

LESSON PLAN

YEAR	10
BLOCK	2
LESSON	3

REPORTING ONLINE SEXUAL HARASSMENT

LEARNING INTENTIONS

Students will learn about the importance of reporting online sexual harassment, whether they experience it themselves or witness it happening to someone else. Students will also explore reasons why online sexual harassment can be difficult to report, and where to go for help.

SUCCESS CRITERIA

By the end of the lesson, students will be able to:

- Recognise the reporting routes available and the positive effects reporting can have
- Understand their school/setting's reporting process
- Explore the challenges young people face in reporting online sexual harassment

MATERIALS

- PowerPoint slides
- A4 paper (enough for the class to work in pairs) and Resource A (reporting scenarios)
- Video - https://www.youtube.com/watch?v=DluyUBQHH_s
- Role play scenarios
- Teacher notes about reporting concerns

NOTES

Review the teacher notes, which may help you respond to students' concerns about reporting harassment. Refresh your knowledge of your school's reporting procedures. Speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report and ensure students are aware.

STRUCTURE

1. Introduce the 'do it now' task and ask students to reflect on/answer the questions individually.
2. Introduce the lesson and explain that you will be talking about reporting online sexual harassment. Revisit the class agreements and ensure understanding.
3. Recap the definitions of sexual harassment and victim blaming from previous lessons, give class a chance to answer before showing the next slide with definitions.
4. **Class discussion:** show the questions on slide 8 and ask the class to share their thoughts.
5. Share statistics from Project deSHAME and encourage discussion using the questions provided. If any students shares concerns about reporting harassment to a teacher, you may find helpful responses to these concerns on the 'teacher notes about reporting concerns' sheet.
6. Split the class into pairs and provide each pair with a sheet of A4 paper. Instruct the pairs to write down one person or place that a person could go to, in order to report online sexual harassment (e.g. police, a parent, a tutor, etc). Once everyone has written at least one place/person, please collect all of the similar suggestions together e.g., if five groups have written 'the police' we we only need one 'police' sign. Distribute the signs around the room.
7. Now you are going to read the scenarios (Resource A) and ask students to discuss where they would advise the person to go for help. Please use these suggested scenarios, but feel free to add, delete or alter the scenarios to meet the needs of your group.

If space permits, students can stand next to the sign with the person or place that they would recommend. Please encourage small group and whole class discussion as students recommend different people or places for support.

8. **Role plays:** again, split the class into pairs, and give each pair a role play scenario from the sheet provided (either role play scenario 1 or 2). Each person in the pair will play a character. Give pairs 10 minutes to read through and practice their role plays, as they will be acting these out for the class.

As each pair performs their role play, have the 'role play - class discussion' slide up on the board. After each role play, ask the class to discuss the questions on the slide.

STRUCTURE

9. Explain that you will be showing the class a video. Before you do, share slide 14 and ask the class to keep these questions in mind as they watch the video. After playing the video, share slide 16 and encourage class discussion.
10. Share slide 17 and discuss the reporting procedures for your school. Ensure students know who they can speak to if they have any concerns, and what the process/support is like for students who report.
11. Remind students about the Safer Schools app, which they can access for free without making an account. The app has information to help them stay safe online.
12. Share additional resource slide for support.
13. Ask the class for reflections from the lesson.