want to face going in to school the next day. It was awful. I couldn't believe someone would do this. I felt so helpless. I'm really grateful that Callum stuck by me and supported me though all of it.

It happened a while ago, but I still feel nervous that someone is going to bring it up and it will start all over again. Why don't people realise this type of thing isn't okay?

4. PAUSE



Lesson #3 Responding

How can we support victims of online sexual harassment?

13–17 years

🕒 1 hour

Lesson outline:

Responding to online sexual harassment

In this lesson students will explore the concept of victim-blaming and how this contributes to online sexual harassment. Using discussion of different scenarios they will identify how victim-blaming can make those involved feel, and consider the gendered context in which it occurs. They will also create strategies to help support victims.

Lesson objective:

To understand how online sexual harassment makes victims feel and how to support those who experience it.

Learning outcomes:

Students will be able to...

- Recognise examples of victim-blaming in response to online sexual harassment.
- Explore the gendered context in which online sexual harassment takes place.
- Respond to incidences of online sexual harassment in a sympathetic, helpful and supportive manner.

Vocabulary:

'Victim-blaming'

'Slut-shaming'

'LGBT+' (Lesbian, Gay, Bisexual, Transgender/ Transsexual plus)

'Stereotypes'

'Disinhibition'

'Gender'

Before the lesson:

- Review the [Teaching Guide](#) for information about online sexual harassment and further advice on how to deliver these lessons.
- Work with the group to agree on a set of ground rules. Ensure these are clearly visible in the room. See the Setting Ground Rules Lesson on p.4.
- Refresh your knowledge of your school's reporting procedures. Speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report.

Activity

Timing

Resources

Activity	Timing	Resources	
Starter	Statistics quiz	5 min	
Activity 1	Victim-blaming – comic strip story	20 min	Appendix 1
Activity 2	Character talking heads	15 min	Appendix 2
Activity 3	Statements of support	15 min	Flipchart paper, pens
Plenary	Question and answer	5 min	

 Revisit the behaviour expectations students agreed on in the Ground Rules Lesson (#1).
Remind yourself of the sensitive content advice on p.2-3.

Starter

🕒 5 mins

It may be useful to recap the key definition and emotions associated with online sexual harassment from Lesson #2.

The following statistics are taken from the [Project deSHAME research report](#). This survey was run in 2017 with over 1500 young people from across the UK aged 13 – 17.

 You could use a quiz app/website to deliver this activity or ask for a student volunteer to be 'quizmaster.'

Deliver the quiz questions below (correct answers in **bold**):

- What percentage of respondents said that they felt that if someone's nude or nearly nude image is shared online they are partly to blame?
30%, 45%, or 55% (**55%**)
- What percentage of respondents said that they felt girls are judged more harshly for sexual rumours about them online than boys?
33%, 39%, or 68%? (**68%**)
- How many respondents said sometimes they don't post images because they are worried about body-shaming comments?
1 in 10, 1 in 4, 1 in 20 or 1 in 2? (**1 in 4**)

Reveal the answers and discuss.

Are there any answers that students found surprising? Why?

Supporting students with additional needs:
You may wish to make the statistics concrete by using additional resources such as graphs or illustrations to give each statistic relevant meaning.



Educator's note: Students may make some stereotypical assumptions throughout this lesson. It's important to support them in questioning these views.

Students may hold unconscious biases that contribute to a victim-blaming or 'slut-shaming' perspective, particularly in regard to the female examples. This lesson may be one of the first times young people become aware of the debates around gender roles and expectations. It is important to support your students in understanding how our society and culture can have an impact on our individual attitudes and experiences.

Victim-blaming

Victim-blaming occurs when others hold a victim accountable for the harm that was committed against them. Victims may also blame themselves for the harm that has come to them.

Why does it happen?

- **Societal norms:** Young people may hear of high profile harassment or abuse cases in the media or within their local communities being discussed by those around them. For example, news stories might refer to a victim as being at fault for being in the wrong place at the wrong time, or wearing inappropriate clothing, whilst the perpetrator's behaviour goes unchallenged.

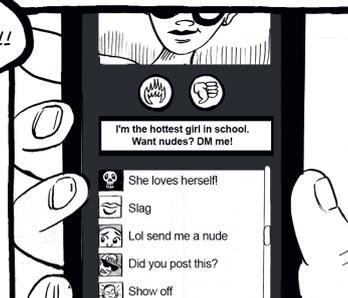
- **Self-protection:** The human brain has a tendency to seek out predictability. If something bad happens at random to someone for no apparent reason, people can feel threatened that something similar could happen to them. Victim-blaming may be a subconscious strategy young people employ to dissociate themselves from the threat of becoming a victim themselves.
- **Peer pressure:** Young people often want to align with strong peer groups. To avoid the risk of being on the outside of a peer group, young people may join in with victim-blaming to show they are not a victim either.

Slut-shaming

Slut-shaming occurs when people harass or abuse (mostly) girls and women for example, because of how they look, what they wear, or their presumed or invented levels of sexual activity.

Why does it happen?

- **Societal norms:** Modern society can be seen to encourage women and girls to be valued in terms of their sexual appeal. If girls are seen to be 'breaking the rules' of what is socially acceptable sexual behaviour, they can face punishment and shame for normal sexual expression, or if they are seen to be deviating from this.
- **Victim-blaming behaviour:** Slut-shaming is a particular form of victim-blaming, and can stem from similar reasons (see above).



Activity 1

🕒 20 mins

Describe the following scenario. You may wish to ask for a couple of volunteers to act this scenario out in front of the group.

👉 You've made yourself a hot drink. You put the mug down on the table in front of you. The person sat opposite you reaches over and pushes the mug off the table. It falls to the ground and spills everywhere. You turn to the other people who saw it happen for help. You get the following comments:

"You're so clumsy!"

"You shouldn't have put your mug there."

"It's your fault."

"Why did you want a drink in the first place?"

"You were asking for that to happen."

💬 **Further challenge:** In pairs, describe a similar victim-blaming scenario. Share a few ideas as a group.

Supporting students with additional needs: Students may benefit from seeing the scenarios acted out, either by their teacher, learning assistant or a fellow student. You may feel students will not find the above scenario relevant and move directly to looking at the scenario in Appendix 1.

Directly after this scenario, ask the group to look at the comic strip in **Appendix 1**.

Ask the students if they can see any similarities between the two scenarios.

Explain that both these scenarios show examples of **victim-blaming**. Victim-blaming can sometimes occur after incidences of online sexual harassment, in which the victim gets blamed for the harassment they experienced. This can make the victim re-experience the harassment and cause further harm and distress. Focus on the comic strip and discuss further.

🗣️ **Discussion questions:** After students have read through the comic strip, lead a discussion around the different stages of the story.

- Who posted the photo on the 'hot or not' page? Who is getting the blame for it? Why?
- How do you think the victim feels?
- Why are the people who re-posted the selfie not being blamed?
- The victim gets comments that blame her. Do you think people would say these things to her face-to-face? Why?
- What is the difference between being 'to blame', and being 'responsible'? If something happens online can you be responsible without being to blame, or vice versa?
- What do you think the victim wishes those comments said instead?



Educator's note:

The online disinhibition effect

One reason behind young people doing or saying things online that they would not say or do face-to-face may be due to the disinhibition effect.

In an online environment, young people may feel more uninhibited, and express themselves more openly. This could be due to a number of different factors:

- the anonymous nature of the internet
- being physically 'invisible' when online
- conversations may happen outside of 'real time' with long pauses between replies
- signs such as body language, tone of voice and context are not as easily identifiable online

Activity 2

🕒 15 mins

Split the group into 3 and allocate each group one of the characters to discuss, using the provided questions on Appendix 2. Discuss the questions for 5-6 minutes, then ask each group to share what they have discussed with the other groups.



Educator's note: Whilst adults may use the terms victim, perpetrator and bystander, young people may not relate to these terms. Consider the language you use whilst discussing these ideas. See point 8. on 'Language and Terminology' in the **Teaching Guide p.11**.



👉 **Of course she got all that harassment. Girls always get judged more harshly than boys online.**

The bystander

Further discussion questions:

- Do you agree or disagree? Why?
- What pressures do you think girls face online that are different to boys, and vice versa?
- Where do those pressures come from?
- Do girls judge girls or boys more harshly? Who do boys judge more harshly? Why?



Educator's note: Online sexual harassment takes place within the wider setting of popular culture and media. Young people are increasingly being exposed to sexualised imagery online, such as advertising, music videos, vloggers, celebrities and online pornography. Access to sophisticated editing tools means young people have the ability to edit their photos to look like the unrealistic images they see online and share these within their peer groups. Society offers very narrow expectations of what males and females should act and look like, and these are often very stereotypical, with no room for uniqueness or individuality.



People are saying it was my fault and I should have known my photo would end up on that site. How could I have guessed that would happen? Why are people saying these things about me? Maybe they're right...

The victim

Further discussion questions:

- 'I should have known my photo would end up on that site.' Do you agree or disagree? Why?
- Why do you think people feel the need to post unwanted and unkind comments online?
- Why do people feel that victim-blaming is acceptable behaviour in this situation?
- Blame versus responsibility. What is the difference? How does the victim's experience highlight this difference?

Ask students to look again at the cartoon (**Appendix 1**) and write new comments for Picture 6 that are supportive and positive rather than blaming and hurtful.



If my photo was posted on the 'hot or not' page, people wouldn't say anything mean about it. If they did, I wouldn't care anyway.

The boy who posted the photo

Further discussion questions:

- Do you agree or disagree? Why?
- Do boys get treated differently online than girls? Why?
- If this did happen to the boy, and he received unkind comments, do you think he would not care? How might it make him feel?
- Why would someone say they 'didn't care' about receiving online sexual harassment, even if they did?
- If a boy or girl is LGBT+ (lesbian, gay, bisexual, transgender/sexual), does that change how they are treated online?



Educator's note: Victim-blaming behaviour can stem from young people wanting to fit in and be accepted by their friends and peers. In order to strengthen their ties with their peer group, and create distance between themselves and the victim's experiences, young people may make judgements and statements that clearly display that distance and unacceptance.



Supporting students with additional needs: You may wish to focus on just the first question together with the students, before giving them an opportunity to think about the other questions individually. You could also ask the students to write a list of questions they would like to ask each character and discuss them together.



Further challenge: Ask students to write or draw suggestions for how the scenario could be resolved.



Educator's note: Young people may feel boys do not receive the same level of negativity that girls do if they become a victim of online sexual harassment. Boys are often expected to be 'tough,' or to laugh it off as a joke, and to 'be up for anything' in terms of sexual activity. This can make it difficult for boys to identify as victims in cases of online sexual harassment.

It's important to help young people challenge gender stereotypes. Even though someone might not outwardly appear upset or distressed, it does not mean the incident hasn't affected them, regardless of their gender, or sexual orientation.

Activity 3

🕒 15 mins

Ask the group to reflect silently about the different slang words, judgemental comments and unfair labels people may receive as a result of online sexual harassment. Remind students that ethnicity, race, disabilities and sexual orientation can also play a part in online sexual harassment, and it can happen to boys as well as girls.

Ask the students if they have ever seen anyone defending or supporting other people online? Have they ever supported anyone going through a negative experience online?

Explain to the group that it is important that they can all agree on what sort of behaviour and comments will support a victim of online sexual harassment and help them to report it, instead of making them feel worse.

Show the following statements, and ask students to silently reflect on how they would respond, either online or offline:

- If I saw someone getting targeted online by sexual rumours or gossip, I would ...
- If someone I knew had their nude or nearly nude photo shared online without their permission, I would make them feel better by saying...
- If my friend was being harassed with unwanted sexual messages and images, I would support them by...
- If my friend was getting bullied online because people thought they were gay, lesbian, bisexual or transgender/sexual, I would help them by...
- If someone I knew had a fake profile set up about them to share sexual images or messages, I would support them by saying...

In pairs or small groups, ask the group to share their positive statements with each other. How does hearing the supportive comments and advice make them feel?

 **Further challenge:** Encourage students to expand their advice to any other examples of online sexual harassment they are aware of.

Give groups of 5 or 6 a piece of flipchart paper. Ask each student to place their hand on the paper and draw round it. Students should arrange their hands so they overlap to form a circle. Ask each student to add their advice or their example of a supportive comment to their hand print. More than one hand or comment can be added per student.

Bring the different groups back together and review each group's suggestions, checking that everyone finds them helpful and supportive.

The flipchart paper could form part of a display in your school/setting to raise awareness of the issue.

Supporting students with additional needs: You may wish to select a couple of the statements to work on with your students and come up with an action plan for each one, to help the victim. Giving students 2 possible options to choose from may be helpful. For example, "If you saw someone getting bullied online because people were sharing sexual gossip about them, what is the best thing to do?"

A) Join in because it's funny and everyone else is doing it

B) Send a message asking if they are okay and tell an adult about what has happened.

Plenary

🕒 5 mins

Display the following answers and ask students to create questions that could precede them,

- Victim-blaming
- Stereotypes
- Gender
- Online pressure
- Support

For example:

A: Victim-blaming

Q: What is it called when people blame someone for the harm they have experienced?

Ask the group to write on a post-it note any questions they have about victim-blaming that they feel haven't been answered in the lesson and stick them on the wall on their way out. Find a time either in the next lesson or at another appropriate time to talk these through with your students.

"The person that sent it... it's like, they trusted the person they sent it to. It wasn't their fault that they spread it."

Boy, 16-17 years old



Of course she got all that harassment. Girls always get judged more harshly than boys online.

The bystander

Further discussion questions:

- Do you agree or disagree? Why?
- What pressures do you think girls face online that are different to boys, and vice versa?
- Where do those pressures come from?
- Do girls judge girls or boys more harshly? Who do boys judge more harshly? Why?



If my photo was posted on the 'hot or not' page, people wouldn't say anything mean about it. If they did, I wouldn't care anyway.

The boy who posted the photo

Further discussion questions:

- Do you agree or disagree? Why?
- Do boys get treated differently online than girls? Why?
- If this did happen to the boy, and he received unkind comments, do you think he would not care? How might it make him feel?
- Why would someone say they 'didn't care' about receiving online sexual harassment, even if they did?
- If a boy or girl is LGBT+, does that change how they are treated online?



People are saying it was my fault and I should have known my photo would end up on that site. How could I have guessed that would happen? Why are people saying these things about me? Maybe they're right...

The victim

Further discussion questions:

- 'I should have known my photo would end up on that site.' Do you agree or disagree? Why?
- Why do you think people feel the need to post unwanted and unkind comments online?
- Why do people feel that victim-blaming is acceptable behaviour in this situation?
- Blame versus responsibility. What is the difference? How does the victim's experience highlight this difference?

Lesson #4 Reporting

What happens when you report online sexual harassment?

13-17 years

⌚ 1 hour

Lesson outline:

Reporting online sexual harassment

In this lesson students will explore how they can report online sexual harassment, and who they can report to. Using role play, they will consider the challenges and barriers young people face to make a report whilst also learning more about the reporting process itself. In doing so, the lesson aims to increase reporting amongst young people by clarifying why reporting is important and the positive effects it can have on difficult situations.

Lesson objective:

To know how to report online sexual harassment.

Learning outcomes:

Students will be able to...

- Recognise the reporting routes available to them
- Understand their school/setting's reporting process
- Explore the challenges young people face in reporting online sexual harassment
- Identify the positive effects reporting can have

Vocabulary:

'Reporting'
'Advice'
'Anonymous'
'Confidential'

Before the lesson:

- Review the [Teaching Guide](#) for information about online sexual harassment and further advice on how to deliver these lessons.
- Work with the group to agree on a set of ground rules. See the Setting Ground Rules Lesson on p.4. Ensure these are clearly visible in the room.
- Refresh your knowledge of your school's reporting procedures. Speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report.

Activity

Timing

Resources

Starter	Asking for help	10 min	
Activity 1	People and places to report to	15 min	A4 paper, pens, Blu-tack/pins
Activity 2 Option 1 or 2	Role play / Matching pairs	25 min	Option 1 – Appendix 1 Option 2 – Appendix 2
Plenary	How we make a report	10 min	Appendix 3



Revisit the behaviour expectations students agreed on in the Ground Rules Lesson (#1).
Remind yourself of the sensitive content advice on p.2-3.

Starter

🕒 10 mins

It may be useful to recap the key definition and emotions associated with online sexual harassment from Lesson #2, and the ideas discussed in Lesson #3 around victim-blaming.

Ask the group:

Think of some situations or problems where it is easy to ask for help.

Think of some where it is difficult to ask for help.



Discussion questions:

Once the group have thought of a couple of each situation, lead a discussion on the following:

- What sorts of problems are easy or difficult to ask for help with?
- Why?
- What makes them difficult?
- What can others do to make it easy to ask them for help?
- How does asking for help make you feel?
- How do you feel after you have received some help?



Supporting students with additional needs:

You may wish to provide students with a selection of relevant example scenarios to reflect on such as:

- Asking for help with homework
- Asking for help if you fall out with a friend
- Asking for help if someone upsets you online

Explain that the focus of this lesson is to encourage more young people to ask for help and to report instances of online sexual harassment. Highlight how important making a report is, and how reporting an incident of online sexual harassment as early as possible can make a huge difference to those involved.

A 2017 [survey](#) for Project deSHAME found that if young people experienced online sexual harassment:

- 81% would block those involved
- 39% would speak to a parent/carer
- 15% would speak to a teacher

Ask: Why do you think the figure for reporting to a teacher is so low?

Activity 1

🕒 15 mins

Ask the group to think of people or places they could report to about an instance of online sexual harassment they either see happening to a friend online or experience themselves.

Write each reporting route on an A4 sheet of paper. If students have not mentioned any of the suggestions below, make sure to include any remaining relevant groups.

Suggestions: a parent/carer, a teacher, the police, the report function on online services, head teacher, head of year etc.

Place the signs for the different people/places you could report to around the room.

Choose a selection of the scenarios below to read aloud to the group. You do not need to discuss all scenarios. Depending on the age and experiences of your group you may feel some are irrelevant or not suitable.

Ask the students to stand next to the sign for the person/route they feel they would advise the person in the scenario to go to for help.

Explain to students that they can stand in between signs if they feel they would suggest more than one reporting route.

Scenarios:

1. "I had a friend, but we fell out, so he made a new profile with my profile picture, added all my friends on Facebook, and posted that "I am gay."
2. "I finally sent a nude to a boy I really liked, who told me we could be such a great couple. I fell for it. The next day, my pictures were all around school."
3. "A friend of mine was in a seemingly healthy sexual relationship. He noticed things weren't okay, so he decided to end the relationship. That person then retaliated in threatening my friend about sharing nude photos. My friend felt there was no-one to turn to."
4. "Someone recorded my friend during sex and then had gone around showing it to other friends."
5. "A nude was sent and it was screenshot and posted on social media. From there, it was screenshot and posted to this group chat I was in."
6. "Someone I know posted a photo of herself and she kept getting comments to 'take her top off' or other things."



Supporting students with additional needs: It may be helpful for your students to have a printed copy of the scenarios you choose to focus on. Talk about each scenario with the students to ensure they understand the context. Once you have discussed who the student would report each scenario to, they could take it to/place it on the sign that shows their chosen route.

Encourage discussions around why students would suggest their chosen reporting route for each scenario. This exercise can help the group explore the positive reasons to report and understand the impact reporting can have.

Students may be reluctant to suggest reporting to teachers/educators in this exercise. This is an opportunity to explain the benefits of reporting to a particular person/route and clarify how they could help.

 **Discussion questions:** To open up discussion around the different reporting options, ask the following:

- What could this person/route do to help?
- What help or support do you think they would offer?
- Why would you suggest this route over another route?
- Imagine you have reported one of the scenarios, and action was being taken to help the person/people involved. How would you feel?

You could also show students the **Step Up, Speak Up!** film **“Who would you tell if you saw online sexual harassment?”** which explains the different routes they could take to report and what happens after you make a report.

Activity 2 – Option 1

 25 mins

Split the group into pairs. Explain they will be role-playing the act of reporting and speaking out, exploring some of the fears and concerns young people may have around reporting online sexual harassment as well as the positive reasons to report.

Distribute one role play card from **Appendix 1** to each pair. Each person in the pair chooses a character. They read their role play card and identify their objective. In each role play, each character has opposing objectives linked to reporting.

As well as referring back to the ground rules the group set earlier (see p.4), when introducing the role-play activity, ensure that:

- Students understand the characters are fictional and not meant to represent anyone known to the group.
- Students understand they have been allocated a role at random.
- Students understand they have the right to opt out or not perform in front of the group if they feel uncomfortable.
- Students can write scripts or make notes if they prefer not to perform.

Allow 5 minutes for pairs to practise their role plays. Ask for 2–3 pairs to volunteer to perform their role play in front of the group. You can stop the pair at key moments and prompt discussion from the rest of the group.

Supporting students with additional needs: You could role play the act of telling a teacher about seeing something upsetting online. To ensure the ‘distancing’ technique in the role play is still employed, the students could pick a different persona for themselves and their teacher/learning assistant.

 **Discussion questions:** For each role play, prompt discussion using the following questions:

- Who are these characters and what is their relationship to each other?
- What clues do we get from each character about how they are feeling? (both verbal and non-verbal)
- What advice would you give each character at this point?
- What do you think the characters could do or say next? (The students could take these suggestions on and try them out through the role play.)
- How are these characters feeling? Can you sum this up in one word?
- How does the scenario end? If it doesn’t have a positive outcome, what else could have been done and said to resolve it?

During the role play, ask the audience to record the ‘for’ and ‘against’ arguments for reporting they hear from the characters.

After observing each role play, ask the group if they have been convinced that reporting can help in each scenario. You could take a vote by a show of hands and discuss their reasons further.

 If you feel the role play activity is not appropriate to run with your students, divide them into small groups and use the case studies from each role play to explore in more detail, using the discussion questions. Alternatively, you may wish to use Activity 2 – Option 2.

Reporting Harmful Content Online portal



reportharmfulcontent.com

is a service designed to:

- Provide information on sites’ and services’ community standards
- Give advice on how to report problems online
- Mediate where appropriate or explain why content hasn’t been removed
- Provide assistance in removing harmful content from platforms

They provide an online tool that guides you through the reporting processes of different sites and services, offer a way to escalate a report if you feel you have not received an adequate response and offer appropriate advice.

Educator's note: Whilst facilitating and watching the role plays, take a note of any worries students have in regards to reporting. Some common worries young people may have about reporting are shown below:

Worries about reporting	How it should work
If you tell a teacher they will gossip about you in the staffroom with their colleagues	Teachers should always put young people's safety and well-being first. They should not share private information with people who do not need to know. If a student tells a teacher something they feel is putting the student or another student at risk of harm (a disclosure), they have a duty to inform the staff member who is trained and responsible for young people's safety – the Designated Safeguarding Lead (DSL). The DSL will then probably speak to the student who made the disclosure, and may have to involve a small number of other people, for example, the head of year or the students' parents. It depends on the type of report made. If students feel staff are telling other people about your report, they can also report this to a different staff member.
If you tell a teacher/trusted adult, everyone will find out about it.	Teachers should always put students' safety and well-being first. They should never talk to other students about someone else's report unnecessarily. The teacher may also need to involve a small number of other people, for example, the head of year or the students' parents. If other students have been involved in the incident they would probably need to speak to them too. It depends on the type of incident. They should not involve other students who have no connection to the incident.
If you report someone on social media they will know who did it	Reporting on social media is anonymous. If a report is made, the person being reported may receive an alert if a comment, photo or their account needs to be taken down, but that alert/notification will not tell them who made the report.
If the police become involved they will put someone in jail for taking and sharing nude images.	If it's possible a law has been broken, the police should always be alerted. The police have a duty to investigate when there is reason to believe a law has been broken. They would consider all the other factors that affect the situation before deciding how to handle it. They might decide the school can handle it themselves. The police have publicly stated that they are not seeking to criminalise young people for this type of behaviour. They want to offer support and guidance, and to ensure that any young people involved are being protected. Rather than going to jail, it is more likely that they would first give warnings to those involved, especially if it was the first time something like this had happened. Please see p.14 of the Teaching Guide for information on relevant UK legislation.
If I report to the school or to the police, I could get in trouble myself.	Reporting unacceptable behaviour is a positive thing to do, regardless of who does it. By making a report, a student has shown they want to be part of the solution, not the problem. If a student had contributed towards the unacceptable behaviour, but then realised it was not okay and made a report, the school/police will acknowledge that. Whilst they may still be given a warning about their previous behaviour, and there may still be some consequences, (e.g if a law has been broken) by making the report, the student has already started to help make things better.
If I report to the school, my parents or the police, they won't believe me and they will think I'm lying.	If a student makes a report, the school/police should investigate this and follow it up. It helps to have evidence e.g. a screenshot of a comment. The school/police should not assume students are lying before finding out more about the situation. If parents/carers think their child is lying, their child can speak to someone at school. If students ever feel like they are not being taken seriously, they can report again and ask to speak to a different person.
There's no point in reporting. It's already out there and it won't change anything.	There are lots of good reasons to report; speaking to someone might make people feel better, they may be able to get help to remove upsetting content, and whoever carried out the harassment can be spoken to and shown why they shouldn't do it again. It can also help to stop it getting any worse, and from happening to someone else too.
If I make a report, my phone or laptop will be taken away.	Teachers do not want to confiscate personal devices without a good reason. Instead, they may ask to work with students to help delete or report upsetting content. The police do not want to confiscate personal devices without a good reason, for example, they may need it for evidence. They should be able to give a rough estimate when they can return any personal devices.

It's important to address any worries that arise throughout the role-play.

You may be able to refer to them during the lesson or feel it's more appropriate to find another time to discuss them in more detail. Whichever method you choose, take a note of them and pass these on to your Designated Safeguarding Lead. This could form the basis of further work in school to raise awareness around reporting.



For advice on how to handle difficult questions or sensitive issues, see point 9. on p.11 of the [Teaching Guide](#).

After the group have watched 2 – 3 other role plays, bring all students together to come 'out of role'. Use a physical action to represent this, such as 'shaking off' the role or 'stepping' out of the characters' shoes.

Conclude each role play by asking the group to think of 3 key pieces of advice for each scenario.

Give the group a clear statement on the school's safeguarding procedure, including who the Designated Safeguarding Lead is, and what their role is.

Highlight to students that they can report to any adult in school they feel comfortable with and that adult may then need to work with the DSL to help offer the best support and advice possible. Ensure students understand that regardless of who they tell, reporting will make a big difference to those affected.



Further challenge: How can we encourage bystanders to be 'up-standers' and report unacceptable behaviour online?

Activity 2 – Option 2

🕒 25 mins

This activity is an alternative to Activity 2 – Option 1. It focuses on clarifying the reporting process in your school or setting.

This activity can be run in a number of different ways:

- Using **Appendix 2**, give each student one card at random– either an 'IF' card or a 'THEN' card. Ask students to discuss and compare their cards with each other until they find the person with the corresponding card.
- In groups of 5 or 6, hand each group a set of cards, and ask them to match the IF cards with the corresponding THEN cards.



Supporting students with additional needs: You may wish to choose a smaller selection of IF and THEN cards (5 or 6) and work through them by physically connecting them together and reading them aloud.

The cards in **Appendix 2** refer to best practice safeguarding procedures that schools should already follow under government guidance including:

- [Keeping Children Safe in Education – Department for Education](#)
- [Sexual violence and sexual harassment between children in schools and colleges – Department for Education](#)
- [Sexting in schools and colleges: Responding to incidents and safeguarding young people – UKCCIS \(UK Council for Child Internet Safety\)](#)



Educator's note: Safeguarding processes may differ from school to school so it is important to read through **Appendix 2** carefully and check whether or not they apply to your school/setting.

If you feel some statements do not apply, or would not be handled in the way suggested, it is best not to use them in the activity. Some blank cards have been provided if any cards need adapting to suit your school's procedures.

For advice on how to implement an effective whole school policy around online sexual harassment, please see the School Guidance document in this toolkit.

Ask for some pairs to explain their cards and discuss why they match.

This is a point where misconceptions about the reporting process may arise. Show the group the correct answers and focus on any statements that caused confusion. You may feel it would be helpful to find another time to discuss them in more detail. Take a note of any misconceptions and pass on to your DSL – it may be useful for them to be aware.

To sum up this activity, give the group a clear statement on the school's safeguarding procedure, including who the Designated Safeguarding Lead is, and what their role is.

Highlight to students that they can report to any adult in school they feel comfortable with and that adult may then need to work with the DSL to help offer the best support and advice possible. Ensure students understand that regardless of who they tell, reporting will make a big difference to those affected.

Plenary

🕒 10 mins

Give each student a copy of **Appendix 3**.

Discuss **Part A** with the group and ask students to record their thoughts. Ask for students' suggestions for **Part B** and ensure they have the correct information around the school's reporting procedures, including names, room numbers and available times.

Separate Part A and Part B. Collect in Part A – you could share these with your DSL. Encourage students to keep Part B to refer back to.

Further challenge: This activity can be extended by reflecting on the points in Part A as a group and creating a list of suggestions to present to your Senior Leadership Team. The reporting flowchart in Part B could be turned into a poster to display around school.

Role play #1



Character 1: You are a **teacher** at school, and a student comes and tells you about a friend of theirs. The friend keeps getting really sexual messages and requests to do sexual things from a certain group at school and its making them feel really anxious.

Objective: Find out the identity of the friend and persuade Character 2 that they and their friend will not get in to trouble if they come to you for help. Find out why their friend doesn't want to come and talk to you.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #1



Character 2: You are a **friend** of someone who keeps getting really sexual messages and requests to do sexual things from a certain group at school. You've tried to convince them to tell someone, but they feel anxious about it and don't want to.

You feel you have to help them, but don't want to get you or them in trouble.

Objective: Speak to a teacher and find out what advice you can give your friend. You're not sure if you should reveal your friend's identity.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #2



Character 1: You are a **friend of Character 2**. You are round at their house, both looking through social media when you come across someone mentioning your friend in an indirect way, suggesting they are someone who is 'easy' and says yes to any request for a sexual act.

Objective: Persuade Character 2 to do something about the comment. You want to report it to the app, but your friend says the person who posted it might know it was you.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #2



Character 2: You are a **friend of Character 1**. They are at your house and you are looking through social media together when you come across someone mentioning you in an indirect way, suggesting you are someone who is 'easy' and says yes to any request for a sexual act.

Even though it doesn't mention you by name, you're fairly sure it's about you. You want to ignore it, but your friend thinks you should report it.

Objective: Speak to your friend about the comments. You're not sure if the person who posted them would know who reported them if you do it through the app.

! **Things to think about:** Who are you, where are you and why are you there?



Role play #3



Character 1: You are a **teenager**. You got sent a nude photo in a group chat. You suggest that people shouldn't share it on, but nearly everyone disagrees and makes fun of you. Privately, you think you should tell an adult, but don't want your friends to think you're a snitch. You think one other person, **Character 2**, on the chat might agree with you.

Objective: Persuade Character 2 that you should tell an adult about the photo. You're not sure who yet, but you think you might tell a teacher you get on well with.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #3



Character 2: You are a **teenager**. You got sent a nude photo in a group chat. You see **Character 1** suggest to the group that people shouldn't share it on, but everyone else disagrees and makes fun of them. You don't share it on, but you don't stick up for Character 1 either, because you didn't want to be called a snitch too. You're not sure if you should tell someone about the photo, as you've heard a photo like that might break the law.

Objective: Speak to your friend about what's happened. You are really unsure about reporting and don't want to tell anyone.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #4



Character 1: You are a **teenager**. You're at home when your older brother/sister shows you a profile where people in your year, including you, have been rated on how attractive they are. You are really embarrassed, as the photo has emojis and text over it pointing out parts of your body. Your brother/sister is about to go and tell your parents about it but you're worried about telling them.

Objective: Speak to your brother/sister about the profile. You don't think telling your parents is a good idea.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #4



Character 2: You are the **older brother/sister** of Character 1. You find out about a profile where people in your younger brother/sister's year, including your brother/sister, have been rated on how attractive they are. You think your parents should know about it as they could help.

Objective: Persuade your sibling you should tell your parents about the profile. Try to explain why you think they should know and what they could do to help.

! **Things to think about:** Who are you, where are you and why are you there?



Role play #5



Character 1: You are a **teenager**. Your ex-boyfriend/girlfriend has been threatening you, saying that they'll share sexual gossip and rumours about you unless you buy them a new pair of trainers. Your mum/dad sees you are upset, and you tell her what's been going on. He/she is really supportive, and wants to go the police, but you don't want to, because you're worried about the gossip.

Objective: Speak to your parent about what's going on. You don't think reporting to the police will help.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #5



Character 2: You are the **parent** of a teenager. You see that they are upset, and you find out that their ex-boyfriend/girlfriend has threatened that they'll share sexual gossip and rumours about them unless they buy them a new pair of trainers. You want to support and protect your child. However, you think the threats break the law, and want to go the police for help.

Objective: Persuade your child that going to the police is the right thing to do. You know they are scared, so try to explain why you need their help.

! **Things to think about:** Who are you, where are you and why are you there?



IF...	THEN...
If you report to a teacher at school, they have a duty to tell...	...the person in school named as the Designated Safeguarding Lead
If you tell a teacher something in private...	...they should not laugh at you or make you feel embarrassed.
If you report something to a teacher, they should not tell everyone at school, they should...	... only speak to people who have to know e.g the Designated Safeguarding Lead, parents, head teacher, social workers but it depends on the situation.
If you are worried about your friends or classmates finding out you made a report...	...tell this to a trusted adult. They can't guarantee your friends/classmates won't find out but they can help you to manage that situation.
If you are worried you are to blame...	...don't let that put you off reporting. By coming forward you will already be helping to make that situation better.
If the school need to contact your parents about a report you made, they should...	...talk to you about why they need to do that and offer both you and your parents support to make the situation better.
If the school think a law has been broken, they have a duty to...	...inform the police. The police might need to come in to school to speak to those involved. Students can ask to have another adult in the room with them if that happens.
If you make a report to a teacher...	...you should be taken seriously, supported and kept safe.
If you want to report something that didn't happen at school, or involves people from outside of school...	...you can still report it to a teacher at your school.
If you report something that is personal to you...	...you should not be judged for it. Teachers are only interested in making sure you are safe and helping you move forward.
If you report a nude image to a teacher...	<p>...they should not look at the photo. In most cases, the image will not be viewed. There may be times when this is unavoidable, eg:</p> <ul style="list-style-type: none"> • In order to stop further harm to a child • In order to help a child/parent report it, or report it for them • The image has been found on a school device/network
If you make a report on a website, app or game...	...you can also report it to someone at school. They can help you to feel better and give you further advice.
If you are worried a teacher won't understand the situation...	...remember that they are there to help you and should listen to you to be able to understand the problem.
If the police need to speak to anyone in school...	...students should be able to ask for another adult to be present too.
If something is already online...	...it can still be helpful to report so that you can talk to someone about how you feel.

IF...	THEN...

One thing you think is good about the way our school supports students who make a report:

What would make you feel more confident and comfortable to make a report in school?

If I think I need to report an incident of online sexual harassment, I will:



If I ever need to talk to a member of school staff about something going on online I will speak to:

I know they'll be free at this time:

And I'll find them in this room:

The (DSL) will speak to me about my concerns or worries. They will probably also speak to my parents/carers and can help me to speak to them too. We will think of a solution together.

That member of staff will make a note about what I tell them. For further help, they will speak to:

(who is our school Designated Safeguarding Lead or 'DSL' for short)

If more help is needed, or a law might have been broken, the DSL might contact social services, other children's services or the police. I will be supported by the school at all times.



Quick activities menu

These activities can be used alone, as part of a lesson or as extension activities.

Before delivering any activities:

- Review the [Teaching Guide](#) for information about online sexual harassment and further advice on how to deliver these activities.
- Work with the group to agree on a set of ground rules. See the Setting Ground Rules Lesson on p.4. Ensure these are clearly visible in the room.
- Remind yourself of the sensitive content advice on p.3-4.
- Refresh your knowledge of your school's reporting procedures and speak to your Designated Safeguarding Lead about how the school supports students who make a report.



Legal or illegal quiz

Learn more about on how the law applies to online sexual harassment by taking [this interactive quiz](#).



Jargon busting

Ask students to create a guide to the terminology used by young people online. Once they have created the jargon and the definitions, they could 'teach the teachers.'

Discussion questions:

- How do these words make the students feel?
- Do students feel any pressure to use these words online?
- Are there any words with meanings that students interpret differently to each other?



Compare and contrast

Give the students access to the full [Project deSHAME report](#).

Ask them to analyse the statistics from across the UK, Hungary and Denmark and conduct a mini-project to explore the differences and similarities between the three countries when it comes to certain issues. It is a very detailed report so you may want to pick out sections that they would be interested in (e.g. Chapter 6 for young people's experiences or Chapter 7 for the way young people respond and reasons why) and help them to find the relevant statistics.



Reporting barriers

Explain to the group that Project deSHAME ran a survey to collect the opinions and experiences regarding online sexual harassment of over 3,000 young people across the UK, Hungary and Denmark. The group will be working with the [results](#) for the UK (around 1500 responses).

This activity looks at the way young people in the UK would respond if they experienced online sexual harassment. You will need **Appendix 2b** because this has the results of the UK survey.

Hand out the **Appendix 2a** cards, cut out. The cards show different ways of responding to online sexual harassment that were asked about in the survey.

Working in pairs, the students must guess which responses were the most common and put them in order from the least likely to the most likely. After the pairs have completed the activity, reveal to them the results from **Appendix 2b** and let them compare these with their guesses. As an extension, you could ask students to pick out the responses they think are the most effective and least effective.

Discussion questions:

- What did you expect to be the most common response and why?
- Did any of the results surprise you? Which ones and why?
- What do you notice about the four most common responses?
- Why do you think the top four strategies do not involve reporting it?
- What needs to change to encourage more people to report online sexual harassment?
- Are you surprised 'speak to teachers' is near the bottom? Why is this?
- Why do you think over half of the young people asked said they would ignore online sexual harassment if they experienced it?



30 second pitch

Ask students to convince their audience of the need to raise awareness and report online sexual harassment in just 30 seconds. They will need to succinctly communicate the importance and the impact of this issue, and persuade their audience to join their campaign.



Newswatch

Online sexual harassment can be seen as part of a wider issue of sexism, misogyny and homophobia in our society. Find news articles linked to sexual harassment or gender inequality and discuss how they might relate to online sexual harassment.

Some examples:

- In late 2017 the 'MeToo' campaign gained momentum as a result of allegations within the Hollywood film industry that director [Harvey Weinstein sexually assaulted women](#) he worked with.
- In 2017 a report revealed [men working for the BBC earned an average 9.3% more](#) than female colleagues.
- In 2018 a bakery that refused to decorate a cake with the slogan 'Support Gay Marriage' [won their appeal](#) against the discrimination lawsuit filed against them in 2014.
- In 2018 tennis player Serena Williams [accused an umpire of sexism](#), saying that the treatment she received was harsher than a male tennis player would have received.
- In 2019 JD Sports [removed an image of a woman advertising a football kit](#) after being accused of sexism.



Rewrite the response

Ask students to write a description of how they would like to be treated if they made a disclosure to a member of staff about online sexual harassment.

Think about: tone of voice, body language, words to use and words not to use, information given out, actions they take.

The students' responses could be helpful for the DSL to read and consider when reviewing the school safeguarding policy and procedures.



Peer to peer workshop

Facilitate a workshop between a group of older students and a group of younger students. For example, a group of sixth formers could lead a workshop with a group of Year 8s.

After learning about online sexual harassment through the delivery of the Step Up, Speak Up! toolkit themselves, the older group could select a number of activities and discussions within this toolkit to run with the younger group, supported by the facilitator.

A full [peer-to-peer workshop plan](#) can be found in the 'Step Up, Speak Up' toolkit.



Poetry slam

Host a poetry and spoken word competition. Students can enter either in teams or alone with an original poem or piece that combines drama, presentation and public speaking, that raises awareness of online sexual harassment. The audience can act as the judges. The person or group who receives the loudest round of applause wins.



Set up an online equality group

Recruit a team of passionate young people who want to tackle the issue of online sexual harassment in their school/organisation. The group could hold regular meetings to work together on

plans such as:

- Run an awareness campaign in school
- Organise an event, such as a peer-led drop-in session on how to report on different online platforms
- Contact local organisations or campaigners for gender equality
- Host a school assembly
- Design posters and leaflets
- Write a letter to parents and carers asking them to support the campaign
- Run a survey or poll in school to collect student opinions
- Host meetings with the school's Senior Leadership Team to feedback student opinions



Agree or disagree?

Give the Agree to Disagree scale and the statement cards in **Appendix 1** to small groups of students. Ask them to discuss the statements and place them on the Agree to Disagree scale. You can then bring the smaller groups back together for a whole group discussion.

This activity could also be run with the students able to move around the room. Students would move to the relevant space in the room to represent how much they agree or disagree with the statements. You could choose to have one wall as the Agree wall and the opposite wall for those who disagree for example. With this approach you can have the whole class discussion at the same time by asking the students to explain their choices and opinions. You can quickly move between those who agree and disagree if you want to facilitate a debate.

**Strongly
Disagree**

Disagree

Neither

Agree

**Strongly
Agree**



People should always ask before taking a photo of me

It's easier to talk about relationships and sex online than it is offline

If you are tagged or nominated online to do something, there is no pressure to actually do it

People should expect to get bullied if their nude photo gets shared around

Sharing rumours online about someone's sexual behaviour can be just a joke

Posting a nude image of someone can be just a joke

Boys get a reputation as being popular if they share nude photos of girls

Reporting unacceptable behaviour online doesn't make a difference

Ignore it	Speak to a parent or carer	Report to a social network
Speak to a helpline e.g Childline, The Mix	Tell the people involved to stop or take images/ comments down	Speak to friends
Block those involved	Speak to teachers	Report to police

Strategy	Reporting route?	UK
Block those involved	No	81%
Speak to friends	No	68%
Tell the people involved to stop or take images/comments down	No	58%
Ignore it	No	53%
Speak to a parent or carer	Yes	39%
Report to a social network	Yes	38%
Report to police	Yes	18%
Speak to teachers	Yes	15%
Speak to a helpline e.g Childline	Yes	11%

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