

Sexual Bullying and Harassment

BARNARDOS
CYMRU



Lesson Plan Relationship Building	Activity	Resources	Groupings
<p>Aim: To introduce the programme and enable the teacher and young people to start to build a trusting relationship.</p> <p>Objectives</p> <p>By the end of the session, the young people will have:</p> <ul style="list-style-type: none"> • Identified their strengths, abilities and positive traits or those of their working partner. • Started to build a trusting relationship with the practitioner and each other as a group. 	<p>Introduce yourself.</p> <p>Introduce the theme 'Sexual Bullying and Harassment'.</p> <p>Explain that in order to work together we will need to establish some rules within the group.</p> <p>Ask the young people what they would consider to be important whilst working together, what will help to keep them safe and what should they do if they have any worries whilst doing the work.</p> <p>Write these down on the flip chart and display each week for the young people to refer to if required.</p>	<p>Flip Chart Paper Pens</p>	<p>Whole Class</p>
	<p>Introduce the activity (a)</p> <p>Activity (a) Name: Acrostic</p> <p>Give each young person some paper and coloured pens. Ask the young people to identify positive traits of their self or of their partners, using letters of their or each other's names.</p> <p>Encourage the young people to feedback their anagrams to the group.</p>	<p>Coloured Pens, Arts & Crafts Jane & John Doe Examples</p>	<p>Individual/ Paired Work</p>

Activity **Relationship Building**

Name Anagram

Ask the young person to identify positive traits using letters of their name.

J joyful

A adventurous

N neat

E enthusiastic

D determined

O outgoing

E encouraging

J joker

O outgoing

H honest

N nice

D determined

O open

E encouraging

Lesson Plan 1. Bullying	Activity	Resources	Groupings
<p>Aim: To enable young people to recognise 'bullying' on a general level.</p> <p>Objectives</p> <p>By the end of the session, the young people will have:</p> <ul style="list-style-type: none"> • Identified what bullying is. • Explored different types of bullying. • Understood the types of things people are bullied about. • Considered a range of bullying behaviours. 	<p>Introducing Bullying.</p> <p>In order for the young people to be able to understand 'Sexual Bullying' they need to understand what 'Bullying' is and what it means to them in general.</p> <p>In small groups, ask the young people to come up with a definition of what they believe 'bullying' is?</p> <p>Use a number of words, phrases, sentences or create a 'whole' definition. Ask each group to feedback their thoughts to the whole class.</p> <p>Explain to the group that according to gov.uk, there is no legal definition of bullying. However, it is usually defined by behaviour that is:</p> <ul style="list-style-type: none"> • Repeated • Intended to hurt someone either physically or emotionally • Often aimed at certain groups, for example because of race, religion, gender or sexual orientation. 	<p>Flip Chart Paper Pens</p>	<p>Small Groups</p>
	<p>Activity (1a) What is Bullying?</p> <p>Ask the young people to create a list of words, which they associate with bullying. Feedback words to add to the flip chart. This can also be effective as a whole class shout out exercise.</p> <p>They can then use these words to create a creative visual image. Such as a word cloud, show the example below.</p> <p>(There are many word cloud generators available online)</p>	<p>Pens Paper/Flip Chart</p> <p>I.T Suite (if using a word generator)</p>	<p>Small Groups Whole Class/ Shout Out</p>

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	<p>Activity 1(c)</p> <p>Ask the young people to work in pairs.</p> <p>Ask each pair to:</p> <ul style="list-style-type: none"> • Explore what a bully is and what a victim of bullying is? • Do each have separate characteristics? Do they look and act differently to one another? • What might impact on a person's bullying behaviour or a person becoming a victim to bullying? <p>Feedback to the class.</p>	<p>Paper Pens</p>	<p>Pair Work</p>

Lesson Plan 2. Sexual Bullying and Harassment	Activity	Resources	Groupings
<p>Aim: To understand what Sexual Bullying is and identify what behaviours constitute Sexual Bullying/ Harassment.</p> <p>Objectives</p> <p>By the end of the session, the young people will have:</p> <ul style="list-style-type: none"> • Reflected on 'Bullying' in general. • Discussed, described and defined 'Sexual Bullying' and 'sexual harassment'. • Explored how 'Sexual Bullying' differs from other forms of 'bullying'. • Identified examples of 'Sexual Bullying'. 	<p>Re-cap on Lesson 1.</p> <p>Explain to the young people that this lesson is developed to support them to identify 'Sexual Bullying' and 'Sexual Harassment'; reflecting on the last lesson where they explored 'bullying' in general.</p> <p>NB: Reiterate to the class the importance of keeping themselves and each other safe in the room and outside of the classroom/school.</p> <p>In small groups, ask half the class to consider a definition for 'Sexual Bullying'. Ask the other half to consider a definition for 'Sexual Harassment'.</p> <p>Use a number of words, phrases, sentences or a whole definition.</p> <p>Ask for the different sides of the class to provide their definitions to the whole class. Discuss any similarities and differences.</p> <p>Give the group the definitions provided.</p>	<p>Paper Pens</p> <p>Definition</p> <p>Flip Chart Pens</p>	<p>Small Groups</p> <p>Whole Class</p> <p>Small Groups</p>
	<p>Activity 2(a)</p> <p>Sexual Bullying and Sexual Harassment</p> <p>Place the class into small groups.</p> <ul style="list-style-type: none"> • Ask each group to come up with as many examples of 'Sexual Bullying' and 'Sexual Harassment' as they can. <p>Write the examples on the flip chart board.</p> <ul style="list-style-type: none"> • Ask for the young people to give a response to this – are they surprised by this list? • Is this something that they already think about? If so, how and why? 	<p>Scenarios</p>	<p>Small Groups</p>

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	<p>Activity 2(c)</p> <p>Sexual Bullying/Sexual harassment vs Bullying/being unkind</p> <p>Shout out exercise; ask the group how they think sexual bullying and sexual harassment differs from any other types of bullying or being unkind to others in general.</p> <p>NB: Think about things such as the victim experience, disclosing to others, what is considered 'normal', how adults may respond</p> <p>Write answers on the flip chart paper.</p>		

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Persistent unwanted conduct of a sexual nature by a child towards another child that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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Source: Department for Education, UK Government: Sexual violence and sexual harassment between children in schools and colleges: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads.

Peer-on-Peer Sexual Harassment:

- **Making sexual comments, remarks, jokes either face-to face or online.**
- **Lifting up skirts or taking a picture under a person's clothing without them knowing.**
- **Making nasty comments about someone's body, gender, sexuality or looks to cause them humiliation, distress or alarm.**
- **Image-based abuse, such as sharing a nude/semi-nude photo or video without the consent of the person pictured.**
- **Sending unwanted sexual, explicit or pornographic photographs/ videos to someone.**

Source: Estyn 'We don't tell our teachers': Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales. Dec 2021. [estyn.gov.wales](https://www.estyn.gov.wales)

Activity 2(b) Scenarios

1. Roe is 14 and loves Instagram. They often carry out live make-up tutorials and provide advice to other young people about being creative and bold with their make-up and hair. Roe is becoming quite popular online but not at school. More recently Roe's friends are becoming aware that some of the negative comments on Roe's Instagram feeds are from other members of their school year. The comments are about Roe's gender, with the comments constantly referring to Roe by their birth name 'Robert'. Roe has not discussed this with anyone.
2. Elise is 15 and has been in a relationship with Rob for 6 months. They have been sexually active on and offline, and both have sexual images that they shared with each other as part of their relationship. Elise has now said that she regrets taking the pictures and wants Rob to delete her images from his phone. Rob refuses to do this but says that he won't share them. The couple have fallen out as a result of this disagreement and have broken up. Rob has told Elise that he will only get rid of the images if they get back together. Elise is worried that Rob will share the images with other people if she gets together with anyone else.
3. Every day when he comes into school Alex likes to walk past the other young people in his class and smacks them on their bottoms. He sometimes likes to touch the legs of the person he sits next to. Everyone accepts that this is something that Alex does and is part of his diagnosis of autism. A new girl in the school doesn't like this and makes a complaint, which has landed Alex in serious trouble. The other young people believe that the new girl is being over-sensitive and are not speaking to her.
4. Tonie and Charlotte are in an on/off relationship. Tonie is certain that she is lesbian and only attracted to girls, whereas Charlotte is unsure. Charlotte recently kissed a boy at a party in front of all their classmates. Tonie told Charlotte that she was really hurt by this. Charlotte and her friends have decided that Tonie is weird, clingy, and only saying she's a lesbian for attention. They don't want her in their group anymore and have been contacting her online to tell her what they think.
5. Jo is in year 11 and fancies Tamira, who is in year 8. Jo often waits for Tamira after school and tries to talk to her. Jo has contacted Tamira online several times to ask her out and has sent her messages to tell her how he feels about her. At first Tamira didn't mind this and laughed about it with friends. However, Jo is persistent and won't take no for an answer. Tamira has blocked Jo from contacting her but he seems to find a way to get in touch with her. Recently Tamira noticed that Jo had followed her home from school and hid in the bushes outside her house. Tamira has been told by friends that she should be flattered, but she isn't sure what to do.

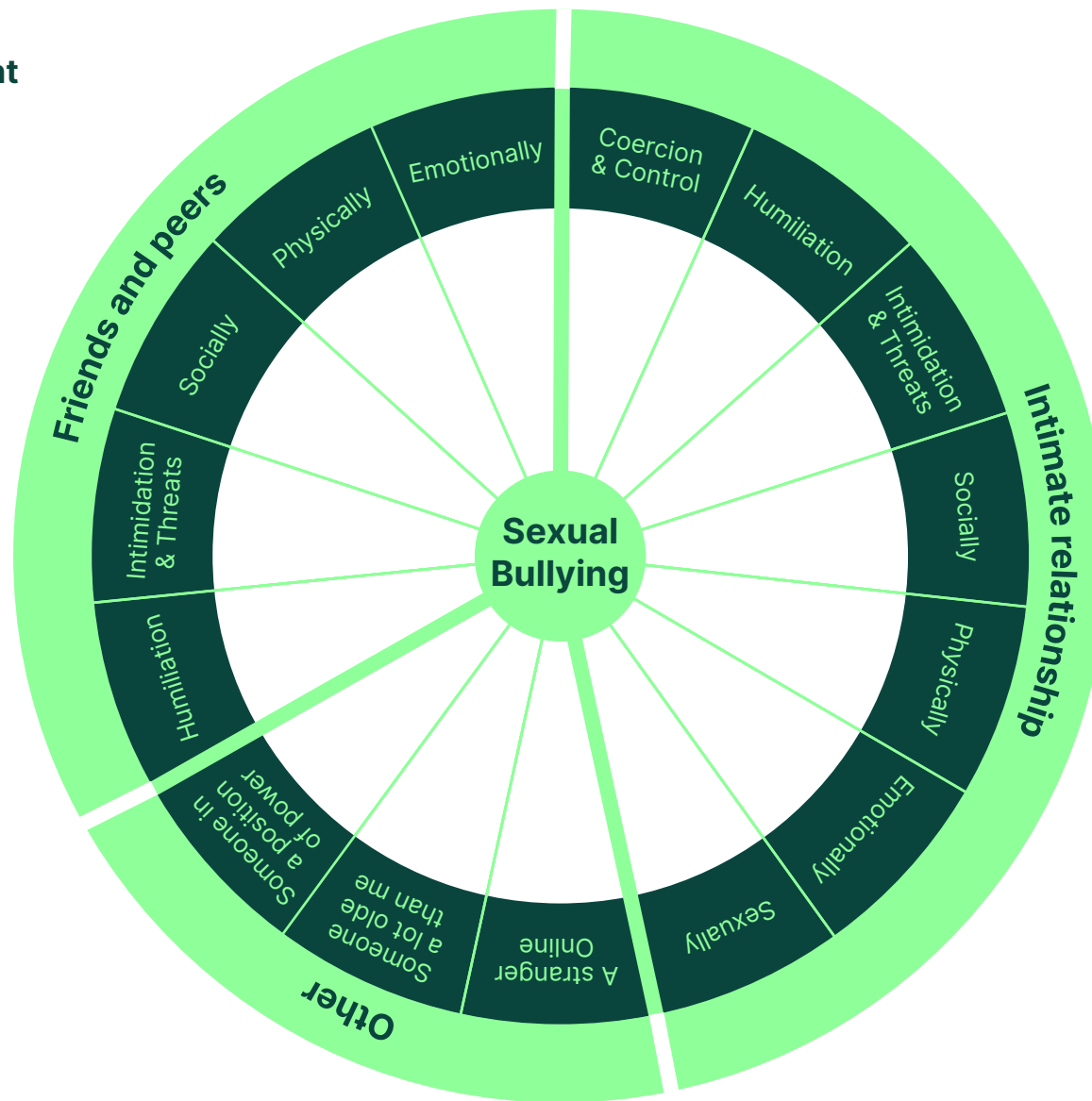


Lesson Plan 3. Power	Activity	Resources	Groupings
<p>Aim: To understand what power means in relationships.</p> <p>Objectives</p> <p>By the end of the session, the young people will have:</p> <ul style="list-style-type: none"> • Defined the meaning of 'power'. • Explored power in relationships. • Explored good and bad use of power. 	<p>Activity 3(b)</p> <p>Power Scenarios</p> <p>The young people have been helped to understand that power can take different forms, and that having power does not always mean that something is negative. This exercise explores abuse of power.</p> <p>Group discussion: What is abuse of power? How does this differ from having power?</p> <p>In small groups, ask the young people to explore each of the following scenarios in terms of power: Is power being used or abused in these scenarios, if so, how?</p> <ul style="list-style-type: none"> • A teacher removes the mobile phone of a pupil (age 14), who was texting in class, and refuses to return it. • A young person who is popular posts online that he dislikes a less popular person in the class and asks others to like his post if they agree. • A rugby playing boy holds down a smaller female. <p>Can the young people think of examples that they know of where power has been abused?</p> <p>Abuse of power in a sexual context:</p> <p>Ask the young people to consider what the difference is between abuse of power and abuse of power in a sexual context?</p>	<p>Group Discussions</p>	<p>Whole Groups</p> <p>Small Group</p>
	<p>Activity 3(c)</p> <p>Power Wheel</p> <p>Ask the young people to complete the Sexual Bullying/Harassment and Abuse of Power Wheel.</p>	<p>Power Wheel</p>	<p>Individual</p>

Lesson Plan 3. Power	Activity	Resources	Groupings
<p>Aim: To understand what power means in relationships.</p> <p>Objectives</p> <p>By the end of the session, the young people will have:</p> <ul style="list-style-type: none"> • Defined the meaning of 'power'. • Explored power in relationships. • Explored good and bad use of power. 	<p>Activity 3(d)</p> <p>How Does it feel?</p> <p>The purpose of this activity is for the young person to consider the perspective of the victim of bullying/harassment. The young people should attempt to identify thoughts and feelings associated with bullying and harassing behaviour.</p> <p>Give each young person the worksheet provided.</p> <p>Ask the young person to fill in the missing sections of the statements by imagining how they may think and feel in that situation.</p> <p>During this exercise the young person may recognise similar aspects with their own personal experience, so, if appropriate and safe, ask them to reflect on how they felt and what they thought at the time.</p>	<p>How does it feel? Worksheet</p>	<p>Individual</p>
	<p>Activity 3(e)</p> <p>Does sexual bullying/sexual harassment feel different from other types of bullying or being unkind?</p> <p>In pairs consider the following:</p> <ul style="list-style-type: none"> • Thoughts and feelings that may accompany sexual bullying/harassment, specific to this type of behaviour? • What may other consequences of this type of bullying/harassment be on the victim and the one causing harm? <p>Ask the young people to look at the scenarios from Activity 2(b) to think about how each of the young people named may be thinking and feeling.</p> <p>You may ask the group to role play conversations between some of the main characters and some of the situations outlined, and then feedback how they each felt in each role.</p>	<p>Hands Up</p> <p>Activity 2(b)</p> <p>Role Play.</p>	<p>Pairs</p> <p>Small Groups</p>

Activity 3(c) Scenarios

Sexual Bullying/Harassment and Abuse of Power Wheel



How do each set of people use different methods to sexually bully, sexually harass and abuse their power?

Activity 3(d) How does it feel?

When I am called a name, I didn't choose or like

I feel

I think

When someone says something bad about my family

I feel

I think

When my friends make fun of and laugh at another young person

I feel

I think

When others deliberately leave me out of things and/or ignore me

I feel

I think

When I am being picked on or bullied and my friends do nothing to help

I feel

I think

When my boyfriend/girlfriend finishes with me because I won't agree to do what he/she wants me to do

I feel

I think

Lesson Plan 4. Addressing Bullying and Harassment	Activity	Resources	Groupings
<p>Aim: To help young people know how to address bullying/harassment they experience or witness; to empower young people to know what to do.</p> <p>Objectives</p> <p>At the end of the session, the young people will have:</p> <ul style="list-style-type: none"> • To identify what actions can be taken if someone is being sexually bullied or if sexual harassment is taking place. • Explore common fears/ apprehensions people may hold that will prevent them from challenging or reporting sexual bullying and harassment. 	<p>Activity 4(a)</p> <p>Whose responsibility is it to address sexual bullying and harassment? As a whole group, encourage the young people to come up with some ideas on:</p> <ul style="list-style-type: none"> • How would they want the school to help? • What would they want in the school policy? <p>Write the responses on the flip chart.</p>	<p>Flip Chart Paper Pens</p>	<p>Whole Group</p>
	<p>Activity 4(b)</p> <p>Agony Aunt Letter</p> <p>Give the young people the agony aunt letter. Explain that their role is to respond to the young person in the letter.</p>	<p>Agony Aunt Letter</p>	<p>Individual</p>
	<p>Activity 4(c)</p> <p>Hand of Support</p> <p>Ask the young people to consider if they were being bullied or had experienced harassment, what steps they would take and who they would speak to for support. Consider the scenarios (from activity 2b) ask the young people to consider whether there may be barriers to each of the young people coming forward. Give the young people a choice of using the Hand Template provided or drawing around their own hands. Within this activity, think of 5 people they are able to trust to support them should they be a victim of sexual bullying, harassment or bullying in general. Write these people on their fingers and the thumb. On the palm of the hand consider a place you would be able to go to as your 'safe place'. Encourage the young people to be as creative as they wish, writing, drawing, using crafts materials to symbolise people and place.</p>	<p>Hand Template Paper Pens</p>	<p>Individual</p>

Dear Agony Aunt

The new friends of my boyfriend are upsetting me. They say things to me, which make me feel uncomfortable, including comments about my body. On one occasion one of them touched my breasts.

When I try to get the friends to stop, they all laugh. One or two of them have asked to do sexual things with me, which I really don't like, and it makes me feel nervous.

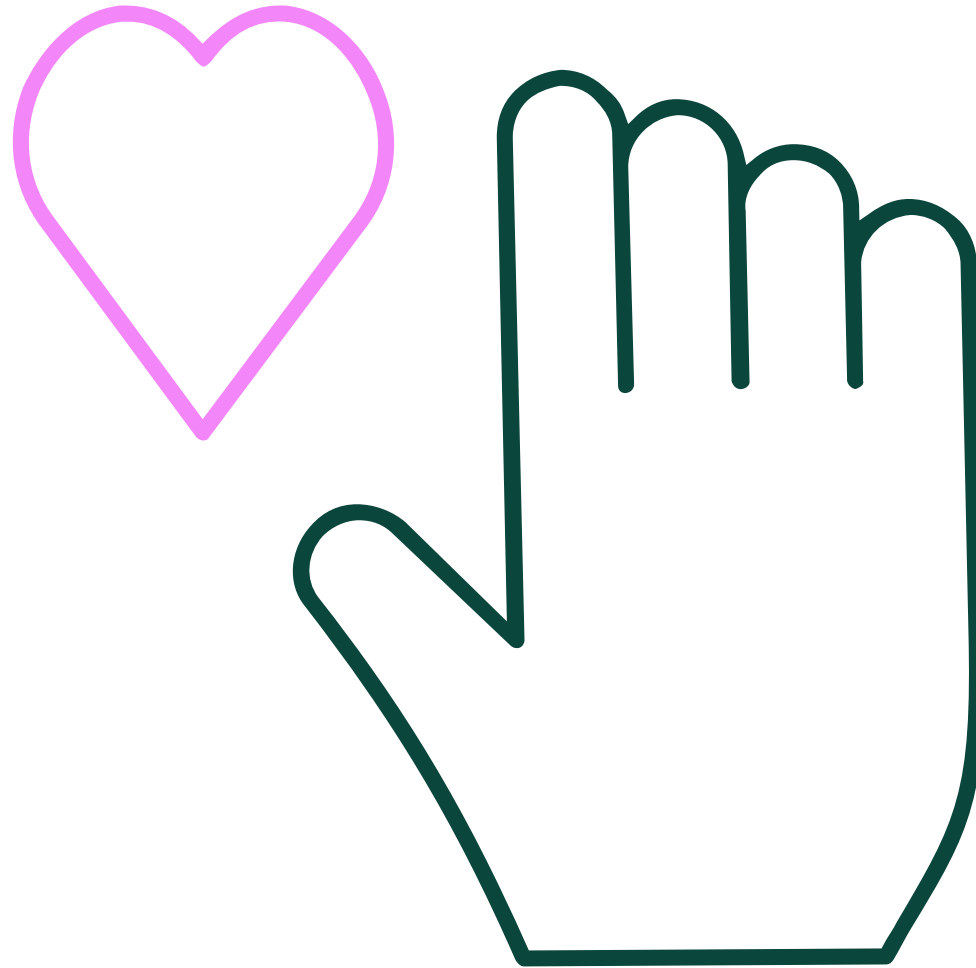
My boyfriend doesn't help, he is worried that they will turn on him if he sticks up for me. Sometimes he laughs along with them, which really hurts me.

I have overheard his friends saying horrible things about me to my boyfriend and they also try to embarrass him in front of others. I know he doesn't like this, but he doesn't know what to do about it.

He doesn't have any other friends and has been bullied a lot in the past. I know his new friends are really important to him, even though they are mean to him.

I'm worried things will get worse. Please help!

What should I do?



Activity	Resources	Groupings
<p>Extended Activity 4(e)</p> <p>As a consolidation exercise, ask the young people to do a creative task based on the theme of sexual bullying and harassment:</p> <ul style="list-style-type: none"> • A creative writing task, piece of artwork, design a game, write a song, design a short film etc. 	<p>Art & Craft Materials Paper/Pens</p>	<p>Individual</p>

