



# BYSTANDERS

## Sexual harassment in schools Lesson plans and session guidance



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# Introduction

## About Speak Up/Out

In 2014, the Fundamental Rights Agency identified sexual harassment as *the most prevalent form* of violence against girls and women, across the 28 EU member states. A promising new approach to prevention of sexual violence has been to approach young people as bystanders, inviting them to notice and intervene. “Bystanders: Developing bystanders’ responses to sexual harassment among young people” was a research and intervention project developed in Portugal, Slovenia, the United Kingdom and Malta, funded by the EU Daphne programme, which sought to develop, pilot and implement a bystander programme in schools. We evaluated the intervention across the four different contexts, and this manual includes learning from our project and makes the resources available for others to use.

The project’s key objectives were to:

- increase knowledge and awareness of sexual harassment (SH) in students and staff;
- develop, pilot and deliver a training programme for students and school staff to enable them to intervene in situations of SH;
- increase the motivation of bystanders to stop SH in secondary schools;
- develop a manual and materials adapted to each country;
- develop school policies and protocols on SH;
- compare the implementation and effectiveness of the programme in the four countries.

This booklet contains guidance, lesson plans, and resources for the sessions to be run in schools consisting of: two teacher sessions to be delivered at the beginning [T1] and the end [T2] of the intervention with young people. The teacher sessions are timed to fit into one school period. The intervention with young people was run over three sessions with each session timed for ninety minutes to fit into a double school period. These materials can be adapted into shorter sessions but will need at least 5-6 sessions. They are presented here in their original format, but they can be adapted however works in your context. The sessions need to take place over a set period of time, in class groups. The exercises in the first two sessions (S1 and S2) are done in single sex groups, and those in S3 in a mixed sex group.

The second staff session [T2] should take place close to the final session with students [S3] so that staff can directly engage with the students’ work and Agendafor Change. This Manual also includes a guide for a Follow-up meeting with staff and students that agreed to take forward an Agenda for Change. The Follow-up session should take place around three months after the intervention and be an opportunity for students and staff to review progress on developing policies and procedures, on building gender equality into the curriculum and implementation of a whole school approach to ending sexual harassment in the school.

**NOTE: ALL OF THE MATERIALS YOU NEED FOR SESSIONS ARE INCLUDED IN THE APPENDICES: SOME OF THESE YOU WILL NEED TO PRINT, AND MAY EVEN WANT TO LAMINATE, SO THAT YOU CAN USE THEM MULTIPLE TIMES.**

## Guidelines for delivery

The most important factor when working through the programme is to make sure that you create a supportive environment where the students feel free to discuss and share their ideas and experiences. Disagreements may arise when challenging ideas that participants may have held for some time or may have inherited/had affirmed by family members, friends or by society more widely. Remind participants that they can disagree and discuss with each other respectfully and that these sessions can be used to help practice these skills. Remind them that it is okay to agree to disagree but encourage them to be open to changing what they think they know. If a discussion seems to be veering off track, gently reintroduce the original issue. Should a participant input a controversial point to the discussion, try to separate fact from fiction. Encouraging the use of 'I' statements – owning our opinions rather than using 'you' in the sense of a general consensus of opinion – is particularly useful here and should be established in the ground rules for the intervention in the first sessions.

Also, in advance of the session, check the size of the group and plan with the school the size of room required. Many of the student sessions involve students moving around the room. Timings of single sex sessions will require either two sets of staff and two rooms, or an alternative activity for those students not in a session for that time period.

We have included additional materials for teachers in the Appendices on sexual harassment, but consider whether it might be best if the sessions are delivered by an external partner. Each country team had an NGO partner to deliver the sessions; in the UK this was Rape Crisis South London [<http://www.rasasc.org.uk/>], who also helped to develop the materials in this pack.

## Safety and support

The issue of violence against women is emotive. You need to create as safe a space as possible for students to discuss their experiences, opinions, and feelings. Before delivering the lesson plans you need to be clear about what procedures there are if there is a disclosure of something which sits within school safeguarding/child protection policies. This should be made clear to students before each session alongside information on support networks for students and teachers/staff, should they wish to talk confidentially to someone about anything. This can be done through an easily accessible display or other access point (e.g. in school diaries, student bulletin boards or newsletters). You should contact local NGO partners before delivering the sessions to get their most up-to-date information and, if possible, their promotional literature. Make sure posters or literature are visible for the duration of the intervention to ensure that an ongoing conversation among the students is possible.

Students may share their own experiences of sexual harassment. You need to be fully aware of the confidentiality and safeguarding policy in the school you are delivering in, including the named lead you need to report concerns to (the safeguarding or child protection lead). You should also agree before the sessions what the threshold for reporting

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specific instances is, and how you might give more general feedback about levels and contexts in which harassment is taking place. As you will be bound by the confidentiality policy of each school, it is important to emphasise the limits to confidentiality at the beginning of sessions and identify specialist services where the young people can talk about their experiences in confidence. A balance is needed between creating an open and conversational space and closing down the sharing of personal experiences because of concerns about confidentiality. This can be struck by gently reminding students of the limits of confidentiality if the discussion is heading towards sharing personal experiences and letting them know they are in control of when and how much they share in the group. Ensure also that you emphasise that students can leave the room if they need to at any point. This is particularly important if the atmosphere becomes emotionally charged or tense due to the activities or the sharing of personal experiences.

Be aware of participant reactions and responses as issues are discussed. If anyone expresses seemingly sexist, racist and/or homophobic attitudes, remember they have been socialised to think this. Address these issues in ways that invite them to feel a part of the solution, while at the same time challenging these statements and the beliefs that underpin them. Discomfort with the session content may be expressed through joking, silence, bragging or making shocking statements. Address this behaviour openly, but do not discount responses or comments. Ask why we respond in these ways. Listen carefully to the underlying meaning in questions or statements; there may be a request for help or information in a question that sounds like bragging or appears intended to shock. Listen for responses from young people that allude to personal knowledge of the issues being discussed, such as knowing details about sex that seem too in-depth for their age level and apparent experience. Be aware of young people who stay back after the sessions whilst other students are leaving and make yourself available to anyone who wants to talk once the sessions have finished, ensuring you and the participant are aware of your confidentiality and safeguarding obligations in the setting you are delivering in.



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# Teacher/staff session [T1]

| Key question: What is Speak Up/Out? |   |
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| <b>CONTEXT AND OVERVIEW</b>         | <p>This session is the first with the teachers/staff. It should take place <i>before</i> any sessions are delivered to the young people. This is to ensure that teachers/staff are aware of what is being delivered to the young people, and that external facilitators have any information about the school/students they should need (such as any recent incidents of sexual harassment that the young people may talk about).</p> <p>The session should include a mixed group of teachers or staff from across the school but definitely the teachers of the classes that will receive the intervention. Also include any teachers/staff with pastoral care and child protection responsibilities. Buy-in from senior leaders within the school is key to taking the young people's ideas forward.</p> <p>The key aims of this first session are to introduce the project as well as the role of bystanders, and to encourage teachers to explore their understandings of sexual harassment in the school.</p> <p>We recommend that the staff that there is continuity between the staff attending this session and T2.</p> |
| <b>INTENDED LEARNING OUTCOMES</b>   | <p>Teachers/staff should be able to state the following:</p> <ul style="list-style-type: none"> <li>• I understand the rationale, methodology, and anticipated outcomes of the Speak Up/Out programme.</li> <li>• I understand some of the behaviours that sexual harassment includes.</li> <li>• I am beginning to think about my role as a bystander and what I can do to help end sexual harassment in school.</li> <li>• I understand where I can get support on sexual violence for myself or others.</li> </ul>   |
| <b>RESOURCES REQUIRED</b>           | <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Marker pens</li> <li>• Vignette cards</li> <li>• Handouts on what is sexual harassment</li> <li>• Handouts on what is a whole school approach</li> <li>• Handouts on active bystanders</li> <li>• Information sheets/flyers with information about support organisations</li> </ul>   |



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| <p><b>PREPARATION AND CLIMATE FOR LEARNING</b></p>                                    | <p>Ensure information regarding support organisations for survivors (young people and adults) is clearly visible within the learning environment. This can include posters of your nearest organisations, website addresses on whiteboards or handouts. Try to ensure a range of services, such as (for example) services for women only, services for children and young people, services for men only or specialist services for minoritised groups. The support groups you are able to provide information on will depend on those available in your country.</p> <p>Teacher/staff sessions can be facilitated by one or two facilitators, however at least one of the facilitator/s delivering the session to teachers/staff should be involved in delivering the sessions to the students.</p> <p>It may work best to push desks to the back of the room and arrange the chairs in a semi-circle. This will help to create a feeling of openness (rather than restriction behind desks) and put you and the teachers/staff on the same level. Teachers/staff won't be needing to write much down so should be able to participate without desks.</p> <p>You may need to adapt the timings for activities depending on the time permitted for the session and the time required to physically set up the space. It is better to do fewer exercises with space to unpick and explore what is said than to use the time to push through all the exercises.</p> <p>Before beginning, make sure you are aware of the safeguarding procedure and share the limits of your confidentiality and safeguarding responsibilities with teachers/staff at the start of the session.</p> |
| <p><b>STARTER ACTIVITY</b></p> <p><b>Introductions</b></p> <p><b>[10 minutes]</b></p> | <p>Introduce yourself and if you are an external facilitator, explain who you are and where you are from.</p> <p>Give an overview of the Speak Up/Out programme. This should include:</p> <ul style="list-style-type: none"> <li>• That sexual harassment has been identified as <i>the most prevalent form</i> of violence against girls and women, across the 28 EU member states, including this country.</li> <li>• Sexual harassment has both short and long-term impacts. It can act to limit someone's freedom (by causing them to avoid certain activities or opportunities to learn or grow) and can be a factor in developing anxiety or increasing stress, with associated health impacts.</li> <li>• Schools are a particular context where sexual harassment can become embedded and thus are identified as a primary area for prevention.</li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>• A promising new approach to the prevention of sexual harassment is targeting young people as bystanders, inviting them to notice and intervene in sexual harassment situations.</li> <li>• This intervention takes a 'whole-school approach' to the issue, which means challenging sexual harassment across the curriculum, as well as in school policies/regulations, and through workshops with all members of the school community.</li> </ul> <p>Introduce the session by explaining that this will be the first of two sessions about working with the teachers/staff to understand sexual harassment in the school and to feed back on the work you will be doing with students. Make clear that change will be a combination of staff and students deciding to address this issue together.</p> <p>Explain that you will be working with the students over a number of sessions to cover: identifying sexual harassment; understanding our responsibility to end sexual harassment; and how to take action. The best outcome would be staff and students developing a whole school approach to sexual harassment in the school.</p> <p>Ask the staff members to introduce themselves by giving their names, their subject/role in the school and one thing they would like to have learnt by the end of the session. You can write this on flipchart paper or make a note yourself, but make sure you use this to think about anything you may need to include in the session or let them know if they want to know things that will not be covered. This is a good way to manage expectations.</p> |
| <p><b>STARTER ACTIVITY</b></p> <p><b>Ground rules</b></p> <p><b>[5 minutes]</b></p> | <p>Explain that because the topic is sensitive, and that we are coming together to work on it as a team, we need to agree some ground rules as a group. Suggest the ideas below and explain as you write them on the flipchart. At the end, check if everyone agrees and ask if there's anything missing.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• <b>Confidentiality</b> – What is said in the room about individuals stays in the room. At this point, teachers must clearly identify limits to confidentiality, what information teachers are mandated to report, and what the procedures are for responding.</li> <li>• <b>Use of "I" statements</b> – Encourage teachers to talk about themselves and their own feelings, not those of others.</li> <li>• <b>It's okay to pass</b> – They do not have to participate in a specific activity, they have the option of passing by sitting quietly.</li> <li>• <b>No judgements</b> – People may have different levels of knowledge or ask questions that you didn't expect. No inappropriate laughing at others.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• <b>Be open</b> – Talk about how teachers may already have their own ideas and beliefs around this topic and some of the information shared during the lessons may be different to this – an important part of learning is to be open to hearing something new and challenging our own views and beliefs.</li> <li>• <b>Self-care</b> – Teachers need to take care of themselves in the session and can leave if it is feeling too difficult.</li> </ul>   |
| <p><b>MAIN ACTIVITY 1</b></p> <p><b>Sexual harassment vignettes</b></p> <p><b>[25 minutes]</b></p> | <p>The aim of this activity is to introduce the topic of sexual harassment in schools and to find out more from teachers about the actions they take within the school.</p> <p>To begin, read aloud some short quotes from focus groups the project did with young people in four countries to illustrate how sexual harassment is taking place in schools, how young people want it to be addressed and the importance of intervention.</p> <p>Ask the teachers if this sounds familiar to them and give a little time to explore how they understand sexual harassment.</p> <p>Hand out the information sheets on ‘What is sexual harassment’.</p> <p>Then explain that the focus group material has been worked up into short vignettes that we use with young people to understand more about what happens in the school they are in, what the response is, and what barriers they see to responding.</p> <p>Ask the teachers/staff to pair up with the person next to them (if a larger group put into groups of 3-4).</p> <p>Hand out vignettes, one to each pair/small group.</p> <p>Explain that they have all been given an example of different kinds of behaviour that happen to young people in schools. We would like to know what their response as a bystander would be. There are no right/wrong answers here. We want to know what they think a bystander ideally should do, what is the likely response and what are the barriers that might prevent the ideal response from happening? Encourage them to be specific about what they would want to do.</p> <p>Give them 10 minutes to discuss.</p> <p>While they are talking, write on three pieces of flipchart paper the headings: <u>How it happens</u>; <u>What we do (split into ideal and actual)</u>; <u>Barriers to prevention</u>.</p> <p>After the discussion in pairs/small groups is finished, take feedback from the teachers. You need 10 minutes for feedback.</p> |

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Ask them to read their vignette aloud and then to give a summary of their discussion. Write their answers under the headings on the flipchart paper, highlighting similarities/differences across the groups.

When the list is complete ask if anyone wants to comment/add/change anything. Identify any issues related to victim blaming, sexism, racism etc that are on the list and connect these to the barriers for action. If anything has come up about gender (i.e. that girls are asking for it or that boys are just kidding) gently introduce the idea that different amounts of space are allowed for the actions of young women and young men. It can be useful to do this through the example of alcohol.

For example, a young woman who is drunk and is sexually assaulted is often blamed for being drunk and “not looking after herself.” A young man who is drunk and sexually assaults is often seen as not being fully responsible for what he did because he was intoxicated. For girls, alcohol increases their level of responsibility, for boys it decreases their responsibility.

Let them know this is something we will be exploring more with the young people. Also, at this point connect anything the teachers have said that is similar to the quotes you read out at the beginning from students about what they would like – this is to introduce the idea that the teachers and students might want to work towards change together.

## Facilitator notes:

When collating teachers’ feedback on the vignettes, please consider and be aware of:

- What existing level of knowledge and understanding do teachers have that you can build on during T2?
- What rape myths or victim blaming/homophobic attitudes have arisen during this activity? How are you going to open these up to discussion and change?
- What learning about the school environment can you take from this session to help you with your work with young people? Is there anything you might need to adapt in the materials to reflect this?
- Are there any teachers/staff that would be good leaders for this work? Look to identify teachers /staff who ‘get it’ and make them allies.

## WRAP UP

Briefly sum up the lesson reinforcing the following messages:



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[5 minutes]

- Thank the teachers/staff for everything they've shared.
- Encourage them to think about how sexual harassment might be integrated into teaching on their subject area to reinforce this work as part of a 'whole school' approach.
- Say you look forward to feeding back to them the work with the young people.
- Reiterate how we would like them to work with a group of students to carry on this work after the programme has been implemented.



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# Student session [S1]

| Key learning: What is sexual harassment?    |  |
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| <b>CONTEXT AND OVERVIEW</b>                 | <p>This material introduces the programme on bystander responses to sexual harassment in schools. It is designed to quickly engage the students in learning how to identify sexual harassment. The session is to be run in <i>single sex</i> groups to enable differences in perceptions between girls and boys to be identified later in the intervention.</p> <p>The key aims are to explore students' existing understanding of sexual harassment and to encourage the students to think about the role of gender in sexual harassment.</p> |
| <b>LEARNING OBJECTIVES</b>                  | How to identify and think about sexual harassment.   |
| <b>INTENDED LEARNING OUTCOMES</b>           | <p>Pupils should be able to state the following:</p> <ul style="list-style-type: none"> <li>• I understand some of the behaviours that sexual harassment includes.</li> <li>• I am beginning to think about the different amount of space allowed for the actions of young women and young men.</li> <li>• I understand where I can get support on sexual violence for myself or others.</li> </ul>  |
| <b>KEY WORDS</b>                            | Sexual harassment, acceptability, gender, space for action   |
| <b>RESOURCES REQUIRED</b>                   | <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Blu Tack</li> <li>• Marker pens</li> <li>• Vignette cards</li> <li>• OK/Not OK cards to post on walls</li> <li>• Concept Map worksheets</li> <li>• Information on support organisations</li> </ul>   |
| <b>PREPARATION AND CLIMATE FOR LEARNING</b> | Before beginning all students should have completed consent forms and pre-intervention questionnaires, if you intend to evaluate changes. Share with young people the limits of confidentiality and your safeguarding responsibilities at the start of the session.  |

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|  | <p>Ensure information regarding support organisations for survivors (young people and adults) is clearly visible within the learning environment. This can include posters of your nearest organisations, website addresses on whiteboards or handouts.</p> <p>All sessions should be facilitated by two people, as some documentation of sessions will be needed later on. Teachers might be present to assist in managing behaviour. It will also mean that should any students need to leave the room due to distress or unease, a facilitator can check on them without disturbing the session.</p> <p>Students in the first activity will be standing and moving around the room. In the second activity they will be working together in 4-6 small groups, depending on the overall group size. You need the room arranged so there is a lot of space towards the front of the room, with desks organised into small clusters at the back.</p> <p>You may need to adapt the time for each activity depending on your allocated time and the time required to physically set up the space.</p> <p>A higher ratio of facilitators to students can enable deeper discussions during the Concept Maps exercise.</p> <p>Adapt material for students with learning difficulties – extra support may be required with the Concept Maps, aim for less time on written work and more time on movement-based activities.</p> |
| <p><b>STARTER ACTIVITY</b></p> <p><b>Ground Rules</b></p> <p><b>[15 minutes]</b></p> | <p>Introduce yourself and explain how many sessions there will be and what you will be covering. Say that this material has been developed with young people from Malta, Slovenia, the United Kingdom and Portugal based on things they experienced in school. We are exploring sexual harassment and how you and your school might better respond to it.</p> <p>Ask them why we might have called the programme Speak Up/Out.</p> <p>Let the students know you have already had a session with the teachers and you will be having another session with them at the end of these sessions, so this is a space for the students to speak up/speak out in a way that the teachers will hear and that will hopefully start to change the school environment for everyone.</p> <p>Let the group know that due to the subject matter you are expecting a high level of maturity and sensitivity in the discussions.</p>  |



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Explain that due to how common sexual violence and harassment is in our society, talking about it can bring up feelings and thoughts from our own experiences or those of our friends and family. It can be a difficult topic to discuss and as such it is important students take care of themselves and each other.

Because the topic is sensitive we need to agree as a group how we are going to behave towards each other during the lessons.

Ask students to each think of one thing they would like the group to abide by during the lessons. As students call ideas out, write them on a piece of flipchart paper to clearly display and refer to during future sessions. Explain to the group these ground rules represent a behaviour contract among everyone in the class and check that they all agree to them.

Some important ground rules to include are:

- **Confidentiality** – What is said by other students stays in the room, however we can talk about the issues outside of this class, without directly referring to who has said what. At this point, clearly identify limits to confidentiality, and what information you are mandated to report.
- **Use of “I” statements** – Encourage students to talk about themselves and their own feelings, not those of others.
- **It’s okay to pass** – They may choose not to participate in a specific activity, they have the option of passing by sitting quietly.
- **No judgements** – People may have different levels of knowledge or ask questions that you didn’t expect. No laughing at others for things they are unsure of. We are all here to learn.
- **No personal questions or comments** – Inform students that it is not appropriate to ask personal questions of the facilitator or other students. If someone chooses to share something personal – their privacy is to be protected outside of the classroom (see confidentiality above). Also agree to anonymise the names of people if students refer to others in telling a story.
- **Open minded** – Students may already have their own ideas and beliefs around this topic and some of the information shared during the lessons may be different to this. An important part of learning is to be open to hearing something new and challenging our own views and beliefs.
- **Self-care** – Students need to take care of themselves in the session and can leave if it is feeling too difficult.

While forming ground rules, it is important that a discussion is had about abusive conduct. The ground rules should make clear that if you



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|  | <p>use any sexist, homophobic or racist words and ideas you should be prepared to be challenged. The exception to this is when exercises call for students to talk about the realities of their lives. Here, these words and ideas are important to get into the open so they can be unpicked, but they should never be directed at another student or used in reference to another young person. When issues of gender and sexuality are being discussed it is a particular risk that some boys will feel threatened and try to assert their heterosexuality by using homophobic abuse. This needs to be discussed if/when it arises as otherwise it can appear as tacit complicity to students.</p>  |
| <p><b>STARTER ACTIVITY</b></p> <p><b>Introducing students</b></p> <p><b>[10 minutes]</b></p> | <p>Ask the students to arrange themselves in alphabetical order. If students have the same letter, they go to the next letter, etc. Then get them to go down the line and say their names to check they are in the right order (and to help introduce the students to you). Go down the line and give each student one of the numbered vignettes you have on cards. There will be multiples of the same vignette depending on size of the group. Ask the students to read these quietly to themselves. Using the Blu Tack, stick the OK card on one side of the wall and Not OK on the other.</p> <p>Ask the students to come and stand in a group towards the OK side of the room.</p>  |
| <p><b>MAIN ACTIVITY 1</b></p> <p><b>Where is the line?</b></p> <p><b>[40 minutes]</b></p>    | <p>The aim of this activity is to explore students' existing understanding of what behaviour is acceptable and what is harassment.</p> <p>Tell the students that they have all been given an example of different kinds of behaviour that happen to young people in schools across the UK, Malta, Slovenia and Portugal.</p> <p>Show the students that one side of the room says that behaviour is totally OK, and the other side is totally Not OK.</p> <p>Let the students know we are asking them to think about the example they've been given, and how OK they think it is – they should stand where they think their example fits.</p> <p>Ask at this point if any students want to change what they've been given for any reason.</p> <p>Use your body to show by example – “If something is definitely not OK, I would stand here. If something was kind of OK, I might stand here. If something was totally OK, I'd go over here.”</p> <p>Let them know they shouldn't talk to anyone else about this yet, but that we will be comparing our choices in a minute.</p> |

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Reassure students that we will all have different ideas about what is and isn't OK, and so keep in mind that there are no wrong answers.

Give them time to arrange themselves and remind them not to talk to others if they start comparing where they've stood to someone else.

Adaptation for students with learning difficulties: read out one vignette at a time and ask them to move to the place in the room that reflects the behaviour in the vignette. Discuss after each vignette.

Draw a line on the flipchart paper (you will use this to record where the students with each vignette stand).

Check they are all happy with what they've chosen.

Each of the vignettes are numbered, write the number of the vignette on the chart to reflect where students stand for each vignette.

Ask each student to say why they chose to stand where they are.

Once all students have done this, read out vignette one and ask the students who had that one to raise their hand.

Discuss with them any differences in where they chose to stand or the reasons they gave about why they had chosen to stand there. Use the questions attached to each vignette to develop this discussion and get a sense of the factors that influence their view.

On a separate piece of flipchart paper take notes of what the students say about what makes something 'More OK' and what makes something 'Less OK'. These notes will be used for the summary of this session and in the next session.

Ask other students if they have anything they would like to add.

Re-emphasise the importance of sensitivity and respectful behaviour and discussions at this point.

Repeat for as many of the vignettes as you have time to cover. This can take a longer or shorter time depending on how much young people have to say.

At the end, ask students if everyone is still happy with where they're standing or if anyone wants to move position following the discussion. If anyone moves position, record this on the line you've drawn on the flipchart in a different colour.

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|  | <p>Summarise the activity by reading through what has been written down about what makes something more/less OK, as well as pointing out any changes in the line. This will invariably include gender (e.g. more OK for boys, less OK for girls), may include age (e.g. more OK if similar age), may include relationship (e.g. more OK if in a relationship), but other interesting things are sure to come up. Summarise these, focusing on the different “space for action” that boys have compared to girls.</p> <p>Thank the students for their sensitivity in the exercise and being open to challenge.</p> <p>Ask the students to get into groups and sit at the tables at the back of the room. Allow the students to self-organise so they are with students they feel comfortable with.</p> <p><b>Facilitator notes:</b></p> <p>As the examples come from real accounts, something similar to what is on the vignettes may have happened in the school. There is a chance that young people may get a vignette that represents something that has happened to them personally. Be mindful of how the students respond when they first read their vignettes to themselves, and without question swap any vignettes the young people want to swap.</p> <p>When collating students’ feedback on where they are standing and why, please consider and be aware of:</p> <ul style="list-style-type: none"> <li>• What existing level of knowledge and understanding do students have that you can build on during future lessons?</li> <li>• What rape myths or victim blaming/homophobic attitudes have arisen during this activity? How are you going to open these up to discussion and change?</li> <li>• Are there any students who you are concerned about? If so, how will you address this in future lessons without making them feel put on the spot?</li> </ul> <p>Feedback often shows a varying level of knowledge/ awareness across the class. Use this as an opportunity to talk about how people have different views about what is acceptable based on their own experiences, opinions, and background.</p> |
| <p><b>MAIN ACTIVITY 2</b></p> <p><b>Concept Map</b></p> <p><b>[20 minutes]</b></p> | <p>Hand out the Concept Maps (on A3 sized paper if possible) and markers, one for each group.</p> <p>Explain that these are Concept Maps and they are a way of connecting all the different things you already know about sexual harassment. Let the students know that some of this has already been filled in from research with other young people, but we want to know what they think.</p>  |

## BYSTANDERS

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|   | <p>Encourage them to have discussions in their groups and to fill out the Concept Map. Let them know that sometimes what boys and girls have been taught to think about or expect can be different, and so we will be sharing these maps with the boys/girls (depending on what group you have), and sharing theirs with you, at the start of the next session.</p> <p><b>Facilitator notes:</b></p> <p>Make sure all students are included in a group. Move between the groups to help students think about what they want to write down. This can be offering suggestions based on the activity they've just completed, encouraging them to discuss together rather than just one or two students writing everything down. Use this time to also check in with the students about the previous activity. Try not to single out students you are concerned about but gently check in with the groups they are with and keep an eye on who is participating and who is keeping back. If at any point the groups seem stuck, use suggestions from the other groups to prompt them.</p> <p>When complete, collect all the sheets together. Explain we will be returning to these at the next session.</p> |
| <p><b>PLENARY/<br/>ASSESSMENT FOR<br/>AND OF LEARNING</b></p> <p><b>[5 minutes]</b></p> | <p>Briefly sum up the lesson reinforcing the following messages:</p> <ul style="list-style-type: none"> <li>• Lots of different things make up the category of sexual harassment (give some examples from the Concept Maps).</li> <li>• Our beliefs about what is acceptable and what is harassment can be changed by a number of things such as (give examples from the OK/Not OK list).</li> <li>• Different amounts of space are allowed for the actions of young women and young men.</li> <li>• Flag points on intersectionality – age, ability, race/ethnicity.</li> </ul> <p>Share handout on 'What is sexual harassment', especially if there are feminist societies at the school that wish to take the work forward.</p> <p>Thank students for their maturity in the session and for taking part so enthusiastically.</p>   |
| <p><b>EXTENSION<br/>ACTIVITIES</b></p> <p><b>HOME LEARNING</b></p>                      | <p>Ask students to make a note of any examples of sexual harassment they see or think about during the week, and to start to think about what makes it hard to intervene in what is happening. Is it because you feel worried that you'll get a friend in trouble? Is it because it's just jokes? Is it that you don't know what to do? Let students know that you'll be asking for their examples in the next lesson.</p>  |

# Student session [S2]

| Key learning: What is a bystander?          |  |
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| <b>CONTEXT AND OVERVIEW</b>                 | <p>Building on learning from previous session/s, these activities invite young people to consider their own roles as active bystanders in relation to sexual harassment. It is designed to build on the learning of the previous session/s, as well as to engage the students in taking responsibility for intervening in sexual harassment. The session is to be run in <i>single sex</i> groups only to enable differences in perceptions between girls and boys to be identified.</p> <p>The key aims of this second session are to deepen students' understanding of the role of gender in sexual harassment, and to encourage the students to think about the difference they can make through their role as a bystander.</p> |
| <b>LEARNING OBJECTIVES</b>                  | Learning about the role of the active bystander in challenging sexual harassment.  |
| <b>INTENDED LEARNING OUTCOMES</b>           | <p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> <li>• I can see differences and similarities in how girls and boys conceptualise sexual harassment.</li> <li>• I know more about gender stereotypes and their impacts.</li> <li>• I understand some of the barriers to becoming an active bystander in my school.</li> <li>• I am aware of some strategies for being an active bystander against sexual harassment at my school.</li> </ul>  |
| <b>KEY WORDS</b>                            | Sexual harassment, bystander intervention  |
| <b>RESOURCES REQUIRED</b>                   | <ul style="list-style-type: none"> <li>• Internet enabled computer with sound</li> <li>• Projector</li> <li>• Collated Concept Maps from previous sessions (this means creating combined ones for girls and boys before the session and making copies for small group work)</li> <li>• Ground rules sheet from previous session</li> <li>• 2 cards with large writing saying GIRLS/WOMEN and BOYS/MEN</li> <li>• Information on support organisations</li> </ul>   |
| <b>PREPARATION AND CLIMATE FOR LEARNING</b> | You may need to adapt the time allocated to each activity depending on the timings for your session/s and the time required to physically set up the space.  |

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|  | <p>Before beginning, ensure information regarding support organisations for survivors (young people and adults) is clearly visible within the learning environment. This can include posters of your nearest organisations or website addresses on whiteboards.</p> <p>Prepare the Bystander video (see Useful links) so it is ready to play during the session. Ensure you have checked AV equipment.</p> <p>Establish a safe learning environment. Recap and reaffirm group ground rules, including a reminder of confidentiality and safeguarding responsibilities at the start of the session.</p> <p>Re-emphasise that this is a sensitive and emotive topic. Remind students that they are in control of how much they participate and that it's important for students to take care of themselves during the lesson.</p> <p>Classroom to be arranged the same as for the previous session. Have the GIRLS/WOMEN card stuck up on one side of the room and the BOYS/MEN card on the other side in preparation for the first activity.</p>  |
| <b>STARTER ACTIVITY</b><br><br><b>Re-cap</b><br><br><b>[10 minutes]</b>            | <p>Introduce the lesson by welcoming everyone back.</p> <p>In case this session includes students, who were not in previous sessions, start by asking those present to recap on what was discussed and what they learnt. This is also an opportunity to understand what the students themselves recall and what is important to them.</p> <p>Ask if anyone had any questions left over from the previous session/s or if there was anything they'd like to say about the topic before we begin today.</p> <p>Ask them to return to the groups they were in at the end of the previous session. Any new students should pick any group they would like to join.</p> <p>Distribute across the desks a copy of the collated Concept Maps (each group should have one combined one from the girls' session and one combined one from the boys' session). Ask the students to notice the differences and similarities between the girls' and boys' responses. Ask them to discuss in their groups and see if they find anything interesting/surprising. Are there lots of similarities or differences? Give them time to discuss and then ask for some broad feedback.</p> <p>Use the feedback to lead into the next activity about gender stereotypes.</p> |
| <b>MAIN ACTIVITY 1</b><br><br><b>'Most likely' game</b><br><br><b>[25 minutes]</b> | <p>Ask the students to come and stand in the middle of the room. Point out the cards on the walls that say 'GIRLS/WOMEN' and 'BOYS/MEN'. Say that we are going to look at what expectations we have about people based on their sex. Let them know you are going to read out some statements and you want them to choose who they are 'most likely' to refer to – either girls</p>   |



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or boys. Say that some statements may fit both, but you want to know who is 'more likely' to be associated with each one.

As you read the statements and the young people move, ask them questions about why they've chosen to go where they have. Particularly ask if there are any big differences (i.e. one young person chooses something different than the others) but also if any young people are unsure, ask them why they decided in the way that they did. If all young people very easily choose one side, use this as the basis for a discussion too.

## Facilitator notes:

The statements are designed to reflect norms that can be applied to a discussion on space for action and should start off more broadly before moving to the questions specifically related to sexual violence/harassment. You can adapt these for your particular context, drawing on what has come out for this school from previous sessions. Read out 10-12 statements. Below are examples of statements you can adapt or see the list of 'questions for the most likely game' under Resources. Try not to read in an order where the 'answers' are boy/girl, boy/girl etc.

- Who is most likely to get in a fight?
- Who is most likely to do well in science?
- Who is most likely to do well in art?
- Who is most likely to cook at home?
- Who is most likely to cook for a living?
- Who is most likely to cry?
- Who is most likely to be teased about being gay?
- Who is most likely to make jokes about sexual harassment?
- Who is most likely to tell a teacher about sexual harassment?
- Who is most likely to be teased about being too sexual?
- Who is most likely to ask someone to send a sexual picture?
- Who is most likely to have sexual pictures of them shown without permission?

The last statement you should read is:

- Who is most likely to intervene when they see someone being sexually harassed?

At the end briefly summarise what you have picked up from the exercise. Ask the young people if they found anything surprising or if they had realised how much we expect different things from girls and boys (with the objective of identifying that girls have less space).

Ask the students to sit back down in their groups.



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| <p><b>MAIN ACTIVITY 2</b></p> <p><b>Bystander video</b></p> <p><b>[25 minutes]</b></p>     | <p>Explain you are now going to show a short video that speaks particularly to that last point, about bystanders.</p> <p>Ask the group if any of them have thought about sexual harassment and what stops them from intervening since the last session. Take some responses. If there are none, ask if anyone can say what they think a bystander is. Take a few suggestions and affirm them – making a clear distinction between being passive and active bystanders.</p> <p>Show the bystander video (see Useful links). [Video ends on question: What do you need to help you speak up and speak out?]</p> <p>Ask the students in their groups to discuss the question. In particular, ask them to think about what they would like bystanders including peers, teachers, and parents to do. What needs to change for them to be able to do this? Say they have 10 minutes to discuss in their groups and then you will take feedback from the whole class.</p> <p>Write 'Taking Action' on a flipchart sheet and 'Barriers' on another. Go around the groups and take feedback from their discussion. Record what action they want to be taken and also record the barriers to taking action.</p> <p>Say that we are going to keep this and test some of their ideas out to see if there is anything we want to add or change later on.</p> |
| <p><b>MAIN ACTIVITY 3</b></p> <p><b>Bystander role play</b></p> <p><b>[25 minutes]</b></p> | <p>Ask if you can have two volunteers to take on the role of harassed and harasser and act out a typical scene of sexual harassment.</p> <p>Hand out one of the vignettes. Use those you think will be easier for the group to work with.</p> <p>Ask the volunteers to use this as the basis of a role play. Remind them to be respectful of the other person at the same time as trying to be truthful to the kind of sexual harassment they see in schools.</p> <p>At this point, mention that any touching between the two needs to be discussed by them in advance.</p> <p>Give the volunteers two minutes to work out what they are going to enact.</p> <p>While the volunteers are doing this, ask the other young people if they have any questions about anything we've discussed so far. You can also ask if they have started thinking about sexual harassment in a different way at all or go back to any previous activities to ask them to reflect/comment.</p> <p>Then get the volunteers to come and do a short role play. Let them act out the scene and then stop when it feels right (either the scene fades off or starts to go too far).</p>  |

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Once you've stopped it, ask the audience what they think about intervening. Take a few ideas from the group. Then ask if anyone could come up and show what they think they could do or could come up and act out someone else's suggestion. This way the students will hopefully not feel put on the spot to think of something, as they will have encouragement from their peers.

A third student joins in as a bystander and they re-enact the scene, including their suggested mode of action.

Give positive feedback and discuss how/if that changed anything for the person being harassed.

Repeat this with different students coming to test different responses. Emphasise the creative ways they found to interrupt/disrupt what was going on.

As so much of young people's lives are lived online it is also important to test out how young people can be active bystanders online. You can do this through choosing a vignette that works when applied to an online context (such as Vignette 1) and asking specifically what actions they think they could take online. Or by asking the young people directly to think about sexual harassment online and then to offer up some scenarios. You can then workshop with them what interventions could be made. This will be less an "acting out" (as there is little to act out about online interactions), but it is very important to ensure the young people are thinking about the different spaces they have within which to act.

If needed and if time permits, move on to a different vignette and get different volunteers to act out.

Once the activity has run for a few rounds thank everyone for participating and ask them to sit back down.

Ask the students what they think about the interventions that were tested. What worked well/not so well? Do they want to add/change anything on their list? Go back to the flipchart paper and check. Let the students know that we will come back with their ideas and the barriers next time we meet, when both the girls and the boys are together. Again, say it will be interesting to see if there are differences but also to find out what is similar in what stops us from taking action and what actions we would like to take.

### Facilitator notes:

The success of this activity will differ across different groups of young people – some may be more engaged than others, some may not feel comfortable doing role play at all. If you are with a group where the exercise is not working well, you could ask the students to go back into their groups. Read the vignette aloud and ask them to write on flipchart paper different ways someone could intervene. Collect feedback and workshop these with

## BYSTANDERS

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|  | <p>the group, similar to above. This version of the exercise may work better than role play if you have a very shy group, however role play is more interactive and fun and so should be your first choice if you think it could work.</p>   |
| <p><b>PLENARY/<br/>ASSESSMENT FOR<br/>AND OF LEARNING</b></p> <p><b>[5 mins]</b></p> | <p>Briefly sum up the lesson reinforcing the following messages:</p> <ul style="list-style-type: none"> <li>• Gender stereotypes impact what we expect of girls and boys. Gender inequality means that these stereotypes often limit girls' space for action and increase the space for boys.</li> <li>• Flag points on the intersection of gender and age, ability and race/ethnicity.</li> <li>• We are all are bystanders when it comes to sexual harassment in school and we have a responsibility to create a learning environment where everyone is equal. This means challenging sexual harassment when we see it.</li> <li>• There are different reasons why we don't intervene, but you can make a difference and take action. Together we can end sexual harassment.</li> </ul> <p>Thank students for their maturity in the session and for taking part so enthusiastically.</p> <p>It is common for boys to feel able to speak up more in a mixed sex space and for girls to feel silenced. So at the end of the session with girls we suggest that you prepare them for the mixed session by talking to them about speaking up and standing their ground. Discuss how they might support each other to do this, and what should happen if the boys take up more than their fair share of speaking space.</p> |
| <p><b>EXTENSION<br/>ACTIVITIES</b></p> <p><b>HOME LEARNING</b></p>                   | <p>Ask pupils to continue thinking about what we've discussed and maybe write down any new ideas they have about actions they would like to see taken in their school. The next session will be all about this – what they want all members of the school community to do.</p>   |

# Student session [S3]

| Key learning: How do we take action?        |  |
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| <b>CONTEXT AND OVERVIEW</b>                 | Building on the learning from previous sessions, this final lesson will invite young people to bring together their knowledge and understanding of sexual harassment and the role of the active bystander to begin planning an 'Agenda for Change' for their school.   |
| <b>LEARNING OBJECTIVES</b>                  | We can change the culture of sexual harassment at our school.  |
| <b>INTENDED LEARNING OUTCOMES</b>           | <p>Pupils will be able to state the following:</p> <ul style="list-style-type: none"> <li>• I know why it is important to challenge sexual harassment in school.</li> <li>• I understand the actions I can take as an active bystander.</li> </ul>   |
| <b>RESOURCES REQUIRED</b>                   | <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Marker pens</li> <li>• Coloured pens/paints</li> <li>• Empty logos</li> <li>• Collated summary of actions from previous sessions from both boys and girls</li> <li>• Ground rules from previous sessions</li> <li>• Information about support organisations</li> <li>•</li> </ul>  |
| <b>PREPARATION AND CLIMATE FOR LEARNING</b> | <p>Before beginning, ensure information regarding support organisations for survivors (young people and adults) is clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards.</p> <p>Establish a safe learning environment. This is the first time the girls and boys have come together. It is important to recap and agree group ground rules – you can have these prepared at the beginning of the session, combined from both groups, including a reminder of confidentiality and safeguarding responsibilities. Re-emphasise this is a sensitive and emotive topic. Remind students that they are in control of how much they participate and that it's important for students to take care of themselves during the lesson.</p> <p>Classroom to be arranged with desks in small clusters so students can work in groups.</p> <p>You may need to adapt the time allocated to each activity depending on the timings you have for the session and the time required to physically set up the space.</p> |

# BYSTANDERS

## STARTER ACTIVITY

**Re-cap  
[15 minutes]**

Introduce the lesson by explaining that this is the final lesson but the first in which we are all together.

In case this session includes students who were not at the last session, ask those who were to recap on what was discussed and what they learnt. This is also an opportunity to understand what the students themselves learnt and what is important to them.

If it is mainly boys who speak, find ways to enable the girls to participate. For instance, by

- Naming that more boys are having their voices heard in the room.
- Specifically asking girls what they think and taking questions/contributions from girls first.

Reaffirm what has been covered and learnt by both groups so far. Namely that:

- Lots of different things make up the category of sexual harassment (give some examples from the concept maps).
- Our beliefs about what is acceptable and what is harassment can be changed by a number of things such as (give examples from the OK/Not OK list).
- Gender stereotypes impact on what we expect of girls and boys. Gender inequality means that these stereotypes often limit girls' space for action and increase the space for boys.
- We are all bystanders when it comes to sexual harassment in school and we have a responsibility to create a learning environment where everyone is equal. This means challenging sexual harassment when we see it.
- There are different reasons why we don't intervene, but you can make a difference and take action. Together we can speak up and speak out.

Ask if there's anything important that you've missed from what they've learnt or anything they want to add. Say that we are going to start from that last point and use this session to think through together what we want to do ourselves, and what we want our school community to do.

Let them know we are looking for students to take this forward and will be meeting with the teachers soon to discuss how to do this.



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# BYSTANDERS

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| <p><b>MAIN ACTIVITY 1</b></p> <p><b>Agenda for Change</b></p> <p><b>[35 minutes]</b></p> | <p>Hand out the combined ideas for bystander actions based on the views of the girls and boys from the previous session. Point out the similarities between them to develop shared ownership and the sense of working alongside each other through an 'Agenda for Change'. (Be sure to counter any ideas of boys 'rescuing' girls).</p> <p>Ask the students to read these in their groups and discuss what they think. Is there anything there that they don't agree with? Is there anything missing?</p> <p>After they have discussed for 10-15 minutes on flipchart paper at the front of the class agree a "pledge" on active bystander work in this school. Show some examples of activities that have been done in other contexts (e.g. Agenda from Wales – see Useful Links sheet under Resources) on slide. Guide the discussion so it includes individual actions, actions for teachers and staff, and broader actions in the school (such as curriculum change or policies). Make sure you are taking suggestions from all of the class, including quieter students. Some prompts can include:</p> <ul style="list-style-type: none"> <li>• What have you learnt about what young women need?</li> <li>• What have you learnt about what young men need?</li> <li>• What are some creative ways you could address sexual harassment in this school?</li> </ul> <p>At the end, ask students if they agree to all of it. Encourage them again that this could make a real difference but will only work if some of them choose to take it on. Reassert that we are going to take their ideas to the teachers and that this could really spark a bigger conversation that is led by the young people about ending sexual harassment in their school.</p> |
| <p><b>MAIN ACTIVITY 2</b></p> <p><b>Speak Up/Out</b></p> <p><b>[25 minutes]</b></p>      | <p>Hand out the Speak Up/Out logos</p> <p>Ask the young people to work in pairs to develop their own words/slogan that covers what they have learnt over these three sessions. Let the young people choose their groups but also suggest that they might want to think about working with someone of the opposite sex to see if any new and interesting ideas come up between them.</p> <p>Allow 5-10 minutes at the end of this activity to go around the room to ask the groups to show and share their slogans. Take any feedback and make positive comments for every group on their ideas and creativity.</p>   |
| <p><b>PLENARY/<br/>ASSESSMENT FOR<br/>AND OF LEARNING</b></p> <p><b>[15 mins]</b></p>    | <p>Briefly sum up the lesson reinforcing the following messages:</p> <ul style="list-style-type: none"> <li>• Everyone has the right to feel safe and respected and free to be themselves.</li> </ul>  |



# BYSTANDERS

- In this school you are all committed to challenging sexual harassment and being active bystanders.
- We each have the responsibility to ensure we are treating others with respect, equality and dignity and also have power as bystanders to challenge abusive/bullying behaviour and wider inequality within our society.

Ask students to fill out the post-questionnaire. This will include a place for them to leave their name if they are interested in taking this work forward in the school.

Thank them all for their openness and honesty and participation.



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# Teacher/staff session [T2]

| Key question: How do we take this forward?  |   |
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| <b>CONTEXT AND OVERVIEW</b>                 | <p>This session with the teachers/staff is designed to be taken <i>on completion</i> of all sessions delivered to the young people.</p> <p>Try to get the same group as came to the first session, but definitely try to include the teachers of the classes that have taken part and any who have pastoral/child protection responsibilities.</p> <p>The key aims of this last session are to share how the project has run with the young people and identify teachers/staff who will work with them to continue the work in school.</p>  |
| <b>INTENDED LEARNING OUTCOMES</b>           | <p>Teachers/staff should be able to state the following:</p> <ul style="list-style-type: none"> <li>• I understand girls and boys experience different expectations and that these most often put limits on the girls' behaviours and can inhibit boys' actions as bystanders.</li> <li>• I understand the change the young people want in the school.</li> <li>• I am beginning to think about how I can address gender inequality and sexual harassment in my subject.</li> <li>• I recognise the need for a commitment from teachers/staff and students to take this work forward in my school.</li> </ul> |
| <b>RESOURCES REQUIRED</b>                   | <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Marker pens</li> <li>• Work from student sessions to share (including filled in Concept Maps, summary from 'Most Likely' activity, Agenda for Change and some of the logos)</li> <li>• Information on support organisations</li> <li>• Ground rules on flipchart paper</li> <li>• Blu Tack</li> </ul>   |
| <b>PREPARATION AND CLIMATE FOR LEARNING</b> | <p>Ensure information regarding support organisations for survivors (young people and adults) is clearly visible within the learning environment. This can include posters of your nearest organisations, or website addresses on whiteboards or handouts.</p>  |

# BYSTANDERS

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|  | <p>Teacher sessions can be facilitated by one or two facilitators, however at least one of the facilitator/s delivering the session to teachers/staff should have been involved in delivering the sessions to the students.</p> <p>Teachers/staff will be working together in small groups, depending on group size. You will want the room arranged with desks organised into small clusters.</p> <p>You may need to adapt the time allocated to each activity depending on the timings for the session and the time required to physically set up the space.</p>  |
| <p><b>RECAP ACTIVITY</b></p> <p><b>Overview of student learning</b></p> <p><b>[10 minutes]</b></p>                       | <p>Welcome the teachers/staff back and thank them for attending. Let them know that this session is about looking ahead, but first you want to share with them what you've learnt from the students.</p> <p>Ask if they have noticed any changes in the young people, whether they have had discussions about the sessions, any feedback? Give some positive feedback about the young people.</p> <p>Share the combined Concept Maps about sexual harassment. Explain the activity and key learning. Ask the teachers/staff to comment on anything they find interesting/surprising. Point out the differences between girls' and boys' perceptions.</p> <p>Share the results of the gender activity. This can be in summary but is designed to share with the teachers/staff the fact that young people's lives/expectations are distinctly gendered and that they recognise and live this. Teachers/staff can be surprised sometimes by how 'old school' some of the young people's attitudes are (for example about who does the cooking at home vs. who gets paid to cook).</p> |
| <p><b>MAIN ACTIVITY 1</b></p> <p><b>Tackling sexual harassment through the curriculum</b></p> <p><b>[15 minutes]</b></p> | <p>Ask the teachers if they did think about how sexual harassment might be integrated into teaching on their subject area to reinforce this work as part of a 'whole school' approach.</p> <p>Ask the staff (administrators or kitchen staff) how they think sexual harassment prevention could be brought into their area of work (e.g. posters, staff training).</p> <p>Use the examples from the gender exercise to show how the focus of prevention needs to be on challenging gender norms, but that there are many opportunities within the school curriculum to do this. Then share some examples from the AVA Curriculum review tool (see Useful Links sheet under Resources). These can include:</p> <p><u>Economics</u>: Construct a lesson around male and female income differentials. Ask students to map the gender pay gap and think about</p>   |

## BYSTANDERS

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|                        | <p>how the figures are 'justified' by employers and others? How does the situation in your country compare with other countries? Explore the implication that women are 'worth' less than men. What does the law say?</p> <p><u>History:</u> The changing status of women. How have women been regarded at different times in history? What has been their status? Do changes represent progress, stagnation or regression? Who decides/defines this? How is change measured or assessed? Have changes been actual or perceived? Is change always linear and in one direction, or does it stop, start and reverse? Example: the changed role of women in World War 2 from housewives to industrial workers and back to housewives.</p> <p><u>Geography:</u> Comparisons of specific quality of life indicators – e.g. life expectancy, infant mortality/survival rates, access to healthcare during pregnancy etc – in different countries and regions. How far are poor access/services a result of lack of resources and how far are they a reflection of attitudes and cultures, which may combine to effectively deny access and treatment to health services by women and girls? The countries and regions considered may be those for which information is readily available or may be countries and regions represented in your school. Possible extension: look at female genital mutilation (FGM).</p> <p><u>Maths:</u> Using statistics to establish a knowledge base on violence against women – the extent (how much), prevalence and definitions. Include causes of violence – objective and subjective, what individuals say about their own behaviour, distinctions between popular and academic explanations and approaches. Discuss correlations vs. causation, e.g. the role of alcohol and other drugs, unemployment, childhood abuse. Could be a cross-curricular project with ICT.</p> <p>NOTE – the data from the EU Violence survey by the Fundamental Rights Agency is available online, so an assessment or group project could be built around this in maths, geography and sociology<br/> <a href="http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report">http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report</a></p> <p>Ask them in groups to create a quick mind map of ideas for integrating this into their subject area. Record feedback on flipchart paper.</p> <p>Ask them also to think about the following:</p> <p>Is there a school sexual harassment statement or policy? Is it hidden within the anti-bullying policy? Is this an action that could be taken forward?</p> |
| <b>MAIN ACTIVITY 2</b> | After taking feedback on the above, encourage the teachers/staff by saying how important it is that this work takes place across subjects.   |

# BYSTANDERS

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| <p><b>School guidelines</b></p> <p><b>[15 minutes]</b></p>     | <p>Let them know that the other thing that came out was the need for some guidelines to be developed around bystander interventions and sexual harassment for the school.</p> <p>Share the Agenda for Change activity. Talk through the change the young people want.</p> <p>Distribute handouts on the 'whole school approach' and note how important this is. Hopefully, the young people will have suggested something like having lessons on sexual harassment in different subjects (you would have guided them to think about this) and you can refer to those comments to affirm the importance of the ideas the teachers/staff have come up with.</p> <p>Take ideas from the teachers about anything missing from the Agenda for Change, including anything to add or change.</p> <p>Make this an interactive session sharing and affirming their ideas. You are trying to get them enthused about taking the work forward.</p> <p>Move this into a discussion about how they could see this being moved forward in the school.</p> <p>You can refer to some of the barriers identified by the young people [have these available in summary or on the original flipchart paper]. Ask the teachers/staff how these can be overcome.</p> <p>Note suggestions on flipchart paper.</p> <p>Then tell the teachers/staff how many young people want to take this forward. We need at least one to agree to work with the young people around policies, campaigns in the school, or assemblies. Who will commit to this for the young people and for the school as a whole?</p> |
| <p><b>WRAP UP AND EVALUATION</b></p> <p><b>[5 minutes]</b></p> | <p>Thank the teachers/staff for everything they've shared.</p> <p>Reiterate how we would like them to work with a group of students to carry on this work after the programme has been implemented.</p> <p>Encourage them to organise a Follow-up session as an opportunity for students and staff to assess progress on their Agenda for Change.</p>   |

# Follow-up session

| How have we done and how do we sustain this activity and establish a school environment against sexual harassment? |  |
|--|--|
| <b>LEARNING OBJECTIVES</b>   | Evaluation of work so far and planning for sustainability of Speak Up/Out work   |
| <b>INTENDED LEARNING OUTCOMES</b>  | <p>Students and staff will be able to state:</p> <ul style="list-style-type: none"> <li>• How their thoughts changed about SH and the bystanders' role.</li> <li>• How their feelings did or didn't change about SH, the victim and the perpetrator.</li> <li>• Their level of commitment for action as bystanders.</li> <li>• Which activities they have developed in their school and/or community to prevent SH.</li> </ul>   |
| <b>RESOURCES REQUIRED</b>  | <ul style="list-style-type: none"> <li>• Copies of the Agendas for Change developed by students and staff at this school</li> <li>• Copies of Taking Action and Barriers to Taking Action lists</li> <li>• Feelings cards with open questions [find a way of noting whether completed by girls or boys]</li> <li>• Speech bubbles</li> <li>• Ground rules combined from earlier sessions</li> <li>• Card with introduction about emotions</li> <li>• Two rooms</li> <li>• Information about support organisations</li> <li>• Coloured pens and markers</li> </ul>  |
| <b>PREPARATION AND CLIMATE</b>   | <p>Put out/up all the materials that were produced by students and staff during the course of the sessions. Bear in mind that this will be the first time that students actually get to see and hear about what staff discussed.</p> <p>Before beginning, ensure you have:</p> <ul style="list-style-type: none"> <li>• Read the guidelines for delivery and reaffirm you understand your safeguarding procedure.</li> <li>• Ensured information regarding support organisations for survivors (young people and adults) is clearly visible within the learning environment. This can include posters of your</li> </ul> |

# BYSTANDERS

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|   | nearest organisations, or website addresses on whiteboards.  |
| <b>INTRODUCTION AND RECAP</b><br><br><b>[5 minutes]</b>   | <p>Welcome everybody and mutual greetings.<br/>Reminder of ground rules.<br/>Explain the objectives of the Follow-up session to assess progress and make plans for next steps.</p> <p>Ask staff and students what they recall, what stands out in their minds about the sessions they attended and the activities that were delivered. Highlight points from the materials on display to prompt discussion and/or write up key points from the previous sessions on SH at the school and what students/staff would like to do but also the list of barriers and hand out to prompt discussion. A summary sheet on the staff sessions will be the first opportunity that students get to see what staff discussed.</p>  |
| <b>ACTIVITY 1:</b><br><br><b>Activities planned and/or implemented by the students</b><br><br><b>[25 minutes]</b> | <p>Introduce the activity to explore whether and how they have been able to take forward the Agenda for Change or pick up the issue of sexual harassment in a 'whole school' approach and also how/whether they have been able to intervene as bystanders.</p> <p>Is there anything they wish they had done but were not able to, and what was the barrier to this?<br/>Explain that doing something can range from a simple disapproving look (gaze) to a more complex action, such as organizing or participating in a seminar or writing an essay on sexual harassment.</p> <p>Divide the discussion in to three issues:</p> <ul style="list-style-type: none"> <li>• <u>What they have done:</u> Ask the group what activities they were able to develop, where they did it and who helped them. Were there any difficulties? How did they overcome those obstacles?</li> <li>• <u>What they wanted to do:</u> Was there anything they wish they had done? What were the obstacles?</li> <li>• <u>What might the best next steps be in this school:</u> Use flipchart paper to identify clear and realistic steps for taking the work forward.</li> </ul> <p>Prompt on:</p> <ul style="list-style-type: none"> <li>• The development of policies and procedures for responding to SH</li> <li>• Whether a bystander intervention was possible when incidents occurred</li> </ul> |



# BYSTANDERS

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|  | <p>Be ready with suggestions on:</p> <ul style="list-style-type: none"> <li>• Policy statements, examples of procedures</li> <li>• Suggestions on how to intervene as bystanders</li> <li>•</li> </ul>   |
| <p><b>ACTIVITY 2</b></p> <p><b>How my feelings have changed</b></p> <p><b>[15 minutes]</b></p> | <p>Read the card about emotions provided.</p> <p>Explain that feelings are an important aspect concerning violence and combating/preventing it (e.g. suffering, anger, powerlessness, strength...).</p> <p>Print the cards with the following questions in two different colours (one for girls and the other for boys):</p> <ul style="list-style-type: none"> <li>• Before the Bystanders project, when someone harassed me I felt _____. Now I feel _____.</li> <li>• Before the Bystanders project, when I saw a victim of sexual harassment I felt _____. Now I feel _____.</li> <li>• Before the Bystanders project, when I saw a perpetrator of sexual harassment I felt _____. Now I feel _____.</li> </ul> <p>Give each person a card and ask them to write down their feelings. Let them know that they can draw or add symbols (emoticons).</p> <p>After collecting the cards, as a kind a wrap up, have a little debate about how difficult it is to talk about feelings when we deal with violence.</p> |
| <p><b>ACTIVITY 3:</b></p> <p><b>How my thoughts changed</b></p> <p><b>[20 minutes]</b></p>     | <p>Place an A3 sheet of paper on the wall with the following questions:</p> <ul style="list-style-type: none"> <li>• Has my opinion about SH changed? How?</li> <li>• Has my opinion about the victims changed? How?</li> <li>• Has my opinion about the harassers changed? How?</li> <li>• Has my opinion about the bystanders changed? How?</li> </ul> <p>Divide the board/wall in two and write down: on one side “Before the Bystanders project I thought...” and on the other side “Now I think ...”. Distribute the speech bubbles (template in Appendices) and ask them to write down their changes, having in mind the questions placed on the wall.</p> <p>When each student has written down at least one change, place them on the wall/board, read them aloud and debate the meaning of these changes and what changed the most. If no one answered a certain question, discuss why</p> <p>Write down on the board the main changes before the Bystanders’ project and now.</p>                          |
| <p><b>WRAP UP</b></p> <p><b>[5 minutes]</b></p>  | <p>Finally, summarize the session, thank the students for their collaboration and remember that we would like to have their participation in the final seminar.</p>  |



# Appendices

## Resources, handouts & links



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DRUŠTVO ZA  
NEENASTLJNO  
KOMUNIKACIJO  
association  
for nonviolent  
communication



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ta' Malta  
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## Handout: What is sexual harassment?



# What is sexual harassment?

### Introduction

Sexual harassment has been identified as *the most prevalent form* of violence against girls and women across the 28 EU member states, including this country.

### Definition

Rape Crisis England and Wales uses the following definition:

Sexual harassment is any unwanted behaviour of a sexual nature that makes you feel distressed, intimidated or humiliated. It can take lots of different forms. It can include or be called sexualised bullying.

You don't need to have objected to a certain kind of behaviour in the past for it to be unwanted and constitute harassment.

Sexual harassment can include:

- someone making sexually degrading comments or gestures
- your body being stared or leered at
- being subjected to sexual jokes or propositions
- being sent e-mails or text messages with sexual content
- physical behaviour, including unwelcome sexual advances and touching
- someone displaying sexually explicit pictures in your space or a shared space, like at work
- offers of rewards in return for sexual favours

[\[https://rapecrisis.org.uk/get-help/looking-for-information/what-is-sexual-violence/other-kinds-of-sexual-violence/\]](https://rapecrisis.org.uk/get-help/looking-for-information/what-is-sexual-violence/other-kinds-of-sexual-violence/)

### Impacts

Sexual harassment curtails women's/girls' movement, their bodily autonomy and can cause a range of social, physical and health problems.

## Sexual harassment and schools

Schools are a particular context where sexual harassment can become embedded and thus are identified as a primary area for prevention.

In 2010, the End Violence Against Women coalition commissioned a YouGov Survey of 16-18 year olds and found:

- Almost one in three (29%) had experienced 'groping' or other unwanted sexual touching at school;
- 71% had heard sexual name-calling such as "slut" or "slag" towards girls at school daily or a few times per week;
- 24% said their teachers had never said unwanted sexual touching, sharing of sexual pictures or sexual name calling is unacceptable;
- 40% of 16-18-year-olds said they didn't receive lessons or information on sexual consent, or didn't know whether they did (Whitfield *et al.*, 2016).

In 2014, Girlguiding's (2014) annual survey of thousands of their members found that 59% of girls had experienced some form of sexual harassment in school or college.

In 2016, the Women and Equalities Select Commission's (2016) inquiry into sexual violence reported that a Freedom of Information request discovered that between 2012 and 2015, 600 rapes took place in schools in the UK.

In 2018, BBC News (2018) reported that 1 in 3 girls in school uniform are sexually harassed on their way in and out of school.

All of this takes place in the context of intense pressure from gender norms within schools and in wider society (Hanson, 1992; Ringrose & Renold, 2011; Renold, 2013).

## References

BBC News (2018) *'Third of girls' harassed in school uniform*. Available at: <https://www.bbc.co.uk/news/uk-45777787>

Girlguiding (2014) *Girls' attitudes survey 2014*. London, Girlguiding. Available at: <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2014.pdf>

Halson, J. (1992) *Sexual harassment, oppression and resistance: a feminist ethnography of some young people from Henry James School*. PhD thesis, Warwick University.

Renold, E. (2013) *Boys and girls speak out: qualitative study of children's gender and sexual cultures (age 10-12): an exploratory research project to inform the National Assembly for Wales Cross-Party Group on Children, Sexualities, 'Sexualisation' and Equalities*. Cardiff University and NSPCC. Available at: <https://tinyurl.com/y7qbdkd7>

Ringrose, J. and Renold, E. (2011) Schizoid Subjectivities? Rethinking teen girls' sexual cultures in an era of sexualisation, *Journal of Sociology*, 47(4), 389–409.

Whitfield, L., Green S. and Krysz, R. (2016) *"All day, every day": Legal obligations on schools to prevent and respond to sexual harassment and violence against girls*. Available at: <https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/All-Day-Every-Day-Sexual-violence-in-schools-legal-briefing-Sept-2016.pdf>

Women and Equalities Committee (2016) *Sexual harassment and sexual violence in schools*. Third Report of Session 2016–17. London, House of Commons. Available at: <https://www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/news-parliament-2015/sexual-harassment-and-violence-in-schools-report-published-16-17/>



## Handout: Useful links



### Useful links

- UK Bystanders video

<https://www.youtube.com/watch?v=VKEUJMwWFnc&feature=youtu.be>

Rape Crisis England and Wales

For further information to support your knowledge of sexual harassment and sexual violence

<https://rapecrisis.org.uk/get-help/looking-for-information/>

- Agenda Wales

[http://www.agenda.wales/all\\_resources/14\\_pdf\\_guide/english\\_agenda.pdf](http://www.agenda.wales/all_resources/14_pdf_guide/english_agenda.pdf)

- AVA Curriculum Tool

[http://www.preventionplatform.co.uk/?page\\_id=2610](http://www.preventionplatform.co.uk/?page_id=2610)

## Handout: The active bystander approach



### The active bystander approach

#### WHAT IS A BYSTANDER?

- A bystander is someone who witnesses an incident of violence, in our case sexual harassment, but is not directly involved in the incident itself. The objective of active bystander intervention is to build a common understanding that all members of communities can challenge both the behaviour and the social norms that condone different forms of violence against women through intervening.

#### WHAT IS THE ACTIVE BYSTANDER APPROACH?

- The active bystander approach offers training to change cultures of silence and tacit acceptance into ones in which there is an increased willingness to speak up/out about sexual violence. It is increasingly used in sexual violence prevention projects in a number of countries.
- Being an active bystander includes:
  - speaking out against social norms that support sexual violence;
  - interrupting situations that could lead to abuse before it happens or during an incident;

- growing skills and confidence to be an effective and supportive ally to victims/survivors.

#### BARRIERS TO INTERVENING

- Most bystanders are passive, they do nothing. This may be because other people are present and they assume that someone else will step in. Individuals defer to cues given by those around them when deciding whether to act. So, if no one else says anything this suggests that they do not see a problem. In contrast, if an individual sees someone else actively intervening then they are more likely to do so themselves. Other barriers to intervention are the fear of being hurt/also becoming a victim and anxiety related to standing out in front of others (embarrassment). This may be connected to not knowing what they might do which does not make a situation worse.



# BYSTANDERS

## Moving from passive to active

Research has identified four stages that move bystanders from passive to active.

| STAGE  | WHAT MAKES A DIFFERENCE  |
|--|--|
| 1. Notice the behaviour                              | Shared understandings of what is not acceptable behaviour and why.<br>Recognising the links between sexism and the continuum of sexual violence, its impacts, meanings, victim-survivors |
| 2. Understand it as a problem requiring intervention |  |
| 3. Assume responsibility                             | Empathy for victims linked to a strong sense that they can make a difference   |
| 4. Have the capacity and skill set to intervene      | Share and practice strategies for how to be supportive of victims and challenge perpetrators   |

## Examples of intervention

There are a number of ways to intervene. For instance, a bystander can:

- State their feelings about the behaviour (rather than criticising) and how they want the person to respond: "I feel \_\_\_\_\_ when you \_\_\_\_\_. [Please] don't do that anymore."
- Use a disapproving look to communicate that the behaviour is not acceptable. Educate about consequences both to victims (harm done) and the person committing the act (sanctions).
- Bring it home to the person committing the act, by saying something that makes it harder for them to distance themselves/dehumanise victims: "I hope no one ever talks about you like that".
- Distract the person committing the act by asking them for the time/spilling a drink and enabling the potential victims to move away and/or have other friends intervene.

## Intervention in a school setting

As part of this project we will work with students and school staff to develop their own strategies for intervening in situations of sexual harassment.

## Handout: What is a 'whole school' approach?



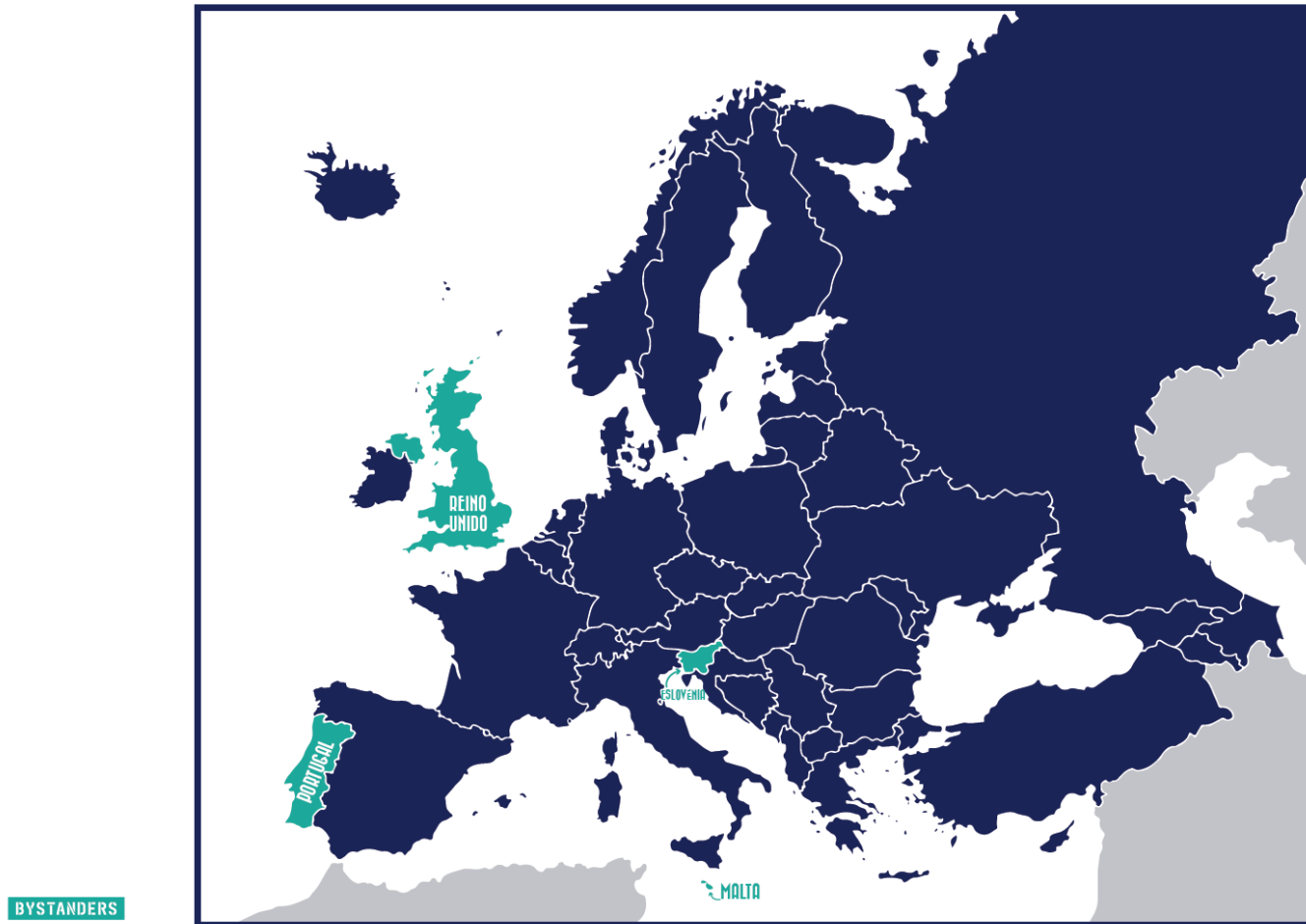
### What is a 'whole school' approach?

- A 'whole-school' approach means creating an educational environment in which the curriculum, school policies, pastoral support and overall ethos all contribute to challenging violence and abuse and the attitudes that condone them.
- Schools are ideally placed to deliver information to students about sexual harassment. Classes such as Personal, Social, Health and Economic Education (PSHEE) including Sex and Relationships Education (SRE) as well as Citizenship offer a space to discuss it. However, young people are far less likely to retain information from a one-off session. Learning can be reinforced and enhanced by integrating gender inequality and sexual harassment within the broader curriculum such as within economics, history, geography, maths and IT (see the [AVA curriculum review tool](#)).
- A prevention curriculum should be combined with a safe and secure school environment which promotes positive and respectful relationships between peers, between students and staff, and includes wider parent/carer engagement. School environments should be positive spaces for young people, but they may be a context within which they experience sexual harassment, which can have negative effects of school attendance, performance and personal well-being. The harassment can involve peers in a number of ways: as harassers, facilitators or bystanders/witnesses.

|  |  |
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| <ul style="list-style-type: none"> <li>• Social media may facilitate the spreading of gossip and images within peer groups so that the impact of sexual harassment taking place outside of school may 'migrate' back into it and the impact of harassment in school is amplified.</li> <li>• Raising the issue of sexual harassment means that schools need to have policies in place to address it and to support young people who are affected. These are likely to be most effective if developed with young people and all staff. To be effective such policies need to be backed up by training for all staff – teachers, school nurses, learning mentors, family support workers and other support staff, such as administrators or caterers – so that they can identify and intervene. Regular whole school meetings can identify effective working practices and emerging issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Offering briefings for parents/carers on sexual harassment can enable them to begin discussions with their children outside of school. Open conversations inside and outside the classroom can help children recognise sexual harassment, identify trusted adults who they can talk to and equip students with strategies to identify support for themselves or their peers and to be more confident about drawing the line about unacceptable behaviours.</li> </ul> |
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## BYSTANDERS

### Map highlighting the countries that implemented the Bystanders Project



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## Questionnaires

### Student's pre-questionnaire

I understand the behaviours that sexual harassment includes.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think it depends on the context whether behaviour is sexual harassment or not.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of sexual harassment taking place in school

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think boys and girls understand sexual harassment differently.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of how gender shapes sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think my school needs to do more to address sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

## Student's post-questionnaire

I understand the behaviours that sexual harassment includes.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think it depends on the context whether behaviour is sexual harassment or not.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of sexual harassment taking place in school

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think boys and girls understand sexual harassment differently.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of how gender shapes sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think my school needs to do more to address sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree



## Teacher's pre-questionnaire

I understand the behaviours that sexual harassment includes.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think it depends on the context whether behaviour is sexual harassment or not.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of sexual harassment taking place in school

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think boys and girls understand sexual harassment differently.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of how gender shapes sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think my school needs to do more to address sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I address sexual harassment within the teaching of my subject (for teachers only)

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

## Teacher's post-questionnaire

I understand the behaviours that sexual harassment includes.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think it depends on the context whether behaviour is sexual harassment or not.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of sexual harassment taking place in school

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think boys and girls understand sexual harassment differently.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I am aware of how gender shapes sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I think my school needs to do more to address sexual harassment.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I address sexual harassment within the teaching of my subject (for teachers only)

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

I know about what I can do to help end sexual harassment in school.

Strongly disagree      Disagree      Not sure      Agree      Strongly agree

## Focus group statements (for staff only)

### ▪ Examples of SH in schools

“It’s getting close to a girl and slapping her butt.”

“When he winks, starts to smile and touch people it’s something else.”

“I take a much longer path, and I get tired, but at least I don’t see the guy...”

“I’ve seen it happen to a few people at school, like, you’ll come to school and everyone will be talking about it [image shared via social media], and it’s not nice, cos that’s basically like bullying...you also feel, like, exposed – because people have seen you.”

### ▪ Need to address SH

“Boys always take everything as a joke.”

“If a girl is aged 15 and if the boy is from the same school and she finds him interesting, I think she will like it [SH].”

“Say the girl’s getting touched up, and a boy sees – they say, oh, I rate that, and things like that.”

“In general, I think the issue of SH is still a taboo and in my opinion it’s about time that someone talks to us about it – we are already 16/17 years old.”

“If someone doesn’t make a clear statement that SH is wrong, then you think to yourself, well, if everyone is doing it, I might as well do it too.”

“They are never taught respect to each other. In my personal opinion, I think teachers should take over, so fill in what parents have missed.”

“The victim might feel uncomfortable speaking to the teacher about it.”

“They probably won’t talk to that teacher.”

“Sometimes they just don’t care, probably they even call them names.”

### ▪ Intervention

## BYSTANDERS

“There were many people who saw it and did nothing.”

“Teachers leave it, as if nothing happened.”

“Some teachers actually notice and are concerned, but others they might not notice or they just let it go – might think it’s a joke.”

“I think it would be better if people actually went up to the person and said, ‘You know what you’re doing, right?’ And then they would stop, instead of actually supporting them.”

“Everybody, I think, from cooks to cleaning staff [should intervene when SH is taking place] but I guess they wouldn’t.”

“If someone stands up for you it is much easier for you to stand up for yourself. The more people there are to help, the easier it is. It’s important not to be alone in this.”

“Stop the harassment. If you see someone harassing someone, you should help them.”

“It’s getting close to a girl and slapping her butt”.

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BYSTANDERS

## Acceptable / Not Acceptable

**ACCEPTABLE**



**NOT ACCEPTABLE**



## Vignettes with questions

[1] Ayesha was on the way to an English class. A group of boys were hiding under the stairwell and filmed up her skirt as she walked up to the second floor. One of the boys put the film online. The next day other students were laughing and pointing at Sam and she saw graffiti in the girls' toilet saying she was a whore.

1. Would it be more/less ok if the image had not been shared?
2. Would anyone change their position if one of the boys doing the filming was her boyfriend?
3. How do you think Ayesha feels about being called a whore?

[2] LaToya was going to the head teacher's office. Leo reached over and slapped her on the bum as she went past. He said her tight skirt made her look hot.

1. How do you think LaToya feels about being told that she looks hot?
2. Would anyone change their position if LaToya was wearing trousers?
3. Would it be more/less ok if Leo had slapped a boy's bum?

[3] Diana's sports teacher constantly whistles and winks at her when she runs by him. He tells her to smile and that she needs to learn how to accept compliments.

1. How do you think Diana feels about the attention she is getting from the school teacher?
2. Would anyone change their position if the teacher was only a few years older than Diana?
3. Would it be more/less ok if the sports teacher whistled and winked at a boy?

[4] Andrew was with a group of friends. One of them showed him some pornography on his phone. When Andrew said he wasn't interested in looking at it, they said he must be gay.

1. Would anyone change their position if Andrew had previously shared porn on social media?
2. How do you think Andrew feels about being called gay?
3. Would it be more/less ok if a girl was shown porn?

[5] Luca gets constant attention from a group of girls at school. They blow kisses at him in the corridor and block his way so that he has to squeeze past them to get to class.

1. How do you think Luca feels about the attention he gets from the girls?
2. Would it be more/less ok if Luca fancied one of the girls?
3. Would anyone change their position if Luca was a girl?



## BYSTANDERS

[6] Tyrone is Mona's boyfriend. They have kissed. Last week he sent her a picture of his penis and since then has been constantly sending her messages asking her to send him a sexy picture back.

1. Would it be more/less ok if Tyrone was younger than Mona?
2. Would anyone change their position if Tyrone wasn't Mona's boyfriend?
3. How do you think Mona feels about the messages Tyrone is sending her?

[7] Kirsty was on the bus listening to her favourite band. A boy she recognises from school kept staring at her. He smiled so she smiled back and then looked out of the window. He came and sat very close to her and asked her why she was ignoring him.

1. Would it be more/less ok if Kirsty had not smiled at the boy?
2. Would it be more/less ok if Kirsty did not recognise the boy from school?
3. Would anyone change their position if a girl had sat next to Kirsty?

[8] When Lindsay leaves school, a group of boys follow her through the park and wolf-whistle her. Once, when she turned around to look at them, one of the boys exposed his genitals.

1. How do you think Lindsay feels about the boys wolf-whistling at her?
2. Would it be more/less ok if Lindsay was walking with a group of girls?
3. Would anyone change their position if the boy flashed at her at school?

## BYSTANDERS

1

Ayesha was on the way to an English class. A group of boys were hiding under the stairwell and filmed up her skirt as she walked up to the second floor. One of the boys put the film online. The next day other students were laughing and pointing at Sam saying she was a whore.

## BYSTANDERS

2

LaToya was going to the head teacher's office. Leo reached over and slapped her on the bum as she went past. He said her tight skirt made her look hot.

## BYSTANDERS

3

Diana's sports teacher coach constantly whistles and winks at her when she runs by him. He tells her to smile and that she needs to learn how to accept compliments.

## BYSTANDERS

4

Andrew was with a group of friends. One of them showed him some pornography on his phone. When Andrew said he wasn't interested in looking at it they said he must be gay.

## BYSTANDERS

5

Luca gets constant attention from a group of girls at school. They blow kisses at him in the corridor and block his way so that he has to squeeze past them to get to class.

## BYSTANDERS

6

Tyrone is Mona's boyfriend. They have kissed. Last week he sent her a picture of his penis and since then has been constantly sending her messages asking her to send him a sexy picture back.

**BYSTANDERS**

7

Kirsty was on the bus listening to her favourite band. A boy she recognises from school kept staring at her. He smiled so she smiled back and then looked out the window. He came and sat very close to her and asked her why she was ignoring him.

**BYSTANDERS**

8

When Lindsay leaves school, a group of boys follow her through the park and wolf-whistle her. Once, when she turned around to look at them, one of the boys exposed his genitals.

# Vignettes

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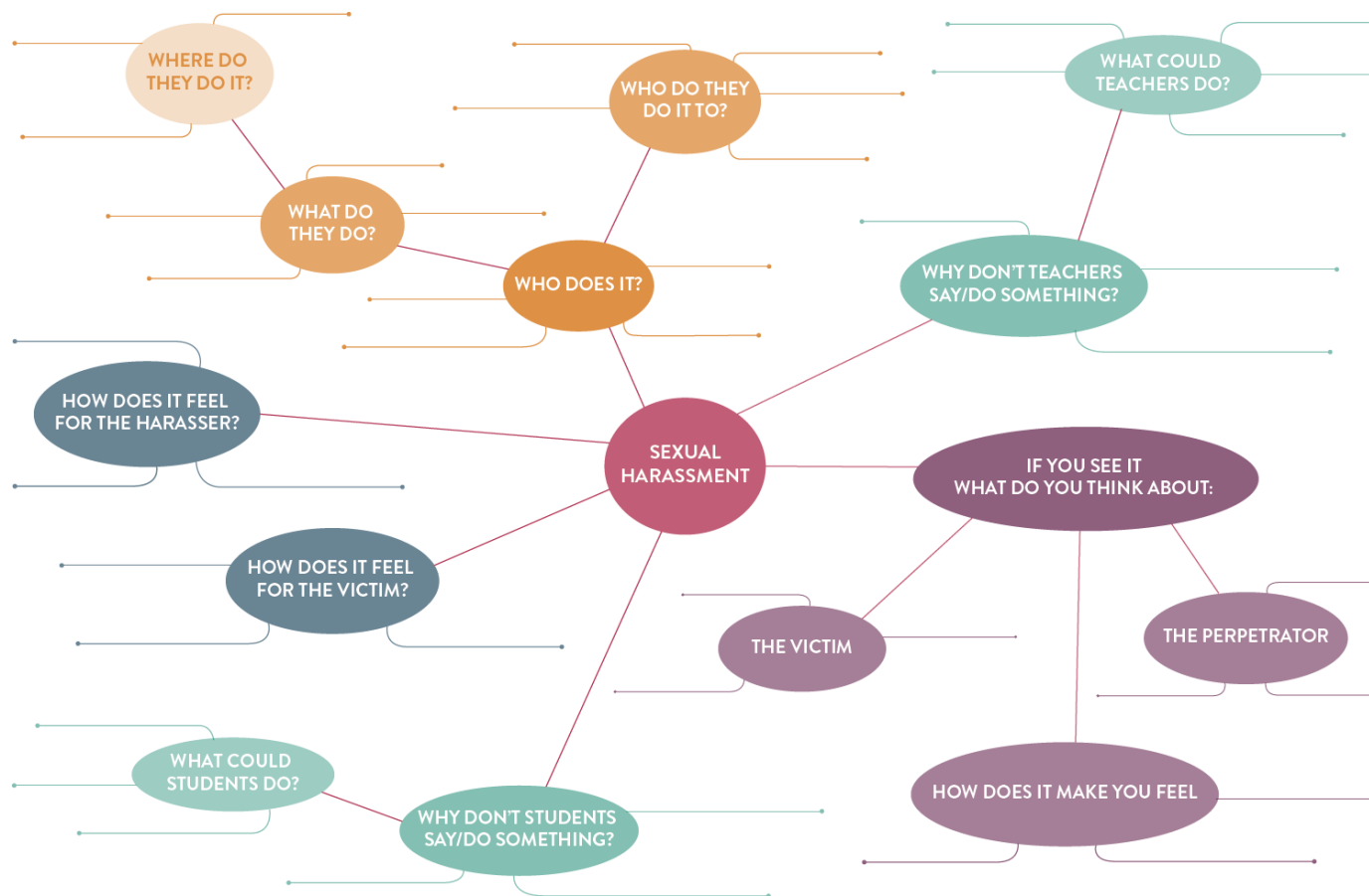
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# BYSTANDERS

## Concept map



CONCEPT MAP BYSTANDERS

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## Questions for the 'Most Likely' game

- 1. Who is most likely to do the cooking at home?**
- 2. Who is most likely to cook for a living?**
- 3. Who is most likely to cry?**
- 4. Who is most likely to get in a fight?**
- 5. Who is most likely to make jokes about sexual harassment?**
- 6. Who is most likely to be teased about being too sexual?**
- 7. Who is most likely to intervene when they see someone being sexually harassed?**

**BYSTANDERS**

Who is most likely to cook at home?

**BYSTANDERS**

Who is most likely to cook for a living?

**BYSTANDERS**

Who is most likely to cry?

**BYSTANDERS**

Who is most likely to get in a fight?

## BYSTANDERS

Who is most likely to make jokes about sexual harassment?

## BYSTANDERS

Who is most likely to be teased about being too sexual?

## BYSTANDERS

Who is most likely to intervene when they see someone being sexually harassed?

Most likely

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BYSTANDERS



## Bystanders empty logo for posters



## Contact Card

### BYSTANDERS

We really hope some teachers and school staff will want to carry on this work with young people in your school. Please tell us if you want to be part of this and give us an email address that we can contact you on.

Name:

Email:



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# Feelings cards

## BYSTANDERS

### Follow up session – Activity 1

**Note:** This document should be read to the students before the fulfillment of the feelings cards.

The next activity will be anonymous and confidential. We will distribute some cards and we want you to fill them with some of the feelings that you felt before and after the Bystanders' project.

We believe that feelings are important, even more when we are talking about violence, such as sexual harassment.

There are many feelings and we should not classify them as positive or negative feelings. Some feelings make us happy and others make us feel sadness or pain, but they are a crucial dimension in human life and experience.

It is important to recognize our feelings and learn how to deal with them.

Just to remember some examples of feelings are (please read these feelings slowly, so that each word can be understood separately from the one before and after it):

Passion, peace, love, pain, suffer, rage, outrage, happiness, anxiety, fear, calm, jealousy, courage, compassion, confidence, desire, frustration, disappointment, doubt, anger, pride, humiliation, faith, strength, empowerment, revolt, belonging, hope, pleasure, shame...

Please remember that your answers are anonymous, so please do not put your name or any other kind of identification on the cards.

## BYSTANDERS

Before the Bystanders project, when someone harassed me I felt \_\_\_\_\_.  
Now I feel \_\_\_\_\_.

Before the Bystanders project, when I saw a victim of sexual harassment I  
felt \_\_\_\_\_. Now I feel \_\_\_\_\_.

Before the Bystanders project, when I saw a perpetrator of sexual harassment I felt  
\_\_\_\_\_. Now I feel \_\_\_\_\_.



## BYSTANDERS

Before the Bystanders project, when someone harassed me I felt \_\_\_\_\_. Now I feel \_\_\_\_\_.

Before the Bystanders project, when I saw a victim of sexual harassment I felt \_\_\_\_\_. Now I feel \_\_\_\_\_.

Before the Bystanders project, when I saw a perpetrator of sexual harassment I felt \_\_\_\_\_. Now I feel \_\_\_\_\_.

BYSTANDERS

# Feelings



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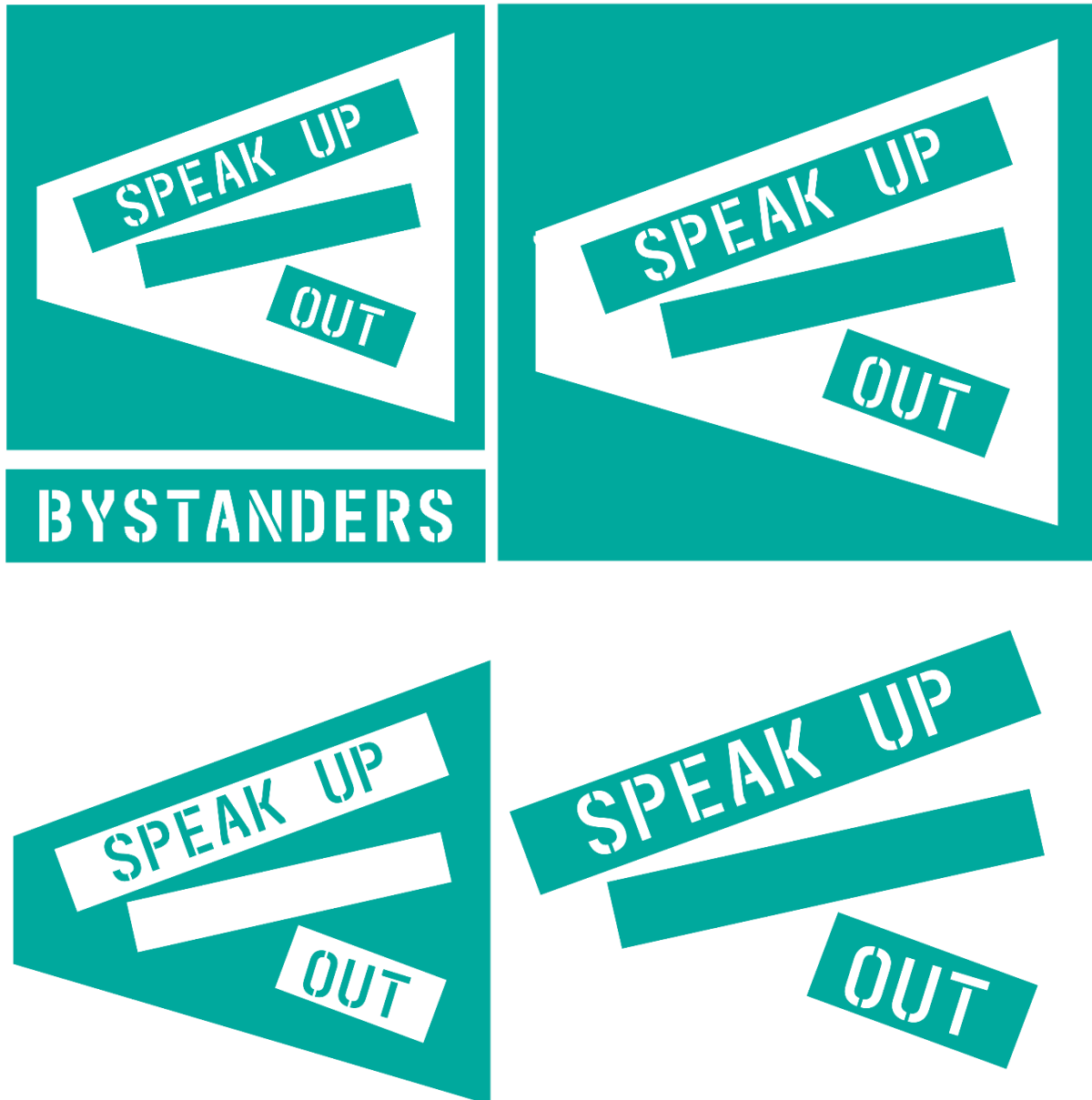




Speech bubbles



## Bystanders' Logo (other collors)



# BYSTANDERS



# BYSTANDERS



# BYSTANDERS



BYSTANDERS



# BYSTANDERS





# BYSTANDERS



# BYSTANDERS



BYSTANDERS

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