



Title: Equality, Feminism and Sexual Harassment Part 2: Sexual Harassment

Level: THIRD/FOURTH

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.

We can also identify these additional CfE Experiences and Outcomes as being relevant to these activities; they sit within ***Mental, Emotional, Social and Physical Wellbeing*** group within Health and Wellbeing. As the responsibility of all they do not have associated Benchmarks.

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 4-09a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 4-10a

The learning intentions and success criteria are met with delivery of both parts of this topic.

Learning intentions

- Young people understand that imbalances of power exist within society.
- Young people consider what the abuse of power means in terms of gender/sex-based rights.
- Young people explain what gender/sex equality and feminism mean to them.

Success criteria

- I understand what gender/sex-based equality means.
- I can talk about what gender/sex-based equality and feminism mean to me.
- I am developing skills and confidence to challenge inequality and abuse of power.

Resources to support this activity

- PowerPoint slides
- Scenario cards
- White Ribbon Scotland <http://www.whiteribbonScotland.org.uk/>
- Equally Safe at School (Information Leaflet) <https://bit.ly/37VlnuB>

NOTE: This activity explores **sexual harassment**. This means that young people will discuss scenarios which will touch on experiences in your setting – a young person or educator might be 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 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 Management and Guidance/Pastoral Care team in your setting, as teacher/educator think about how you will do this in advance of the session.

Educators who facilitate this session should be fully up to date with their setting’s policy on Child Protection, Wellbeing and Positive Behaviour policies. When up to date on these, the educator/facilitator will be able to follow up on any disclosures or distress that arise.

As the facilitator of this learning activity be clear in your response as to anything a young person might describe as sexual harassment which needs to be understood as sexual assault, so for example if a young person gives an example of a boy/man exposing their genitals, or putting their hand in a girl’s underwear, these things are assaults. This is not about correcting a young person; it is more about encouraging them to seek help and report such experiences to a trusted adult. If a young person raises an experience which causes you concern, then follow your settings child protection and wellbeing policy.

Activity

1. Introduce the session along the following lines: The session continues consideration of gender/sex-based rights and is about sexual harassment. There will be some things that are talked about today that young people have experienced personally. So, two things to remember. Firstly, no-one is expected to talk about personal stuff in this class, but if there are examples someone has that they are okay with sharing that is fine, they can decide. Secondly, if talking about sexual harassment helps anyone understand that this is happening to them, then there will be time at the end of the session about where and how a person can get personal support.
2. Share the slide/question: **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. Then share the 5 slides with an explanation of the term – discuss one-by-one, acknowledge where it reflects or adds to what young people said.
 - **Sexual harassment** is unwelcome behaviour which compromises your dignity and makes you feel offended, humiliated, intimidated, or threatened.
 - **Sexual harassment can be** verbal (someone saying things), non-verbal (how someone acts or looks at you) or physical (someone touching you in some way).
 - **Sexual harassment can include when someone:**
 - Says something to you that is sexual to hurt you or make you feel bad.
 - Ask you questions or comments about your sex life.
 - Stares at you in a way you feel is sexual.
 - Shows you something sexual or pornographic at school or in a workplace.
 - **Sexual harassment can be** face-to-face, indirect or online.
 - **Most victims of sexual harassment are women**, harassed by men. But men can also be harassed by women. Lesbian, gay, and bisexual people may also find themselves harassed or bullied by people of either sex.

3. **What impact does sexual harassment have on a person? How might it leave them feeling?** Pose the question on the slide. Have some discussion, the next slide provides an insight into the impact of sexual harassment from research by the Young Women Lead Committee which is a leadership programme for young women in Scotland. Explore whether young people also considered these impacts.

“The impact of sexual harassment on girls is significant and can be long-lasting. It can negatively impact everything from their mental health to their relationships and career choices. That this damage takes place in an environment where young women are meant to have space to learn about the world around them and their place in it, is fundamentally wrong and action must be taken to put an end to it.”

4. **Sexual harassment in school:** 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. Share the slide. Encourage discussion both about the high number of reports and then what might be considered as sexual harassment in school. (Remember to structure discussion as you think it will work safely in your environment, so in one group or small groups with feedback).

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?

5. **Situations/scenarios:** Explain that you have some situations that might happen in a school. Working in 3s (see prop provided) 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. After enough time, back together again, using the prompt questions posed as part of the scenarios, get some feedback, one scenario at a time. Pull out any common themes.
6. **Reporting sexual harassment.** Issues around telling someone or ‘reporting’ an experience of sexual harassment may well have come up in discussion. Pose the question **So, if someone experiences sexual harassment in school why might they not report it?** and ask for some quick feedback only. 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 and discuss.

Then use the next slide to explore why a boy might not report sexual harassment. Might there be differences?

7. If appropriate for your group, ask young people to work in 3s. Pose the question on the slide and ask them to make a few notes for feedback: **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 smartboard. (Also please consider in advance how you intend to get feedback from colleagues for the young people). Toward the end check that you have recorded the key points young people want to convey.

8. Tell the class about White Ribbon Scotland, that it is a campaign to support men to do what they can to tackle violence against women. Check out some of the personal pledges made:
<http://www.whiteribbonscotland.org.uk/>
9. End with acknowledgement of what has been shared in the session. End with the slide. **If you experience sexual harassment....** Remind the young people that you are someone they can speak to, in addition name another colleague who has also agreed.

Additional ideas

- Share links to the YWCA and Girlguiding research for interested young people to follow up later.
- You may have concerns about the expression of misogyny in the school setting. Young people may be connecting with social media influencers in this regard. Participation in the **Mentors in Violence** programme may assist you in addressing these issues and creating a school culture that is safe for all: [Mentors in Violence Prevention \(rshp.scot\)](http://rshp.scot) You may also find these open resources helpful: [Gender Based Violence | Mentors in Violence Prevention in Scottish Schools \(glowscotland.org.uk\)](http://glowscotland.org.uk)

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

- Equality and Feminism.

Practitioner Notes