

## Quick activities menu

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

Before delivering any activities:

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



### Legal or illegal quiz

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



### Jargon busting

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

Discussion questions:

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



### Compare and contrast

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

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



### Reporting barriers

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

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

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

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

Discussion questions:

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



### 30 second pitch

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



### Newswatch

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

Some examples:

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



### Rewrite the response

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

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

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



### Peer to peer workshop

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

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

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



### Poetry slam

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



### Set up an online equality group

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

plans such as:

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



### Agree or disagree?

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

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

**Strongly  
Disagree**

**Disagree**

**Neither**

**Agree**

**Strongly  
Agree**



People should always ask before taking a photo of me

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

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

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

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

Posting a nude image of someone can be just a joke

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

Reporting unacceptable behaviour online doesn't make a difference

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

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