



Title: Gender: Sexual Harassment

Level: FOURTH

Code: 4.4.2

Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p>	<ul style="list-style-type: none"> • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent. • Explains how to access both local and national information, guidance and help. • Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation.

About this activity

This activity continues our focus on **gender** by exploring **sexual harassment**. With some focus given to school this means that young people will discuss real scenarios which might touch on experiences of learners in your setting – both as someone who has experienced sexual harassment as well as someone who may have behaved in such a way toward others. The activity supports young people to identify how school can be a place that challenges sexual harassment or can be free of sexual harassment – there is an opportunity then to share the young people’s suggestions for ways to tackle sexual harassment with the Guidance/Pastoral Care team in your setting.

Resources to support this activity

- Slides
- Scenario cards
- The Young Women Lead Committee Report on Sexual Harassment in Schools <http://www.ywascotland.org/about-us/key-documents/>
- Girlguiding Girls Attitude Survey 2017 <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2017.pdf>
- The Status of Young Women in Scotland 2016: <http://www.ywascotland.org/wp-content/uploads/2017/02/SYWS-2016.pdf>
- White Ribbon Scotland <http://www.whiteribbonScotland.org.uk/>

Activity

1. Introduce the session along the following lines: The session continues consideration of gender and is about sexual harassment. There might be some things that are talked about today that people have experienced personally. So, two things to remember. Firstly, no-one is expected to talk about personal stuff in this class, what's private is private. Secondly, if talking about sexual harassment helps you understand that this is happening to you, then we will think at the end about where and how you can get some personal support.
2. Share the slide (question only): **What is sexual harassment?** Ask the young people to tell you what they think. If they need prompts suggest they think about what a person might *say* or *do* that would be or feel like sexual harassment.
3. Share the example slide: **Sexual harassment/an example.** What do young people think of this example? (Taken from a report by the YWCA)
4. Tell the class/group that we have some good information already about sexual harassment in schools, because the YWCA and Girlguiding Scotland have asked young people about this. Each year, Girlguiding's Girls' Attitudes Survey takes a snapshot of what girls and young women think on a wide range of issues.
5. Share the slide: **Over 90% of young women say sexual harassment happens at school. What kind of things can happen in a school that we could understand as sexual harassment?** Encourage discussion both about the high number of reports and then what might be considered as sexual harassment in school.
6. Introduce the idea that you have some **situations/scenarios** that might happen in a school. Working in 3s, ask the young people to have a look and discuss the questions. If it will help, read the questions out in advance to support a focus on them. After a few minutes considering a scenario, swap them over with another group until everyone has discussed all 3.
7. Back together again, using the prompt questions posed, get some feedback, one scenario at a time. Pull out any common themes.
8. Issues around telling someone or 'reporting' an experience of sexual harassment may well have come up in discussion. Explain that the research by Girlguiding Scotland helps explain why a girl at school might not report sexual harassment (as you discuss this, you might consider whether these factors apply to a boy or a teacher as per the previous scenarios): Use the slide/text: **So, if someone experiences sexual harassment in school why might they *not* report it?** Discuss.
9. Ask the young people to work in 3s again. Pose the question on the slide and ask them to make a few notes for feedback about their ideas: **What should we be doing in this school to tackle sexual harassment?** Before they start, explain that you will take suggestions back to your colleagues in the Guidance/Pastoral Care/Pupil Support team. After a while, ask for feedback and make a note on the whiteboard.
10. Tell the class about White Ribbon Scotland, that it is a campaign to support men to also tackle violence against women. Check out some of the personal pledges made:
<http://www.whiteribbonscotland.org.uk/>
11. End with acknowledgement of what has been shared in the session. End with the slide. **If you experience sexual harassment....**

Additional ideas

- Share links to the YWCA and Girlguiding research for interested young people to follow up later.
- Share the ChildLine 1-2-1 counsellor chat link

Connecting with home

Activity 4.4.1 provides some suggested text to share with parents and carers.

Further learning activities are available that connect to this RSHP curriculum content

- 4.4.1 Gender: Equality and Feminism

Practitioner Notes