

TEACHER SLIDE

Before the lesson: In the days or week before facilitating this session, please tell your students that they will be learning about online sexual harassment, although our ground rules will be in place, if any students are concerned, they should discuss this with you or an appropriate member of staff prior to the lesson.

This lesson aims to encourage students to think about what online sexual harassment involves, how to respond and ultimately report it.

Please note that slide 21 requires students to work in small groups with a piece of A4 paper, and a method of fixing the paper to the classroom wall. Bluetack?

You may also have to anticipate that a student becomes distressed during the conversation, please ensure you have planned for this eventuality.

Please refresh your knowledge of your school's reporting procedures, and if necessary, speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report.

Activity	Description	Timing
Introduction	Ask students to complete the ‘do it now’ task. Introduce learning objectives and revisit class agreements.	5 minutes
What is online sexual harassment?	Ask students to work in small groups to discuss two different scenarios with separate reflections before agreeing a definition of online sexual harassment on slide 13	15 minutes
Responding to online sexual harassment	Students work in small groups to review and then reflect on five ‘storyboard’ images	10 minutes
Reporting online sexual harassment	Having given students some facts about online sexual harassment (slide 20) there is a think, pair, share activity which requires discussing how people might respond to different scenarios	15 minutes
Ending/Reflections	Please ensure that you give students the information on Slides 23, 24 and 25 so that they know where and how to access help in school, locally and online.	5 minutes



DO IT NOW

How would you define
'online sexual harassment'?

RECOGNISING, RESPONDING AND REPORTING ONLINE SEXUAL HARASSMENT

YEAR 10

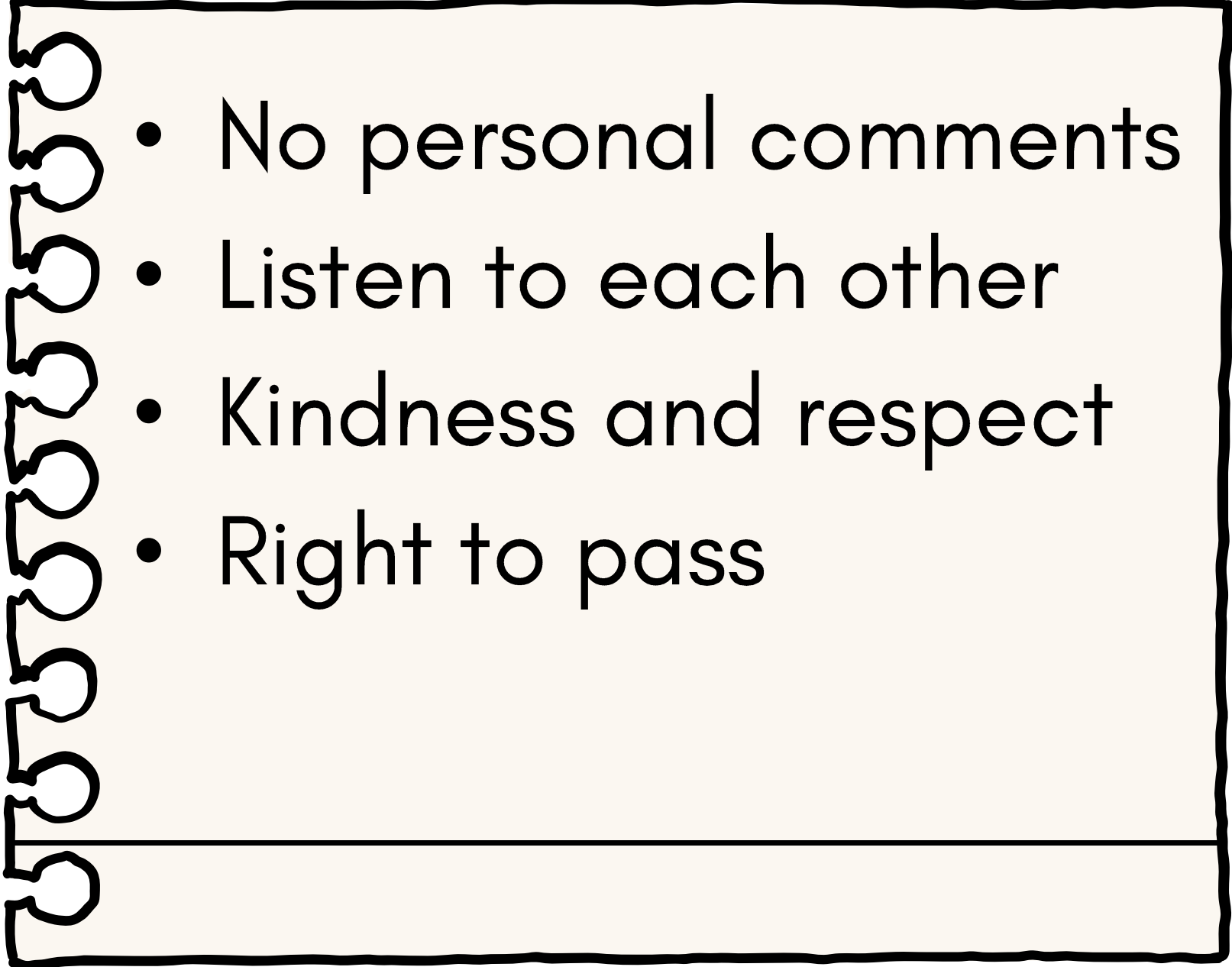


Isle of Man
Government

Reiltys Ellan Vannin

This presentation has been adapted for the Isle of Man from Childnet

CLASS AGREEMENTS

- 
- No personal comments
 - Listen to each other
 - Kindness and respect
 - Right to pass

any others?

THINK, PAIR, SHARE...

Let's **ASK** ourselves, from the previous lesson(s)

What are some of the **attributes** that you learnt or used?

What were some of the **skills** you practised?

What was one piece of **knowledge** you learned?

LEARNING OBJECTIVES

By the end of this session, students will be able to

- Define the term online sexual harassment
- Understand the emotional impact that online sexual harassment can have on those involved,
- Respond to online sexual harassment in sympathetic, helpful and supportive ways
- Recognise the reporting routes available, including our school's reporting process

SCENARIO 1

A photo was taken of Jane, hugging Callum, who was not her boyfriend.

Jane and Callum are really close friends and always joke that people will think they are a couple. They have a running in-joke that Jane has lots of different boyfriends.

Jane posted the photo online, and Callum sent Jane a direct message saying 'slag 😏'

THINK, PAIR SHARE: REFLECTION 1

- How would you describe Jane and Callum's relationship?
- Why did Callum send that message to Jane?
- Callum sent his message privately, not publicly. Why?

SCENARIO 2

A photo was taken of Jane, hugging Callum, who was not her boyfriend.

It got sent around to people in their school and other schools in the area.

People took screenshots and posted it to their online stories, commenting with terms like 'slut', 'slag' and 'cheater'.

THINK, PAIR, SHARE REFLECTION 2

- Why did other people take screenshots of Jane's photo?
- What effect do you think it had on Jane and Callum when other people shared the photo?
- Who is responsible for sharing Ama's photo with a wider group of people?

REFLECTION 3

- What do you think the difference is between Callum's actions and the actions of the other young people?
- Would the consequences be different if it had been Callum who posted the photo, and not Jane?
- Is either Scenario 1 or Scenario 2 online sexual harassment?

THINK, PAIR SHARE

- Scenario 2 (when other people shared the photo and made unkind comments) is known as **child-on-child sexual harassment**.
- In small groups, come up with some examples of behaviours that you think count as online sexual harassment between peers.
- What do you think is the connection between **consent** and online sexual harassment?

ONLINE SEXUAL HARASSMENT CAN INCLUDE:

- Receiving sexual threats
- Being coerced to participate in sexual behaviour online
- Being blackmailed with sexual content
- Unsolicited sexual content shared online
- Image-based sexual abuse
- Sexual coercion, threats, and intimidation online



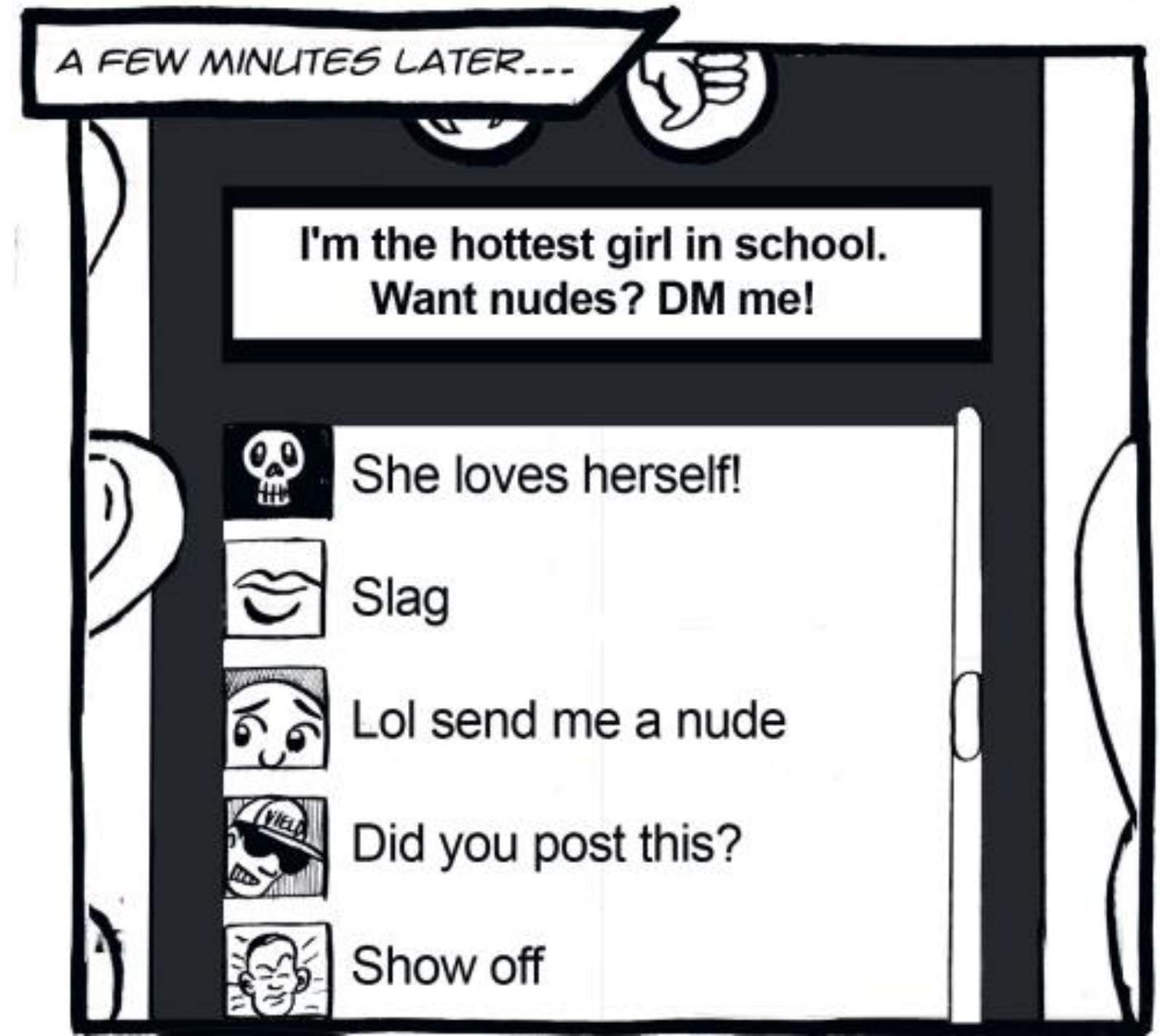
THE STORY BOARD 1/5



THE STORY BOARD 2/5



THE STORY BOARD 3/5



THE STORY BOARD 4/5



THE STORY BOARD 5/5



THE STORY BOARD - DISCUSSION

- Who posted the photo on the 'hot or not' page?
- Who is getting the blame for it? Why?
- How do you think the victim feels?
- Why are the people who re-posted the selfie not being blamed?
- The victim gets comments that blame her. Do you think people would say these things to her face-to-face? Why?
- What is the difference between being 'to blame', and being 'responsible'?
- If something happens online, can you be responsible without being to blame, or vice versa?
- What do you think the victim wishes those comments said instead?

WHEN YOUNG PEOPLE EXPERIENCE ONLINE SEXUAL HARASSMENT

A 2017 survey for Project deSHAME found that if young people experienced online sexual harassment:

- 81% would block those involved
- 39% would speak to a parent/carer
- 15% would speak to a teacher

Why do you think the figure for reporting to a teacher is so low?

What could schools do to enable students to report (online) sexual harassment to a member of staff?

THINK, PAIR, SHARE

On the following slide you will see a list of scenarios, each of which include some form of online sexual harassment. Reflect on the scenarios and consider the following questions:

- Who could this person go to for help? Is there someone in school, on island, or an online resource that can offer support?
- What help or support do you think this person/service would offer?
- Why would you suggest this route over another route?
- Imagine you have reported one of the scenarios, and action was being taken to help the person /people involved. How would you feel?

SCENARIOS

1. "I had a friend, but we fell out, so he made a new profile with my profile picture, added all my friends, and put up a post that said 'I am gay.'"
2. "I finally sent a nude to a boy I really liked, who told me he really liked me. I fell for it. The next day, my pictures were all around school."
3. "A friend of mine was in a relationship that had become sexual. After a while, he decided to end the relationship. His ex then retaliated in threatening my friend about sharing nude photos. My friend felt there was no-one to turn to."
4. "Someone recorded my friend during sex and then had gone around showing it to other friends."
5. "A nude was sent and it was screenshot and posted on social media. From there, it was screenshot and posted to this group chat I was in."
6. "Someone I know posted a video of herself dancing on TikTok and she kept getting comments to 'take her top off' or other things."

SCENARIO DISCUSSIONS

- Who could this person go to for help? Is there someone in school, on island, or an online resource that can offer support?
- What help or support do you think this person/service would offer?
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PLEASE REMEMBER...

Students in our school can report to any member of staff that they feel comfortable with.

That adult may need to work with the designated safeguarding lead to provide the best support and advice possible.

Whoever a student tells, reporting can make a big difference to those people who are affected.

How can we encourage bystanders to be 'up-standers' and report unacceptable behaviour online?



SAFER SCHOOLS ISLE OF MAN

- Practical advice on the latest trends, apps, games, and social media platforms
- How to seek further support
- How to keep safe on and offline
- How to keep your information private online



Information and advice:

- <https://www.childnet.com/young-people/secondary>
- **ChildLine**
 - www.childline.org.uk
 - If you're under 19 you can confidentially call, email or chat online about any problem big or small
 - Chat 1:1 with an online advisor

REFLECTION



What are three things you'll remember from today's lesson?