**Teachers’ notes**

**Problem Solving Sexual Harassment B1.3**

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| Typewriter, Hashtag Me Too, Hashtag**Learning outcomes**  By the end of the lesson students will have:   * a better understanding of what sexual harassment is and how to take action * learnt more about the *Me Too* campaign * discussed their views on sexual harassment |

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| **Materials**  Student’s handout / PPT  YouTube clip <https://www.youtube.com/watch?v=HKk-pbeW3ic>  Appendix 1 set of cards (1 for each group of 3-5 students) |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes | **PPT** |
| **10 mins** | * Display slide 2 with the words sexual harassment and ask students to comment on it. To help distinguish the difference between harassment and sexual harassment give an example of when you might feel you are being harassed e.g. a person selling something on the phone who keeps calling. * Tell students you are going to show them a short information video on sexual harassment. As they watch, ask them to take notes. Before asking students to discuss the post-viewing questions deal with new or unfamiliar words from the video. Click on the picture for the link to the video. * Conduct whole class feedback and encourage students to briefly share their thoughts and share how common sexual harassment is amongst their peers. | **PPT**  **Activity 1**  **YouTube clip** |
| **10 mins** | * Tell SS you are going to give them a set of cards with examples of sexual harassment on them. They need to categorise the type of harassment.   (verbal/ non-verbal and physical). Encourage students to look up the meaning of new or unfamiliar words, or depending on the group you may wish to check they understand the meaning before they do the activity. Focus on words such as *innuendo, stalking, patting, sexually suggestive.*   * Place students in small groups and give each group a set of cards. If teaching online, give each group a copy of Appendix 1 to look at in their breakout room.   Conduct whole class feedback and point out that people may feel pressured to accept the behaviour. This doesn’t mean they don’t feel humiliated or degraded by it. [Verbal 1,2,6 and 9; Non-verbal 3,7,11,12 and 14; Physical 4,5,8,10,13] | **PPT**  **Activity 2** |
| **20 mins** | * Display slide with the Me Too image. Tell students to share what they know about the movement with their partners. * Explain that they are going to conduct some research to find out more about the movement. Encourage them to think of 3-5 questions they want to know about the movement to help them focus their research. * Let students choose how they conduct their research. Allow them time to do their research and then share what they found out in small groups * Conduct whole class feedback. Focus on any local movements that may exist. | **PPT**  **Activity 3** |
| **15 mins** | * Tell students they are going to read different statements and they have to decide the extent to which they agree with them. * Give SS time to decide what they think before placing them in small groups to discuss the statements and share their views. * Conduct whole class feedback. Encourage a healthy discussion. Make students aware of what they can do where they currently live or what policies exist in their schools/ colleges/ workplaces. | **PPT**  **Activity 4** |
| **5 mins** | * Conduct a plenary and ask students to discuss the questions. Focus on how seriously sexual harassment is taken in Europe and how important it is for people to take action. | **PPT**  **Activity 5** |

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**Activity 1 What is Sexual Harassment?**

What do you understand and know about sexual harassment? Shape, square

Description automatically generated



Compare your ideas with your partner.Graphical user interface

Description automatically generated with medium confidence

**1.2 Watch the video.**

Watch the video add to your notes.



What did you think of the video? What do you think is the best way of helping everyone understand what sexual harassment means?

**Activity 2 Verbal, Non- Verbal and Physical Sexual Harassment.**



Look at the set of cards. Each card gives an example of sexual harassment. Is it an example of verbal, non-verbal or physical harassment?

**Verbal**

**Non-verbal**

**Physical**

Were you surprised by any of the examples? How important do you think it is for people to know exactly what sexual harassment is? Why?

**Activity 3: #MeToo**

What do you know about the #Me Too Movement? Share what you know with your partner. Make notes in column 1. You are going to do some research and find out more about this movement. What do you want to know? Write your questions in column 2.

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| **1. What I know** | **2. Questions I have** | **3. What I now know.** |
|  |  |  |



Share what you learnt or know about the #Me Too movement.

**Activity 4: Have your say**

Read through the statements. To what extent do you agree with them? Circle your answers.

**1.A man cannot be the victim of sexual harassment.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Partially agree | Not sure | Partially disagree | Disagree |

2.**The best way to deal with sexual harassment is to ignore it.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Partially agree | Not sure | Partially disagree | Disagree |

**3.Sexual harassment between people of the same sex is rare.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Partially agree | Not sure | Partially disagree | Disagree |

**4.If a person dresses or behaves in a sexy way, they are asking for attention and have to accept what others say or do.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Partially agree | Not sure | Partially disagree | Disagree |

**5. It’s hard to tell the difference between ‘flirting’ and ‘sexual harassment’?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Partially agree | Not sure | Partially disagree | Disagree |

**6. It’s difficult to know what to do if you have been or are being sexually harassed.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Partially agree | Not sure | Partially disagree | Disagree |

**Activity 5: Reflection** 

Discuss the following questions.

How similar or different do you think countries around the world view sexual harassment? How seriously is it taken where you live now? Is it common?

Who do you think is responsible for helping people understand what sexual harassment is?

What advice would you give to someone who is being sexually harassed?

**Appendix 1 Verbal, non-verbal or physical cards**

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| **1.**  **asking personal questions about someone’s sex life** | **6.**  **making sexual comments/ innuendos about what someone looks like (body) and/ or the clothes they’re wearing** | **11.**  **looking someone up and down (elevator eyes)** |
| **2.**  **telling lies/ spreading rumours about a person’s sex life or sexual preferences** | **7.**  **using sexually suggestive visuals** | **12.**  **stalking or following someone** |
| **3.**  **using facial expressions such as winking, blowing kisses or licking lips** | **8. hugging or kissing** | **13.**  **giving someone a massage (neck/ shoulders)** |
| **4.**  **touching someone’s hair/ clothing/ body** | **9.**  **hassling someone over and over again to go out on a date with them** | **14.**  **making sexual gestures with the hands or body** |
| **5.**  **patting someone** | **10.**  **touching/ rubbing oneself against another person** |  |