

Online sexual harassment

Peer led Workshop

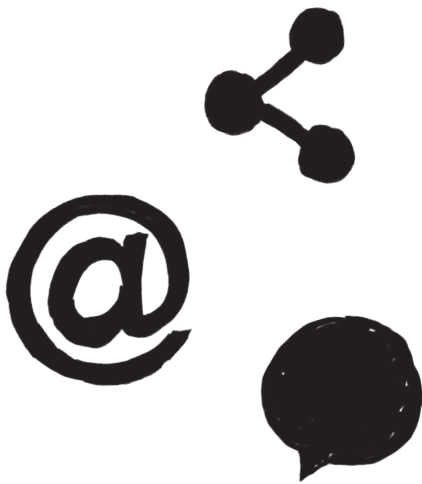
A drama workshop for
peer based learning

A Campaign
Toolkit from



Step Up,

Speak Up!



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

PROJECT deSHAME

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



Co-financed by
the European Union

Peer led Workshop

Background

This peer led workshop has been developed in collaboration with students from the Applied Theatre course at the University of East London. Together we have devised a peer led drama workshop for older students (16 – 17 years) to lead and facilitate with younger students (13 – 15 years).

Peer to peer learning can have huge benefits, particularly when discussing sensitive subject matters as young people can often feel more comfortable talking about difficult issues, such as online sexual harassment, with people of a similar age.

Discussing topics through the guise of drama and exploring situations through characterisation and role play can provide freedom to play out different consequences and discover potential solutions.

Workshop guidance and key

Throughout this workshop plan we've highlighted additional guidance to help both the adult educator and young person facilitator navigate the activities and extend the learning further.



Educators notes

These give advice to the adult educator on supporting the young person/people acting as workshop leader/s.



Workshop leader notes

These give additional information to the young person/people acting as workshop leader/s on how to run the activities.



Peer led Workshop

Exploring online sexual harassment through drama and peer based learning

13 – 17 years

🕒 1 hour

Workshop outline:

In this workshop, young people will explore what online sexual harassment is, when, where and how it happens, and discuss key reporting strategies. There is no pressure or expectation to call on personal experience, but the workshop will create a safe space to explore different ideas. Ground rules will be agreed to set expectations. **Peer facilitators are not expected to handle disclosures - the presence of an adult educator is still needed to moderate this risk.**

Ideally the workshop should be run by an older student or group of students within the school or educational setting (i.e. a student mentoring scheme, buddy programme or school prefects) with an adult educator present to supervise. To optimise the full impact of the workshop, educators are advised to go through the session with peer facilitators beforehand. Alternatively, the session can still be effectively run by a teacher/ educator/youth leader.

Workshop objective:

To increase awareness of online sexual harassment

Workshop outcomes:

- Understand the emotional impact of online sexual harassment.
- Recognise the warning signs of online sexual harassment and how to report it.
- Feel encouraged and empowered to make a change and report online sexual harassment.

Resources:

- A large space to move around in
- Post-it notes in 2 different colours (enough for 3 per person in each colour)
- Marker pens (enough for one each)
- Chairs (enough for one each)
- Print and cut up Appendices 1 – 6 (number as required)
- Depending on the warm up activity you choose you might need a coin

Vocabulary:

‘Online sexual harassment’
 ‘Role play’
 ‘Freeze frame’
 ‘Reporting’
 ‘Reflection’

Activity		Timing	Resources
Contract and ground rules		5 – 10 mins	Flip-chart paper, pens
Starter	Warm Up	10 mins	Chairs, coin, ball (as required)
Activity 1	Pair and share	10 mins	
Activity 2	Word association	10 mins	Post-it notes, pens
Activity 3	Role Play and learning how to report	20 mins	Printed and cut out scenario sheets
Activity 4	Reflection – Word association	5 mins	Post-it notes, pens

Before the workshop...

If you are a young person leading the workshop:

- Read through the whole workshop
- Talk through each activity in the workshop with a teacher or youth leader before you begin. Make sure you ask them about anything you are unsure or confused about
- Ensure you have all the resources you need
- Pick which warm up activity you would like to use
- Print off and cut up the resources in Appendices 1 – 6
- Keep a look out for the top-tips which will help you run the workshop
- Be confident – you'll do great!

If you are an educator who is supervising a young person leading the workshop:

- Review the Teaching Guide for background information on online sexual harassment
- Check that the youth facilitator/s comfortable to lead the workshop
- Talk through each activity in the workshop with the youth facilitator/s beforehand
- Ensure youth facilitator/s have all the necessary resources, including appendices
- Liaise with a member of staff (e.g Designated Safeguarding Lead) who can be available at a specific time and place for students who might wish to talk further about online sexual harassment after the session. Ensure the youth facilitators know the name and details of the staff member they can recommend students to go to.
- Have a copy of the workshop with you during the session and look out for the top tips which will help the youth facilitator/s
- After the session, spend some time debriefing with the youth facilitator/s – how they felt it went, and if they have any questions or worries

If you are an educator leading the workshop:

- Review the Teaching Guide for background information on online sexual harassment
- Read through the whole workshop before you begin
- Print off and cut up the resources you will need in the appendices
- Liaise with a member of staff (possibly your Designated Safeguarding Lead) who can be available at a specific time and place for students who might wish to talk further about online sexual harassment after the session. This will enable you to signpost students effectively.
- Keep a look out for the top-tips which will help you run the workshop.

Contract and ground rules

⌚ 5–10min

Top Tip!

Make sure the ground rules are presented somewhere visible and refer back to them if needed.

Option 1: Agree on some ground rules for the workshop before the drama activities begin.

Nominate a scribe. With a white board or a large piece of paper, discuss the expectations for the workshop that will help create a safe space within the group (examples: be respectful of other people's opinions, show active listening, etc.) Example Ground Rules are shown in Appendix 1.

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Option 2: Before the workshop deliver the Ground Rules from Lesson Plan #1 with your teacher/group leader. Revisit the ground rules the group agreed on in this lesson and display them in the room.

Let the group know that if anything in the workshop makes them feel worried or have questions about their own experiences online, that they can discuss these with the designated teacher that you have organised to be available after the session. Provide the group with the details.



Note to adult educator

Make sure the ground rules include an agreement on confidentiality and keeping discussions within the group. Remind students that this is not the place to share very personal experiences, but if they feel they need help with something that has affected them it is best to speak to a teacher privately. Inform the group that you will also follow the confidentiality ground rule, unless anyone in the group shares they are being hurt or abused, in which case it is your professional duty to make sure they are protected from harm and may require you to involve another staff member for help.



Note to workshop leader/s

You will find a list of ground rules in **Appendix 1** which you need to consider and bring to the discussion.

Warm up

⌚ 10min

Select one activity from the options in **Appendix 2**.



Note to workshop leader/s

There's lots to choose from so make sure you read through them in advance and pick one before the session begins.

#1 Pair and share

⌚ 10min

Top Tip!

Read the definition of online sexual harassment in Appendix 3 before the session begins

Ask the group to walk around the room and think about how they would explain online sexual harassment or the types of behaviour it describes. On a given instruction, ask the students to pair up and share their thoughts with another person. Take feedback from the pairs, encouraging them with their ideas and explanations.

Top Tip!

If someone begins to talk about their own personal experience remind them of the ground rules at the start of the session

Ask the group to walk around the room again and think of a type of online sexual harassment that they have heard about, either from the news, from being online themselves or by hearing from other people.

Remind the students not to use names or personal stories. They could share something by saying 'Someone I saw online' or 'something I heard of'. On a given instruction, ask them to pair up with somebody else and share their ideas. Re-form into a large circle and share the answers they heard from their partners.

Once all ideas have been shared, ask the group the following:

- What did you learn from the exercise?
- Did anything surprise you?

Once all the groups have shared their ideas you may wish to close this activity by reading out the provided definition of online sexual harassment (**Appendix 3**).



Note to workshop leader/s

It is likely that most will have heard of or witnessed an example of online sexual harassment. This will highlight how serious and widespread this issue is, and how many of the groups' peers have been affected by it in some way.

#2 Word association

🕒 10min

Top Tip!

Try these examples:
'Threatened', 'Helpless',
'Frightened', 'Ashamed'

Give out post-it notes to every person in the group and ask them to write a word on each which they associate with online sexual harassment, this might be an example, a feeling, an action or a phrase.

After the group has done this ask them to stick all of the post-it notes on one wall in the room.



Note to workshop leader/s

This is designed to be a quick and fast-paced task. You will be returning to this activity again at the end.

#3 Role play

🕒 20min

Arrange students into groups of 4 or 5 and hand out one role play scenario (**Appendix 4**) to each group. Ask the groups to prepare 3 short scenes lasting approximately 30 seconds each to tell the story of what happened at three points:

1. Before the scenario
2. During the scenario itself
3. What happens after?

Each group will also have three questions alongside the scenario to help them plan this.

Give the students between 8-10 minutes to plan and prepare their role play encouraging every member of the group to speak at least once.

As an alternative, the groups could use 'freeze frame' moments to show the three scenes. A freeze frame is a still silent pose which can be examined closely. Those who are watching the freeze frame should be able to guess what is happening in the scene by interpreting body language and facial expressions of those involved.

Invite each group to act out their scenes in front of the whole group. After each performance, open up a discussion with the group about what happened in the role play.

- What could have been done to prevent it?
- What could be done to stop it from getting worse?

The goal is to encourage people to report, so should the scene not show this, open it up to the audience again to offer suggestions. Re-run the scene with this new advice or alternatively, ask an audience member with a suggestion to step into the scene themselves.



Note to workshop leader/s

You will find the following scenarios, plus your leader prompt card, including lead-on questions and reporting options ready to cut out in **Appendix 4, 5 and 6**.

The following scenarios cover the 4 types of online sexual harassment:



Role play #1 – Non-consensual sharing of intimate images and videos

Alex sent nude photos to their partner, however, after an argument the photos end up getting shared around the social media accounts of people in Alex's year group.

Prepare 3 short scenes to tell the story of this scenario.

1. Why did Alex originally send the photos?
2. How do the photos end up online?
3. What does Alex do about this situation?



Role play #2 – Unwanted sexualisation

Alex posted a photo of themselves online and they receive a direct message that reads: "You're so hot, take your top off next time"

Prepare 3 short scenes to tell the story of this scenario.

1. What happened in the lead up to the Alex receiving the message?
2. How does Alex react the moment the message arrives?
3. What happens next?



Role play #3 – Exploitation, coercion and threats

Alex receives an anonymous message from someone claiming they know some sexual gossip about Alex and another person from their sports team. They threaten to post it online, unless Alex does what they say. Alex knows the rumours aren't true.

Prepare 3 short scenes to tell the story of this scenario.

1. What makes the person send Alex this message?
2. How does Alex feel when this message arrives?
3. What does Alex do next?



Role play #4 – Sexualised bullying

Alex has recently had an intimate relationship with someone of the same sex. Indirect but abusive comments about it are being posted in an online group Alex is part of.

Prepare 3 short scenes to tell the story of this scenario.

1. Who is sending the abusive messages?
2. How does Alex find out about the messages?
3. What does Alex do about these messages?



Note to workshop leader/s

Is Alex portrayed as male or female? Online sexual harassment can happen to both sexes, but perhaps the group feel some scenarios are more likely to happen to either a boy or a girl. You could discuss their choice further.

Don't forget to use your prompt card (**Appendix 5 and 6**) to help you support the group and offer reporting options.

#4 Reflection – Word association

🕒 5min

Give the group 30 seconds to review the wall of words they created at the start of the session. It's likely that the majority of words will be negative.

Encourage the group to think back to the role play activity and focus on a point where someone went to a trusted friend or adult for help or told someone how they have been feeling for the first time. Ask them to imagine the emotions that person might be experiencing at that time.

Top Tip!

Try these examples:
'Lighter', 'Supported',
'Strong', 'Change'

You could ask the group to close their eyes while you summarise an example.

On post-it notes, (in a different colour) ask the group to write down a couple of new and empowering words, phrases, feelings or actions that represent how someone would feel after having told someone they trust about their experiences.

Stick the new post-it notes over the top of the old ones, creating a wall of empowerment.

Ask the group to stand back and look at the wall again. All the negative words should now be covered with positive ones. Ask the group how it makes them feel. You could also ask a volunteer to read a couple of the words or phrases aloud, or you could choose some to read out loud to the group.



Note to workshop leader/s

Encourage the group to recognise that together you can combat this issue and make a change.

Summary and signposting

- Remind the group of the ground rules which were set at the start of the lesson. Emphasise that everything said in the session is private and shouldn't be shared with other students outside the session
- Remind students of the specific person, time and place they can go to if they want to talk about online sexual harassment further or if anything discussed in the session has worried or upset them



Extended workshop activities

Here are some additional activities to further extend the learning from the workshop and share with the wider school/setting community:

- Could you develop a role play into an extended piece of drama?
- Could you plan and lead an assembly/presentation around online sexual harassment?
- Could you create posters or a display highlighting what online sexual harassment is and the different ways in which you can report it?
- Could you set up a worry-box for students to anonymously share their concerns?



Ground Rules

If some of the suggestions on the list below haven't been discussed or written down then ask the group for permission to add them to the group ground rules and talk about why they are important.



We will always **respect** everyone in the group.



We will keep everything that is discussed during the workshop **confidential**.



We know that **there are no wrong answers** – everyone is here to learn.



We know that **we don't have to answer or discuss things we don't want to**.



We know that **this workshop is a safe space**, free from violence – physical or verbal.



We will **treat others as we wish to be treated**.



We will use our phones in line with the school rules (refer to your school policy on the use of personal devices in lesson time).

Warm up activities

There are a selection of suggested warm-up activities here to help everyone get to know each other, get ready to discuss and support each other and help everyone relax and feel comfortable in the space.

There's plenty to choose from, so read through each one and make a decision before you start.



Bim Bam Name

The group stand in a circle with one person (usually the leader) standing in the middle. The person in the middle will point to a person in the circle. The first

person they point to will say "bim" the second person will say "bam" and the third person will say their name. The pattern will change every time, go around the circle and try to get everyone's name.

Have a few practice rounds. If students fail to say the correct corresponding word, they lose a life (each have three). Once you think most people are familiar with each other's names end the game.



Name Game

Each person says their name out loud. Following this, one person stands in the middle of the circle. As fast as they can they must say someone else's name 3 times

before the named person calls out their own name. If they manage to say it three times, they swap with the named person. If they fail, then they remain and try another name.



Squeeze or don't squeeze

Split the group in half and ask them to form two lines. Everyone in the lines hold hands and closes their eyes apart from the people on the end of each line.

The leader flips a coin in their hand and shows the first person in the line.

If it lands on 'heads' the person at the top of the line will squeeze the person's hand next to them, sending a chain reaction down the line. The last person puts their hand in the air to show they have received the squeeze. The first person at the end of the line to put their hand in the air receives a point.

However, if the leader flipped the coin and it lands on 'tails' the person at the front of the line has to stay still and mustn't squeeze the hand of the person next to them. If someone in the line squeezes by mistake, resulting in the person at the end putting their hand in the air, the team loses a point.



The Sun Shines On

One person stands in the middle and the rest of the group sit on chairs in a circle around them. The person in the middle begins by naming one thing they think the group might have in common. For example, 'The sun shines on... people who wear

glasses, The sun shines on... people who have siblings, The sun shines on... people who like chocolate.' You may wish to include some further examples that link with the topic, for example, 'The sun shines on... people who spend a lot of time online/people who have more than 3 social media apps/people who have ever posted a photo of themselves.'

If the other students in the circle have this thing in common they must stand up and quickly find another seat to sit on. The person who started in the middle must also find a seat to sit on. Members of the group are not allowed to switch seats to one which is directly next to them and once they stand up they cannot return to their own original seat. The person who is left in the middle must then start again and with 'The sun always shines on...'

Online sexual harassment definition:
Online sexual harassment is unwanted sexual behaviour on any online app, game or service using digital content (images, videos, posts, messages, links etc.)

Other factors:

- It can happen in public or in private online.
- It can often happen between young people of similar ages who may or may not know each other.
- There is no 'typical' victim, it can happen to anyone. There may be other factors that increase the risk or change the form of the harassment, such as gender, sexual orientation, race, religion and special educational needs.
- It can overlap with offline harassment.



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Role play #1

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Role play #2

Unwanted sexualisation

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1. What happened in the lead up to the Alex receiving the message?
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Role play #3

Exploitation, coercion and threats

Alex receives an anonymous message from someone claiming they know some sexual gossip about Alex and another person from their sports team. They threaten to post it online, unless Alex does what they say. Alex knows the rumours aren't true.

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Role play #4

Sexualised bullying

Alex has recently had an intimate relationship with someone of the same sex. Indirect but abusive comments about it are being posted in an online group Alex is part of.

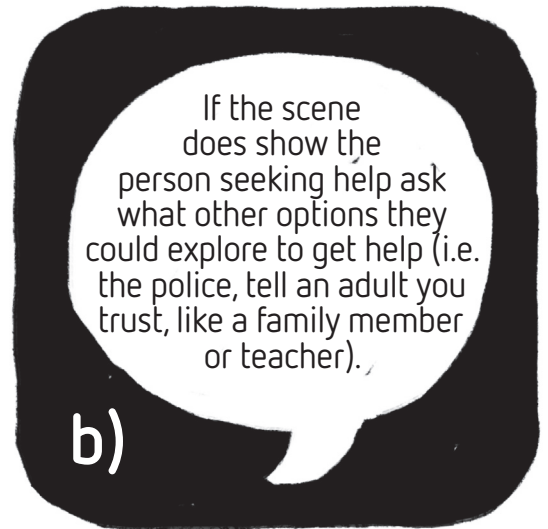
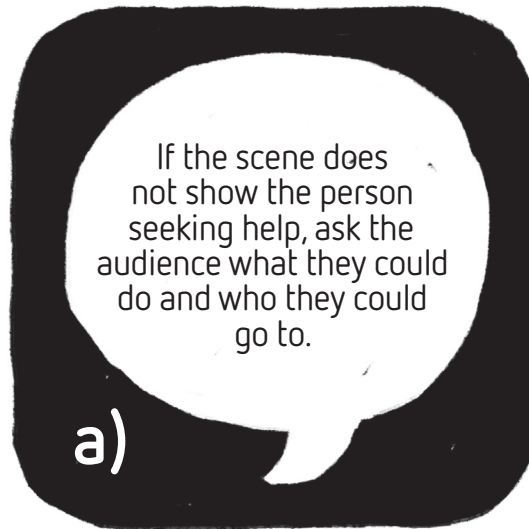
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1. Who is sending the abusive messages?
2. How does Alex find out about the messages?
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Questions to follow the role play activity

These are some prompt cards which include lead-on questions to discuss after each role play. Below are some reporting options ready to cut out and hand out to the group after the workshop.



Reporting Options



Staff in School – all adults in school/in our organisation are here to help and support you. You can talk to anyone you feel comfortable with if you have any worries or concerns about something you've seen or experienced online. They may need to speak to another member of staff to be able to give you the best advice possible, but you can be involved in that discussion if you wish.

If you do want to speak to someone specifically about online sexual harassment you can chat to:

(Name) _____
who will be free at (time) _____
in (room) _____



Family – talk to your parents/carers and get support. Although it might feel like they wouldn't understand remember they were teenagers once too! They might not use the internet in the same way you do but they can offer you care and support and find out how to help.



Friends – call on your friends for support and help. When you're online make sure you look out for each other and report any behaviour which is unkind, disrespectful or inappropriate.



Police – if you think something has happened online that breaks the law, you can go to the police. You might want to ask family/friends/school to support you and help you to do this.



Childline – A free, private and confidential service for young people under 19 in the UK with any issues, big or small. Trained counsellors are available day or night on **0800 11 11** or through a 1-2-1 online chat (www.childline.org.uk)



The Mix – Support for young people under 25. Check out www.themix.org.uk for lots of advice. You can chat to them online or call them on **0808 808 4994**.

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