

# Step Four:

## Activities and Lesson Plans

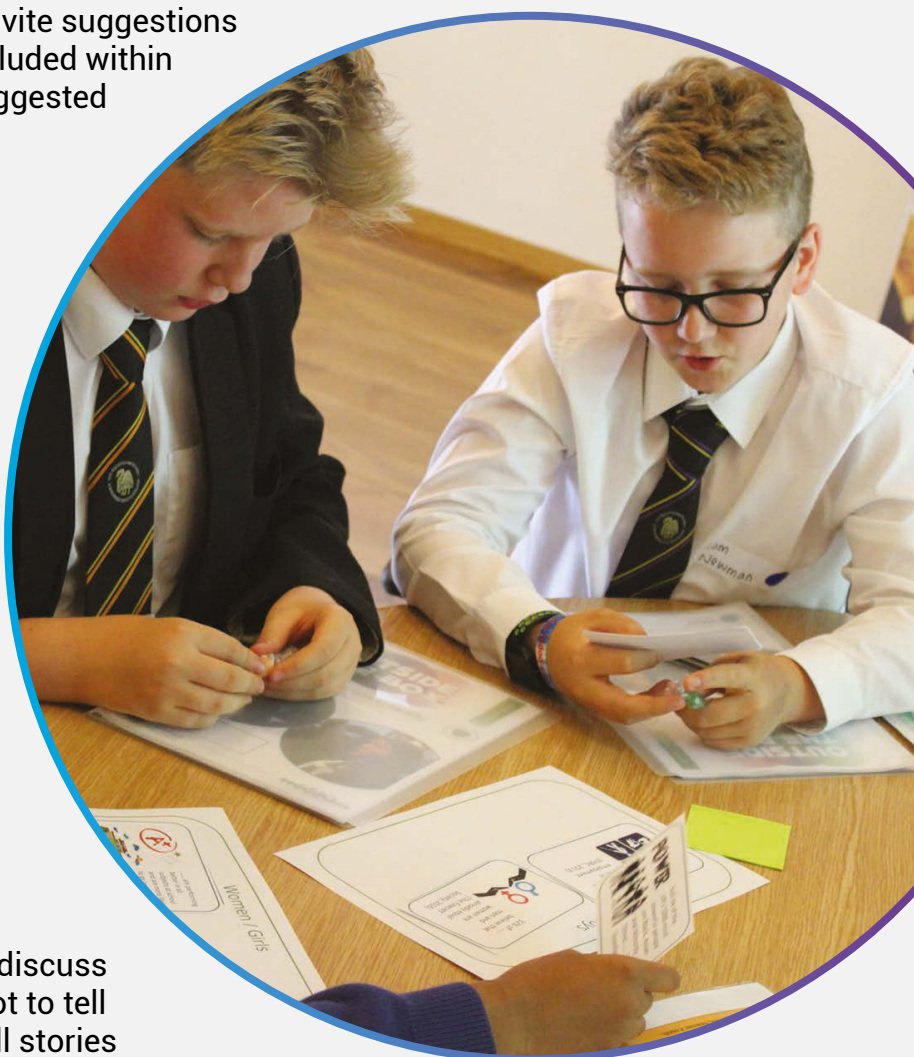
Before discussing gender equality, sexism, and sexual harassment in the classroom, it is good practice for educators to take the time to reflect upon their own perspectives on these issues (see page 16), and for Senior Leadership Teams to have discussed this work with parents, carers and the wider school community (see page 16).

### Setting up a Safe Space

If classroom work on gender equality and tackling sexism and sexual harassment is to be effective, it is essential that a 'safe space' is set up. A classroom is transformed into a safe space for discussion when a specific agenda for discussion is set and all participants verbally agree to a collaboratively created code of conduct. Work is likely to be effective within a safe space because young people can be reassured that they will not be laughed at or penalised for expressing their opinions on an issue. Young people can also feel well-equipped to challenge their peers without causing anger or upset. In such an environment, openness, honesty and constructive challenges can flourish. Work undertaken outside a safe space is more likely to lead to young people being shouted down, which in turn can lead to participants feeling unable or unwilling to contribute and to classroom relationships breaking down.

To set up a safe space, teachers should invite suggestions from the class for rules that should be included within the safe space code of conduct. Some suggested rules are provided below:

- 'Be open and honest': We don't want anyone to feel that they can't ask their question or express their idea, so we won't laugh at others' opinions or shout each other down.
- 'Respect each other's feelings': We will think about the impact our words can have on other people, and we will try to express our opinions in a respectful fashion.
- 'Direct challenges to the front of the room, not to each other': It is fine to disagree and challenge each other's ideas. But if we do disagree with something, we will direct our challenge to the front of the room, so that no one feels attacked and the whole class can remain involved in the conversation.
- 'Depersonalise comments': It is fine to discuss personal experiences, but make sure not to tell other people's stories for them, or to tell stories about others without their permission.



## Using the A, B, C Framework

It is essential to equip young people with the tools required to be able to listen to one another's opinions and challenge each other respectfully. In a whole class discussion, there should be many active participants. The discussion should ideally be led by the young people themselves; the facilitator is there to provide facts and other stimuli and ask reasoning and enquiry questions to help guide a discussion and provoke critical thinking.

The following 'A, B, C Framework' can help guarantee that everyone in the classroom has equal access to conversational aids. This framework also helps prevent the teacher or a minority of confident young people from becoming the focal point of the discussion. Sentence starters can help young people structure their responses to one another. One pupil can provide a new opinion and then the conversation can 'bounce' around the classroom.

### A, B, C... Agree, Build on, Challenge

|   |  |
|---|--|
| <p><b>Giving a new opinion</b><br/>I think that...<br/>My opinion is..<br/>I believe that..<br/>In my view...</p>   | <p><b>Agreeing</b><br/>I agree with .... because...<br/>I would argue the same thing because...<br/>The reason I agree with... is...<br/>That is an interesting point because...</p>       |
| <p><b>Building</b><br/>I would like to build on ....'s point because...<br/>I agree with ... but I need to add...<br/>In addition to ....'s point...<br/>Building on what ... said...<br/>That is a good argument however it needs...</p> | <p><b>Challenging</b><br/>I don't think ... is right because...<br/>I would like to challenge this because...<br/>I disagree with...because...<br/>My own view is different because...</p> |

It can take time for young people to develop these skills and implement them consistently. Schools are advised to give young people the chance to practice safe space discussions by regularly devoting, for example, one form period a week to whole class conversations. Sessions can begin with uncontroversial topics, to build young peoples' discussion skills and familiarity with the safe space format, before introducing more contentious subjects into the classroom.

# Conducting Effective Conversations

When facilitating activities and conversations on gender equality, sexism, and sexual harassment, stereotypes and prejudices may be aired in the classroom. It is important that sexist ideas are challenged effectively and publicly, so that any participants who subscribe to sexist views, as well as all other young people in the room, can reflect upon the challenge. Challenges should not be confrontational; instead, they should encourage young people to question their own opinions. Some guiding principles are outlined below:

**It is best practice to empathise with how the young person who has warranted the challenge may be feeling. Educators should understand that prejudice is often fuelled by underlying anxieties that may have been picked up from the media, family or peers. Educators should try to draw out and address these anxieties, if possible, whilst always letting the young person know that their feelings are valid and understood.**

**It can sometimes be tempting to take the young person to one side to talk to them, so as not to cause a scene. It is best practice, however, to challenge negative views expressed during a whole class discussion in front of the whole class. An opinion voiced by a young person should be a learning opportunity for all the young people present, so that everyone understands there is an alternative perspective that needs considering. The safe space has enabled the young person to voice their opinion, so taking them to one side to talk to them may feel like a punishment and keep them from contributing in future.**

**Any challenge should focus not on the young person, but on their contribution. Labelling anyone as a 'sexist' has the potential to inflame a situation and damage the safe space; labelling is not a helpful approach. Instead, encourage the young person to reflect upon and question their own opinion.**

**It is good practice to use reasoning and enquiry questions to help the young person question their perspective. Asking questions enables the young person to examine the foundations of their own view. Questions such as 'Why do you think that?', 'How do you know that that's true?', or 'If someone were to disagree with your point of view, what might they say?' can all be effective.**

**Provide an alternative viewpoint to give the young person an opportunity to think about their perspective from a different point of view. This can help to weaken a young person's attachment to a prejudicial point of view and can alter their position on a topic.**

**Provide the young person with an opportunity to research the facts behind their perspective. Supporting a young person to research the facts behind a topic demonstrates the importance of making sure that opinions are underpinned by evidence and research.**

For more on responding to sexist incidents and incidents of sexual harassment, see pages 29 and 31 in 'Policies and Procedures'.

# Activities and Lesson Plans

The following pages contain activities that teachers can use to open up classroom discussions about gender equality, sexism and sexual harassment. Activities suitable for all age groups are included.

Except for the Early Years and KS1 entries, which are designed to provide loose inspiration for teachers wishing to incorporate gender equality into work with younger pupils, all of the following activities are broken down by theme, age group and time required for delivery. This should help practitioners combine activities to construct lesson plans or schemes of work. Most come with resources which can be downloaded for free from **EqualiTeach's website: [www.equaliteach.co.uk/outside-the-box](http://www.equaliteach.co.uk/outside-the-box)**.

## Teaching about Gender Expectations: Early Years and KS1

### Story Time Inspiration

Story time is an excellent format for introducing younger pupils to gender expectations, as there are lots of children's books designed to stimulate conversations around this theme.

#### Dogs Don't Do Ballet

'Dogs Don't Do Ballet' by Anna Kemp tells the story of Biff, a dog determined to follow his dream of becoming a ballerina, even though everyone he meets is convinced that dogs don't do ballet. Kemp's book makes for a wonderful stimulus for thinking about expectations of people and how expectations can impact someone's emotions.

Before reading the book, ask the class to draw, colour and cut out two dogs: one happy and one sad. Whilst reading, pause at key moments in the story and ask the class to hold up the drawing that best matches how Biff would be feeling. At various points, introduce a few key questions, such as:

- Why does Biff feel happy/sad at this point of the story?
- Is Biff a ballerina yet? Why not? What is stopping him?
- Why do the characters in the story stop Biff doing what would make him happy?

After reading the whole book, facilitate a discussion, using the questions below, about how our expectations of others can hurt people's feelings.

#### Key Questions

- Did the characters in the story expect Biff to be fantastic at ballet? Were their expectations right or wrong?
- How did Biff feel when he wasn't allowed to do what he loved?
- What might have happened if Biff believed what everyone thought that dogs don't do ballet?
- Have you ever been told you can't do something, or that you must do something, because of who you are? How did this make you feel?
- Are boys/girls ever told they can't do things because they are boys/girls? Can anyone think of any examples?

## Key Learning Points

- The characters stopped Biff from doing ballet because they didn't expect him to be good at ballet, but our expectations about people are not always right!
- Our expectations of people can lead us to treat people badly, just like Biff was treated badly in the story.
- Some people tell boys and girls that they can't do certain things because of who they are. Our expectations about other people, or other people's expectations about us, can be false, unfair and can lead to hurt feelings.

Girls can't play football!

Boys can't wear pink!

**EQUALITEACH**  
equality training and consultancy

A story by .....

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|  |  |  |

After reading and discussing the book, solicit unfair ideas and expectations that the class are aware of about boys and girls, such as 'girls can't play football', 'boys can't wear pink' etc. Agree that these ideas are false, unfair and can hurt people's feelings. Invite the young people to draw their own story book inspired by Biff's story, using the unfair ideas on the board as book titles. Make clear that the story should be about a character who overcomes other people's unfair expectations and proves that 'boys can wear pink', 'girls can play football' and so on. There is an online worksheet resource, pictured above, to use for this activity.

## Circle Time Inspiration

Use circle time to challenge ideas younger pupils may have about what boys, girls, men and women 'can't' or 'should' do.

Lead a conversation in which young people are encouraged to think about what jobs they would like to have when they're older. Gather ideas and tell the class that they will now be drawing some of the jobs that have been mentioned, as well as some jobs that perhaps didn't come up. Ask the class to draw one of the occupations held by one of the role models listed below (for instance, 'a weightlifter'). Encourage young people to give their character a name and to think of a few reasons why they're good at what they do.

Tell the class that they will now have a chance to learn about a real-life weightlifter. Introduce the role model (in the case of the weightlifter, Amna Al Haddad) using the accompanying videos (see below). Facilitate a discussion about young peoples' responses to the real-life role model.

### Key Questions

- What did everyone draw the role model as—a boy or a girl?
- Was anyone surprised to find out that the role model was a boy/girl?
- What do we think now? Can girls be weightlifters? (Substitute different genders/occupations as needed.)
- Why is Amna Al Haddad good at what she does?

### Key Learning Point

- Jobs are not either only for boys or only for girls.

Invite young people to draw a weightlifter again, but this time, to draw them as the role model (in this case, Amna Al Haddad). This activity can be repeated two or three times in one session, or once every week for a whole half-term. (Staff members or other role models particularly relevant to the class could be included in longer schemes of work.)

### Role Model Examples

- 1) Amna Al Haddad, weightlifter
- 2) Ruqsana Begum, kickboxer
- 3) Sergei Polunin, ballet dancer
- 4) Amelia Earhart, aeroplane pilot.

Head to EqualiTeach's website to find short clips that introduce all of these role models.

# Activity: Space Invaders

**Key Stage:** KS2

**Time Required:** 30 minutes

## Aims

- To explore common stereotypes about boys and girls
- To discover that gender stereotypes are unfair

## Themes

- Gender stereotypes
- Myth-busting
- History

**Online Resources:** Space Invaders worksheet, Gender Rebel cards

## Delivery

Ask the young people to imagine that an alien has come to visit Earth for the first time and has stopped by their classroom to say hello. The alien doesn't know anything about Earth and needs the young people's help to learn about common things on Earth, such as cats, shoes and spoons.

Relay to the class one of the alien's questions, asking them to answer the alien by creating a word-cloud. For example, if the alien asked, 'What is a cat?', the class must answer by creating a brainstorm of words that relate to or describe a cat (such as 'furry', 'lazy', 'claws', 'purr' and so on). Ask the class to work in pairs when brainstorming; young people can jot down their answers on the online worksheet, pictured below.

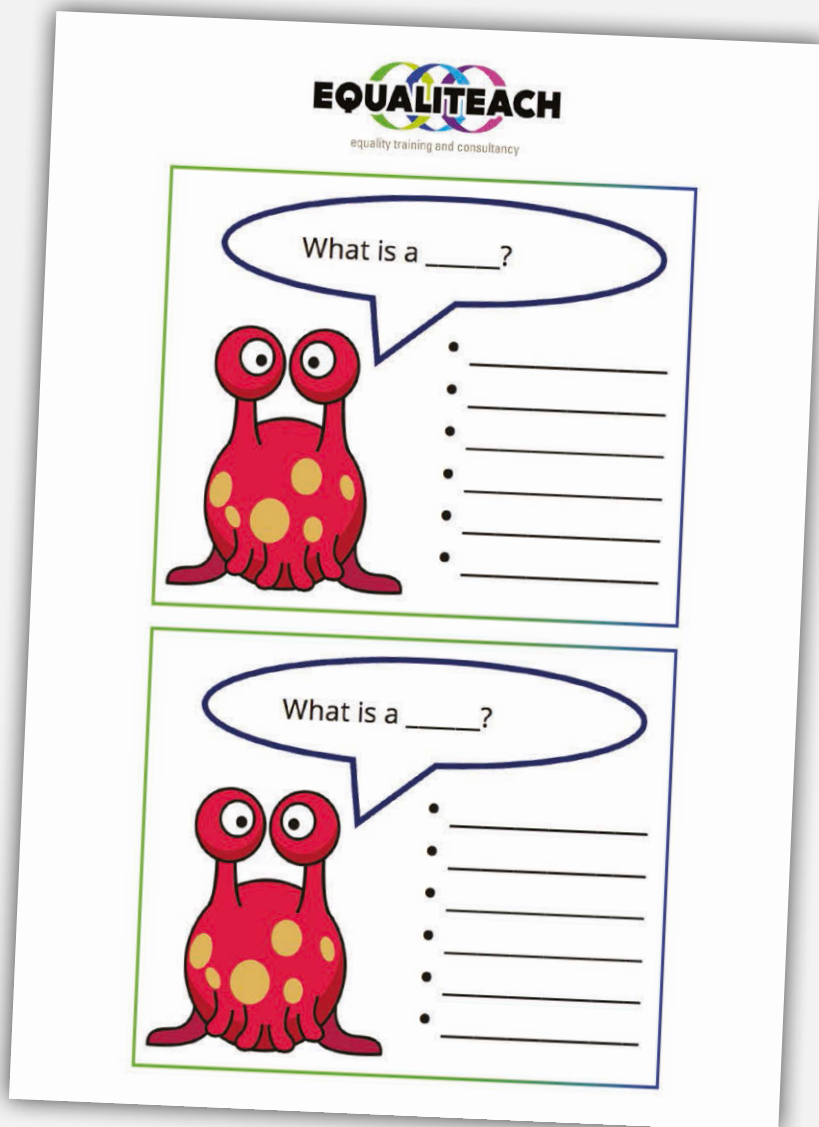
After the young people have had a minute or so to brainstorm, collect a handful of their answers and assure the class that the alien now understands what cats, shoes, spoons etc. are.

After a few practice questions, ask the class 'What is a girl?'. Use some of the key questions below to guide their thinking, then write some of their answers on one side of the board. Do not submit their answers to the alien just yet. Instead, ask the follow up question 'What is a boy?', and note down the class's answers on the other side of the board.

## Key Questions:

- What do girls do for fun?
- What is a girl good at?
- What words do we think of when we think of girls?
- What jobs do girls have?

Tell the class that they will now test how useful their answers will be to the alien. Hand out the Gender Rebel cards. These cards describe famous people whose lives, interests or occupations have defied stereotypical gender roles (Extra cards can be created using a variety of exciting figures from the widely available books *Good Night Stories for Rebel Girls* and *Stories for Boys who Dare to be Different*).



Instruct the class to work in pairs or threes to decide which of the word-clouds on the board best describes each Gender Rebel. If some young people are struggling, ask them to imagine what qualities the people on their cards would need to do the jobs they do, then see if any of those qualities are written on the board.

Bring the class back together, collect their answers and ideas, and reveal who each Gender Rebel really is. It is likely that the class will have said that the boy word-cloud best describes Amna Al Haddad and the girl word-cloud best describes David Attenborough. This means that their word-clouds will have befuddled the alien, who might be going around Earth right now mistaking Amna Al Haddad for a boy and David Attenborough for a girl!

Begin to conclude by facilitating a discussion using the key questions below. Agree that all of the qualities on the board can describe both boys and girls. If the titles 'Boy' and 'Girl' are written above each word-cloud, erase these and write 'People' to illustrate the activity's key take-away.

End the activity by introducing the word 'stereotype'. A stereotype is an unfair idea that everyone in a group will be the same. Stereotypes are never true as everyone is unique. That said, it is not a bad thing to have interests that align with stereotypical ideas about boys and girls. Agree that lots of the ideas about boys and girls considered in this activity were stereotypes.

### **Key Questions**

- Were our descriptions of boys and girls very good? If not, why not?
- Is it only ever boys that are "strong"? Are all boys strong? (Substitute a different gender/ characteristic as needed.)
- Why didn't we put \*this\* word for boys/girls?
- Could all of the words on the board describe both boys and girls? Are there any that couldn't?
- Why did we do this activity?
- What stereotypes about boys and girls have we looked at today?

### **Key Learning Points**

- Stereotypes about boys and girls are not a useful way to infer what a person's interests are or what their personality is like.
- It is OK to have interests or feel emotions that do not align with stereotypes about boys and girls (just as it is OK to have interests or feel emotions that do align with stereotypes about boys and girls).
- It is unfair to treat people badly because their interests or emotions do not align with stereotypes about boys and girls.

### **Extension**

To emphasise the learning points of this activity, instruct the young people to consider how they themselves are much more complex than stereotypes about boys and girls imagine them to be. Ask the young people to identify a few stereotypes from the preceding activity, and then find someone in the classroom who disproves these stereotypes, or who knows someone beyond the classroom who disproves these stereotypes.

### **Adaptation**

'Space Invaders' can also be used to introduce participants to the history of gender inequality. Simply choose other historically significant figures to make 'Gender Rebel' cards for, and use the 'reveal' part of the lesson as an opportunity to introduce the young people to how recently certain steps towards gender equality were taken (see 'Timeline of Change' for further information on the history of gender equality in the UK).

# Activity: The World Around Us

**Key Stage:** KS2

**Time Required:** 20 minutes

## Aims

- To identify gender stereotypes in popular culture
- To consider how gender stereotypes might impact someone's feelings and behaviours

## Themes

- Stereotypes and the media
- Impact of stereotypes

**Online Resources:** The World Around Us media packs

## Delivery

Young people should have a clear idea of what a stereotype is and what some common stereotypes about boys and girls are before carrying out this activity.

Print and cut out the images of clothes, toys, magazines and TV programmes available on the EqualiTeach website. Extra images can easily be sourced if necessary. Explain to the class that today they will be looking further at stereotypes about boys and girls. Specifically, they will be thinking about where people get stereotypical ideas from. Split the class into groups, then provide each group with a handful of images. Instruct the class to spend a minute or two dividing the images into two piles: one pile of things 'for boys' and another pile of things 'for girls.'

Ask the class how they knew which image should go in which pile. Collect ideas and stimulate discussion by highlighting any ambiguous images. Remind the young people what a stereotype is and what some common gender stereotypes are, then suggest to the class that stereotypes about boys and girls may have helped them identify which image should go in which pile.

Hand out scrap paper. Ask the class to look at their images again and try to spot any stereotypes the items in the pictures might be promoting. For example, a picture of a young boy in a superman costume (complete with a built-in foam six-pack) perhaps promotes the idea that boys should be physically strong, athletic, active, in charge, and always engaged in action. Go through one example image with the whole class before giving each table a few minutes to spot and write down as many stereotypes as they can find.

Collect a few ideas from the class and agree that stereotypes about boys and girls can be found in all of these places (books, costumes, TV shows and so on). Write some of the young people's suggestions on the board, and using the key questions below, facilitate a preliminary discussion about how these stereotypes might impact boys and girls.

## Key Questions

- How might these ideas make boys/girls feel about themselves?
- How might these ideas make boys/girls treat each other?
- If you were a girl who liked water-guns, and you saw an advert for water-guns that only featured boys, how might you feel about yourself? (Substitute a different gender/object as required.)
- Would a boy want to learn to dance if they only ever saw pictures of girls dancing? (Substitute a different gender/activity as required.)
- How might a boy/girl whose interests don't align with stereotypes be treated by other people at their school?

Agree that stereotypes can lead to teasing and can make people feel left out. Agree that stereotypes can make us feel pressured to do things we don't enjoy and stop us from doing things we really want to. Agree that stereotypes can stop us trying new things.

### Key Learning Points

- Stereotypes can often be found in popular media, such as books, toys etc.
- Stereotypes can make people feel pressured to buy certain objects, do things we don't enjoy and participate in certain activities whilst avoiding others.
- Believing in stereotypes can have a harmful impact on boys and girls.



# Activity: Stopping Sexism

**Key Stage:** KS2

**Time Required:** 20 minutes

## Aims

- To introduce the concept of sexism and explore examples
- To explore positive actions that can be taken against sexism

## Themes

- Positive campaigning
- Understanding sexism
- Impact of stereotypes
- Sexual harassment

**Online Resources:** Stopping Sexism worksheet

## Delivery

Introduce the young people to the term sexism. Explain that sexism is when someone is treated badly or unfairly because they are a boy or a girl. Often people behaving in a sexist way believe in stereotypes about boys and girls.

Ask the young people to brainstorm on their tables any examples of sexism that they have ever seen, experienced or heard about. Stress that they should not share the names of anyone involved; they should only discuss what happened and why it was sexist.

Bring the group together and ask for each table to share one example they talked about. Write the examples up on the board. Add examples if the young people are struggling.

## Possible Examples

- A girl is told that she can't be a doctor when she's older, as only boys are doctors.
- A boy is teased and called 'a girl' for crying when he has gotten upset about something.
- A group of boys refuse to let a girl join in with their football match.

Hand out an A3 'Stopping Sexism' worksheet (pictured below) to each table. Ask each table to choose one of the examples from the board; they should then complete the three questions. Let the class know that they can draw as well as write if they would prefer to.

After five minutes, ask a few groups to feed their answers back, and create a list on the board of things the class think they can do to stop sexism. This list can be displayed in the classroom permanently if desired.

## Key Learning Points

- Sexism is when someone is treated badly or unfairly because they are a boy or a girl
- Sexism can have a harmful impact of someone's emotions
- There are things that we can do together to eliminate sexism

## Adaptation

'Stopping Sexism' can be used to introduce sexual harassment as a theme. Use an example of sexual harassment as one of the examples of sexism you write on the board ('A boy tugs upon a girl's uniform without her permission', for example). In the discussion, make it explicit that touching someone without their permission in this way is an inappropriate act. Point out the stereotypical beliefs that underlie and justify this action ('girls are passive', 'boys are aggressive') if making a connection between 'Stopping Sexism' and other KS2 activities.

# Stopping Sexism worksheet



How would this make someone feel?

What could we do about it?

What could we do to stop it happening again?



# Activity: Bubble People

**Key Stage:** KS3–5

**Time Required:** 30 minutes

## Aims

- To explore common gender stereotypes
- To introduce the concepts of 'sex' and 'gender'

## Themes

- Gender stereotypes
- Terminology

**Online Resources:** Bubble People sheets

## Delivery

Stick two bubble people on the classroom wall. Label one 'Men' and the other 'Women'. Hand out post-it notes to each table. Inform the young people that today they will be answering questions about men and women. Ask the young people to write answers to the key questions below on their post-its, and to then stick their suggestions inside the bubble people.

## Key Questions

- What do men/women look like?
- How do men/women behave?
- What words do you associate with men/women?
- What roles and responsibilities do men/women have?

Read out some of the young people's answers. Ask the class to split the post-it notes into two groups: post-its that relate to men/women's biology and post-its that relate to our expectations of men/women. The first group of post-it notes should be left inside the bubble people; the second group should be stuck outside of them.

Invite a few young people to the front and ask them to move suggestions that don't relate to human biology outside of the bubble people. Any suggestions they are unsure of, they should place on the outlines of the bubble people. Facilitate a class discussion regarding the suggestions that young people found ambiguous as well as any others that are not so clear-cut. For instance, suggestions like 'long hair' for women seem to pertain to biology at first glance, but are women born with a predetermined hairstyle? Some young people may offer the view that 'long hair' should be seen as an expectation placed upon a woman, not a feature of female biology. Suggestions like 'mother' for women and 'strong' for men could also be thrown into question: are these biological givens or, rather, roles and responsibilities that men/women are expected to fulfil?

After every questionable suggestion has been discussed, it is likely that there will be a few post-its left inside the bubble people, a few stuck on their outlines and a lot of suggestions outside of them. Use this visual to introduce the terms 'sex' and 'gender'.

Somebody's sex describes their type of body. As all the post-it notes left inside the bubble people relate to bodies, these suggestions relate to sex and describe characteristics of sex.

Gender is all about the expectations a society has of boys and girls, men and women: how they should look, behave and so on. We are all aware of these expectations; they form a social matrix that everyone constantly interacts with. All the post-it notes outside the bubble people describe expectations about men/women, so these suggestions all describe elements of gender.

Draw the activity to a close by asking the class what conclusions we can draw about sex, gender and the differences between men and women. Collect suggestions, and make sure to stress the key learning points below.

### **Key Learning Points**

- Gender expectations can make us think that men and women are much more different than they actually are (there are more post-it notes relating to gender than there are relating to sex).
- Agreements about what is masculine or feminine change over time. This means that ideas about what a 'real' man or a 'perfect' woman is will also change over time. When gender is said to be a 'construct', this is what is meant.
- It is OK to not conform to gender expectations; it is also OK to conform to gender expectations. It is not OK to force gender expectations upon someone.
- Gender stereotypes are created when people believe gender expectations to be 'correct' and permanent, rather than ideas that will change over time.

### **Extension**

'Bubble People' creates a great foundation for a discussion of new concepts and terminology—there is no need to limit conversation to the terms sex and gender, especially if working with a KS4 or KS5 class. The concept of 'gender identity' and terminology like 'transgender' and 'cisgender' (see glossary) can be introduced through this activity as well.

## **Activity: Cracking Eggs**

**Key Stage:** KS3–5

**Time Required:** 30 minutes

### **Aims**

- To explore common gender stereotypes
- To examine the relationship between gender stereotypes and common words and phrases
- To examine the relationship between gender stereotypes and compliments, terms of endearment and insults

### **Themes**

- Gender stereotypes
- Gendered language
- Impact of stereotypes

**Online Resources:** Cracking Eggs worksheet

### **Delivery**

Participants should be familiar with what a stereotype is prior to this activity.

Explain to the young people that today's activity is all about everyday language and gender stereotypes. Ask the young people to brainstorm, in their pairs, any words and phrases they can think of that are gender specific. 'Gender specific' means words and phrases that would generally only be said to either boys or girls, not to both boys and girls.

Put a few of the examples below on the board to show what is meant and to get the class started. Give the class one or two minutes to brainstorm.

## Examples

- Man up
- Throw/run like a girl
- Bossy
- Boys will be boys
- Whipped
- Career-woman

Bring the class together and add appropriate examples to the board. Choose one example and draw a circle around it. Explain that, for the purposes of this activity, the class must now imagine that the chosen word or phrase is an egg. Hidden inside it are stereotypical ideas about how boys and girls should behave. By asking a series of simple questions, together the class will crack open the egg to reveal the gender stereotypes hiding inside.

Focussing on your chosen word or phrase, go through the following questions (in order) with the class.

- What situation might this phrase be used in?
- Is this phrase positive or negative? Does it praise or condemn the person it's aimed at?
- Can we rewrite it in our own words?
- What is it saying about boys and girls in general?
- What gender stereotypes is it hiding?

If 'man up' were the phrase being interrogated, answers to the above questions might go as follows:

- 'Man up' might be said to boy who is visibly upset.
- It is being said to condemn the fact that the boy is visibly upset.
- "You are not allowed to be upset—you are a boy!"
- Boys are supposed to be strong. Being strong means not feeling (or at least not showing) emotions like sadness.
- "Boys are strong, fearless, and emotionless." And, as gender stereotypes typically come in opposites, we can infer that "girls are emotional and therefore weak."

Write the stereotypes on the board. Using the Cracking Eggs worksheet, pictured below, the young people should now repeat this exercise with two more examples of their own choosing. After five minutes, write on the board examples of more stereotypes that the young people unearthed.

Facilitate a discussion on the impact of stereotypes: what harms might stereotypes lead to? How might somebody believed to be 'weak' or 'passive' be treated? (Alternatively, if you have a longer lesson, pair this activity with 'Twins' or 'Snowball Fight').

Conclude by making it clear that one way in which we can challenge stereotypes and avoid the harms they can lead to is to think critically about the everyday language we use.

# Cracking Eggs worksheet

When would this word or phrase be used?

.....  
.....  
.....

Is it negative or positive?

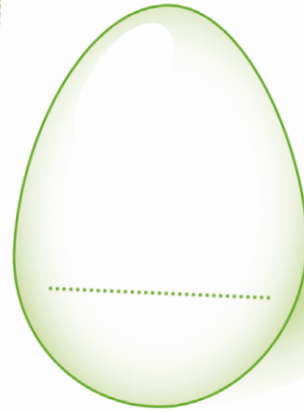
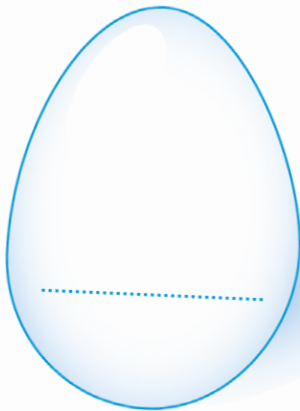
.....

What is it saying? Re-write it in your own words.

.....  
.....  
.....

What is it saying about girls/boys in general?

.....  
.....  
.....



When would this word or phrase be used?

.....  
.....  
.....

Is it negative or positive?

.....

What is it saying? Re-write it in your own words.

.....  
.....  
.....

What is it saying about girls/boys in general?

.....  
.....  
.....

## Key Learning Points

- Everyday language can promote unfair, stereotypical ideas about boys and girls
- We should think twice about how we speak to one another and take care to remember that gender stereotypes can have harmful impacts on people

## Key Stage 4 and 5 Adaptation

Cracking Eggs can be a very effective activity to run with KS4 or KS5 classes. To make the activity more relevant for older audiences, provide young people with flipcharts on which to brainstorm gender specific insults, compliments and terms of endearment (as well as gender specific everyday language). Set up a safe space at the start of the activity by stressing that offensive words and phrases will be permitted in this lesson only for the purposes of discussion. No-one has permission to direct offensive sayings towards a member of the class. Stress also that this activity is not designed to find out who can write the most offensive thing. Only suggestions that are gender specific are valid.

# Activity: Timeline of Change

**Key Stage:** KS3–5

**Time Required:** 30 minutes

## Aims

- To explore the history of gender equality in the UK
- To explore how the present moment is part of an ongoing movement for gender equality

## Themes

- History of gender inequality

**Online Resources:** Worksheet, Historical Information Sheet, PowerPoint slides

## Delivery

Explain the main theme of the activity to the class. Print off the worksheet in A3 size and explain to the young people that they are going to try to estimate when key events happened in the history of gender equality in the UK. They cannot use their phones or books to help them. Instruct young people to work in pairs, with one worksheet per pair. The young people should draw lines on their worksheets to connect the events on the outside of the page to the timeline running through the centre of the page.

After five-to-ten minutes, bring the class back together. Begin the PowerPoint, collecting young peoples' answers (and reasonings) for each event before you reveal the year each event occurred. After revealing the answer for an event that is accompanied by historical information, ask individual pupils to read the information from the whiteboard.

## Key Learning Points:

- Existing gender equality has been fought for and won by brave women and men
- Existing gender equality has been a relatively recent development
- There are many aspects of modern-day life where gender inequality still prevails
- Progress with regards to gender equality is not necessarily continuous



# Activity: Into the Future

**Key Stage:** KS3–5

**Time Required:** 20 minutes

## Aims

- To consider current barriers to gender equality
- To identify ways to positively campaign for achievable change

## Themes

- Positive campaigning

**Online Resources:** Into the Future worksheet

## Delivery


'Into the Future' can be paired with 'Timeline of Change' to make a complete lesson plan.


Ask the class to recap what they learnt previously about how far the struggle for gender inequality has come in the last hundred years (see 'Timeline for Change'). See what facts the young people remember and remind them of any points where necessary. Ask the class to discuss in pairs the question: with regards to gender equality, in what ways might life one hundred years ago be different to life in the present?


Now ask the young people to imagine being transported a further one hundred years into the future, to a world where gender inequality no longer exists.

Ask the class to discuss in pairs the question: in what ways might life in this future world be different to life in the present?

Now 100 years from now...



| <b>Actions</b><br>Choose one barrier. What could you do to begin breaking it down? | <b>Barriers</b><br>What is stopping your aim being realised? | <b>Aim</b>  |
|--|--|---|
|  |  |  |



Encourage the young people to be specific with their answers and to think of differences that would be important to them.

Offer a few of the following suggestions as examples if the young people are struggling:

- MPs are 50/50 men and women
- Women's sports are as popular as men's sports
- Male suicide rates are much lower than at present
- Boys are just as likely as girls to choose drama and textiles at school (and vice versa)

Ask young people to write one or two of their suggestions on post-it notes and to then stick these post-its at the front of the classroom. Read a few suggestions out and invite young people to share why these particular issues matter to them.

Split the class into groups and invite each group to choose a post-it note from the front of the classroom. Hand out an A3 worksheet (pictured above) to each group and explain to the class how to complete it (the worksheet should be worked through backwards). Each group should stick their post-it note, their 'aim', in the right-hand column of their worksheet. In the middle column, each group should brainstorm what societal barriers are stopping their aim from being realised. Once a few barriers have been identified, each group can fill out the left-hand column of the worksheet. This column asks them to choose one of their barriers and to consider what they could do in the present to begin breaking this barrier down. Encourage young people to think in detail about their actions: how would their actions have an impact? When could they carry them out by?

Bring the class back together and collect ideas for positive action that could be done in the present. Use the key questions below to encourage the young people to evaluate the effectiveness of each other's ideas.

**Key Questions:**

- What does this action hope to achieve?
- Could this action be expanded to make it a bigger project?
- What makes this an effective plan?
- Could this action be improved in any way?



# Activity: Twins

**Key Stage:** KS3–5

**Time Required:** 30 minutes

## Aims

- To explore gender stereotypes in specific media
- To consider the impact of gender stereotypes on our lives
- To explore the connection between stereotypes and societal inequality

## Themes

- Impact of stereotypes
- Stereotypes in the media
- Sexual harassment

**Online Resources:** PowerPoint slides, Statistics cards

## Delivery

Participants should be familiar with gender stereotypes prior to this activity. Go over some contemporary gender stereotypes and write these on the board for reference throughout the activity.

Explain to the class that today they will be considering the ways in which gender stereotypes can shape a person's path through life. Using the PowerPoint slides, introduce the class to the central characters of this activity, the twins. Stress that these twins have the same start in life. They have similar genetics, the same parents, the same house etc. The major difference between them is that one is a girl and the other is a boy. This activity will show us how drastically this difference will likely impact their futures.

Split the class into groups of three or four and hand out four Statistics Cards to each group. Give the class five minutes to read the statistics and to consider, along with the questions on the Statistics Cards:

- 1) How the twins might grow up differently.
- 2) What the twins' different futures might look like.

Bring the class together. Ask a few groups to each read out one of their Statistics Cards and its accompanying question and collect answers from around the room. Agree that, because the twins are different genders, they are encouraged to interact with different toys and engage in different activities; they will likely develop different skills accordingly, which might influence their chosen subjects at school, and so on. Agree that the way in which the twins see boys and girls represented in different media might affect their understanding of how they should each behave (and how they each shouldn't behave).

Collect ideas from the class about what the twins' different futures might look like. Explain to the class that they will now be walked through a series of statistics. Though we don't know for sure what each twin's path through life will look like, statistics can help give us a good idea (Unless otherwise specified, all statistics on the accompanying PowerPoint slides pertain to the UK).

Walk the class through the accompanying PowerPoint slides. Continually ask the class how they think gender stereotypes might be contributing to specific statistics; use the further questions below to facilitate more nuanced discussion. Point out that gender stereotypes cut both ways: it is not the case that boys 'win' and girls 'lose' the gender game. In the UK, prisoners are almost exclusively male, and men are three times as likely as women to take their own lives (Samaritans, 2017).

## Further Questions:

- What might make a young person feel like certain subjects are not 'for' boys or 'for' girls?
- How might people treat/judge someone stereotypically seen as 'weak', 'passive' etc.? How might someone seen to be this way view themselves?
- How might someone stereotypically seen as 'strong', 'active' etc. feel entitled to behave?

The PowerPoint slides touch upon complex issues. The aim is less to find objective explanations for and answers to these issues, and more to help the young people to begin to see the links between gender stereotypes and larger-scale gender inequality.

## Key Learning Points

- Gender stereotypes are not harmless
- Gender stereotypes help shape our lives, typically in a way that limits our opportunities
- Gender stereotypes are promoted in a variety of media

|  |  |
|--|--|
| <p>1. Animals in children's books are 73% more likely to be boys than girls. Animals like dragons, bears and tigers are normally boys. Animals like birds, cats and insects are mostly normally girls. (The Observer, 2018.)</p> <p><b>How might children's books influence what the twins think about boys and girls?</b></p> | <p>5. Main characters in children's books are 50% more likely to be male than female. Also, characters with speaking roles are 50% more likely to be male than female. (The Observer, 2018.)</p> <p><b>How might children's books influence what the twins think about what boys and girls?</b></p>                                |
| <p>2. Villains in children's books are eight times more likely to be male than female. (The Observer, 2018.)</p> <p><b>How might children's books influence what the twins think about boys and girls?</b></p>   | <p>6. In a typical toy catalogue, girls are seven times more likely than boys to be shown playing games about nurturing/caring. Girls are sixty times more likely to be shown playing with baby dolls. (Let Toys be Toys, 2017.)</p> <p><b>How might playing with different toys influence what skills each twin develops?</b></p> |
| <p>3. In a standard 'Toys R' Us' catalogue, boys are six times more likely than girls to be shown playing construction games. (Let Toys be Toys, 2017.)</p> <p><b>How might playing with different toys influence what skills each twin develops?</b></p>  | <p>7. Teachers are more likely to ask boys to perform tasks involving strength, such as moving desks or chairs. (UK Feminista, 2017.)</p> <p><b>How might teachers' behaviours influence what the twins think about boys and girls?</b></p>  |
| <p>4. In toy catalogues, only 3% of pictures of children with guns and war toys featured girls. 97% featured boys. (Let Toys be Toys, 2017.)</p> <p><b>How might toy catalogues influence what each twin thinks they are allowed/supposed to be interested in?</b></p>   | <p>8. 36% of girls at secondary schools say that teachers have treated them differently because they are girls. (UK Feminista, 2017.)</p> <p><b>How might teachers' behaviours influence what the twins think about boys and girls?</b></p>  |

# Activity: Snowball Fight

**Key Stage:** KS3–4

**Time Required:** 30 minutes

## **Aims:**

- To identify and explore examples of sexism
- To consider what could be done to prevent sexism

## **Themes:**

- Positive campaigning
- Understanding sexism
- Impact of stereotypes

## **Delivery**

Give each young person an A4 sheet of paper and ask them to write down an experience of sexism that they have either experienced, witnessed or heard about on the news.

Model the activity by sharing example experiences that have happened to you, to someone you know, or that you are aware of.

Explain to the class that they don't need to write their name on the piece of paper, and that we won't know who wrote what.

When everyone has written down an example, instruct the young people to scrunch their piece of paper into a ball. With their 'snowballs', the young people can now have a snowball fight. Participants can throw snowballs around the room until they are requested to stop. When the young people are asked to stop, they should pick up a nearby snowball, and look at what is written on it.

Instruct the young people to imagine how they would feel if the experience described on their snowball had happened to them. The young people should write down their thoughts on their new sheet. When everyone is finished, instruct the class to scrunch up their snowballs once again and have another snowball fight.

After this fight, participants should pick up a new snowball, read what is written on it, and respond by writing down what they think should happen next. When everyone is finished, the class should stage another snowball fight.

After this last fight, participants should pick up a snowball once again. The young people should now be placed into groups and instructed to choose one experience to discuss. Each group should think about the question: what could have prevented this scenario from happening? (Or, what could we do to stop sexist incidents like this in our school?)

Draw the activity to a close by facilitating a conversation, using the key questions below, about stopping sexism and positive campaigning.

## **Key Questions:**

- What could we do to stop sexism in our school?
- What do we like about these ideas?
- What could make these ideas better?
- What do you think the causes of sexism here are?
- Do our ideas tackle these causes?

# Activity: What is Consent? True or False?

**Key Stage:** KS3–5

**Time Required:** 25 minutes

## Aims

- To explore the definition of consent
- To develop understanding of what consent looks like in practice
- To highlight the importance of consent, and legal consequences

## Themes

- Consent
- Healthy Relationships

**Online Resources:** Consent PowerPoint, True or False worksheets

## Delivery

Explain that this activity will focus on understanding more about consent. All healthy relationships rely on giving and receiving consent and being respectful of someone saying no. Consent isn't just about sex, but any activity you might want to do with someone.

Begin by asking young people what they understand by the word 'consent'.

Hand out the True/False worksheets and instruct young people to write a T or an F in the right-hand column next to each statement.

|  |   |
|--|---|
| Consent should be an active choice   | T |
| If someone gave consent on a previous occasion, this can be used to assume consent on another date   | F |
| If someone gave consent to one activity, this can be used to assume consent for a similar activity   | F |
| Someone who has given consent for an activity cannot change their mind   | F |
| Consent can be given verbally or non-verbally  | F |
| If someone gives consent for an activity but doesn't fully understand the situation or the possible risks involved, this would still be considered consent | F |
| If someone doesn't say 'no', this can be understood as consent   | F |
| The legal age of consent for sexual activity is 16   | T |
| If someone aged 15 agreed freely to sexual activity, this would be considered non-consensual   | T |
| The responsibility to ensure consent is being given fully lies solely with the person seeking consent  | T |

Go through the answers, using the PowerPoint slides with additional information.

Reveal the definition of consent used within the law:

"An agreement given by someone who has the freedom and capacity to make that choice."  
(<https://www.legislation.gov.uk/ukpga/2003/42/section/74>)

Explore what is meant by freedom: free from pressure, manipulation, exploitation.

Explore what is meant by capacity: with full understanding (which may be impacted by special educational needs), of appropriate age.

## Facilitators' Notes:

- A person giving consent should be actively choosing to say yes. It should not be a result of external pressures, such as peer pressure, being manipulated or being exploited by someone in a position of power.
- Each time someone is doing an activity, consent should be given again. Just because someone wanted to do something yesterday, does not mean they definitely want to do it again today!
- Someone who agrees to 'come over and watch Netflix' has not given consent for anything other than watching Netflix, even if there are societal stereotypes linked to some activities. Consent should never be based on assumptions- you must be sure that the person is giving full agreement to that particular activity.
- Someone who gives consent to an activity has the freedom to change their mind at any point, before or during the activity. This must be respected.
- A person can give consent verbally or non-verbally. The person seeking consent must make sure they have correctly understood any verbal or non-verbal responses, by asking questions like 'are you happy with this?' or 'are you sure?' to confirm.
- Someone seeking consent must make sure the person is aware of what they are consenting to. If a person is considered not to be of the appropriate age or ability to understand what they were consenting to, this could be considered non-consensual, even if they agreed.
- Someone with learning difficulties, special educational needs may be considered vulnerable to exploitation or manipulation, and may not be considered as having full capacity to consent. It would depend on the individual case looking at the extent to which their SEN or neurodiversity impacts their ability to make informed decisions.
- The absence of 'no' does not equal 'yes.' The person seeking consent must be sure that consent has been actively given. If in doubt about whether consent has been given, it should be assumed that it has not been given.
- A person must be 16 years or older to be able to legally consent to sexual activity.
- A person aged 16 or over taking part in sexual activity with someone under the age of 15 would be considered to have broken the law, as anyone under 16 cannot legally give consent. They would be at risk of prosecution. A difference in age can also be seen as a potential case of child sexual exploitation, so would be taken very seriously.
- If both people taking part in sexual activity are under the age of 16, this would also be illegal. If both people agreed to the activity, it is unlikely that they would face prosecution.
- A person seeking consent must be able to prove that they could be completely sure that the consent was being given freely, and that the person giving consent had the age and understanding to do so.

To consolidate this learning, before moving on to what consent looks like in practice, watch a short video using the analogy of offering someone a cup of tea.

Find the video here: <https://vimeo.com/128105683> (Copyright ©2015 Emmeline May and Blue Seat Studios: <http://www.consentiseverything.com/>)

## Key Learning Points:

- The definition of consent
- A person giving consent can change their mind
- Consent should be given freely and should not be pressured
- Consent should not be assumed
- Legal age of consent, and legal responsibility

# Activity: Step Forward

**Key Stage:** KS3–5

**Time Required:** 15 minutes

## Aims

- To develop understanding of what consent looks like in practice
- To understand how to give and receive consent

## Themes

- Consent
- Healthy Relationships

This activity is taken from the PSHE Association Guidance on Teaching Consent, Lesson One (<https://www.pshe-association.org.uk/system/files/PSHE%20Association%20guidance%20on%20teaching%20about%20consent%20at%20key%20stages%203%20and%204%20March%202015.pdf>).

## Delivery

Ask young people to stand in two parallel lines opposite each other. The people in one of the lines [indicate which] will slowly take small steps forward, asking the person opposite “can I take another step?” before each step. They should only take a step forward if they have been given consent to do so, and the person giving consent should say no when they feel close to being uncomfortable with the proximity of the person opposite them. When they no longer have consent to step forward, they should stay standing where they are.

Consent can be given verbally or non-verbally during this exercise.

Continue until everyone has stopped. It is likely that pupils will have asked each other to stop at different points.

Keep the pupils in their lines for a discussion of the following questions:

- Why do you think people asked the other person to stop at different distances away? (answers might include ‘because everyone has different personal space requirements’, ‘depends on the relationship between the pairs’, ‘friends may get closer than people who don’t know each other so well’).
- How did it feel to be able to say ‘stop’ and have that respected? How does it feel when people don’t respect your boundaries?
- How would it have felt if the opposite person had kept taking a step forward even when you asked them to stop?
- What were some of the different ways that consent was communicated? (was it always verbal?)

## Key Learning Points:

- Understanding how to give and receive consent
- Considering how it feels to be respected or the impact of having consent ignored

# Activity: Sexual Consent Scenarios

**Key Stage:** KS3–5

**Time Required:** 45 minutes

## Aims

- To explore the definition of consent
- To develop understanding of what consent looks like in practice
- To highlight the importance of consent, and legal consequences

## Themes

- Consent
- Healthy Relationships

**Online Resources:** Sexual Consent Scenarios

## Delivery

In groups, give young people a copy of one of the three scenarios, asking them to discuss and answer the questions:

- Is this an example of a healthy relationship? Why/Why not?
- Is this an example of consent? Why/Why not?
- What are the potential risks in this scenario?

Go through each scenario as a class, with the groups presenting their answers.

### Scenario One:

Mark and Curtis are in a relationship. Mark is 17 and Curtis is 15. They have been together for six months and they both want to have sex. Mark checks first to make sure Curtis feels ready and happy for them to have sex and reassures Curtis that he's happy to wait if not.

This appears to be a healthy relationship, where Mark is respectful of Curtis. However, due to Curtis' age, this is not legally consent, and Mark is at risk of prosecution.

### Scenario Two:

Hafsa has fancied Jamie for ages. Jamie invited Hafsa round for 'Netflix and Chill,' and she was really excited to go. When she arrived Jamie told her he knows that she has fancied him for ages and asked her what sexual acts she would do with him. She felt uncomfortable, and tried to laugh it off, saying 'isn't the Netflix part supposed to come first?' He told her 'not to play hard to get' and that she 'knew what he wanted when she agreed to come over- and so did all of their friends. Does she want everyone to know she's frigid?' Hafsa felt like she couldn't leave, and was worried about what he'd say about her, so she agreed to take part in oral sex.

This is not a healthy relationship as it is based on Jamie pressuring and manipulating Hafsa, and he doesn't respect her choices. It is not an example of consent because Hafsa doesn't feel free to give consent to sex but is agreeing due to the pressure placed on her. There are many risks in this scenario, and sexual activity between them could constitute sexual assault.

### Scenario Three:

Mo and Amy are at a party and have been flirting all night. Mo keeps topping up Amy's drink without her noticing, and she gets very drunk. When Amy starts to feel unwell, Mo offers to take her home. When they get there, Mo begins to undress Amy, wanting to have sex. Amy doesn't say 'no' or appear to try to stop him.

This is not a healthy relationship as Mo is making Amy vulnerable, and is exploiting her vulnerability. It is not an example of consent because Amy doesn't have the capacity to give consent, and the absence of 'no' does not equal consent. This would be rape, and Mo could be prosecuted.

### **Facilitators' Notes:**

Definitions of rape and sexual assault from the Metropolitan police (<https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/what-is-rape-and-sexual-assault/>):

- Rape is when a person intentionally penetrates another's vagina, anus or mouth with a penis, without the other person's consent. Assault by penetration is when a person penetrates another person's vagina or anus with any part of the body other than a penis, or by using an object, without the person's consent.
- Sexual or indecent assault is an act of physical, psychological and emotional violation in the form of a sexual act, inflicted on someone without their consent. It can involve forcing or manipulating someone to witness or participate in any sexual acts.
- Not all cases of sexual assault involve violence, cause physical injury or leave visible marks. Sexual assault can cause severe distress, emotional harm and injuries which can't be seen – all of which can take a long time to recover from. The police treat reports of these cases just as seriously as those of violent, physical attacks.
- Considering these definitions, it is not possible for a woman to rape a man, but it is possible for a man to be raped by another man, or sexually assaulted by a woman.

Statistics of rape and sexual assault, from reports ending March 2017 (<https://rapecrisis.org.uk/get-informed/about-sexual-violence/statistics-sexual-violence/>):

- 20% of women and 4% of men have experienced some type of sexual assault since the age of 16
- Approximately 85,000 women (aged 16 - 59) experience rape, attempted rape or sexual assault by penetration, and 12,000 men (aged 16 - 59) experience sexual assault by penetration in England and Wales alone every year
- Approximately 90% of those who are raped know the perpetrator prior to the offence

Ask the groups to return to their scenario and discuss the following question:

Imagine you could press pause during the scenario, what advice would you give to the characters?

Share their responses as a class.

This may bring up the following discussion points:

- Are there different standards placed on different genders with regards to sex? Is this fair?
- What different pressures might young people face around sex and how might this be different for different genders? (e.g. pressure to have sex, pressure to have lots of partners, pressure to have few partners, pressure not to use a condom...)
- What is 'victim blaming'? (e.g. 'Amy shouldn't have got so drunk')

Ensure students understand that whilst there are risks associated with drinking, this does not place any blame on Amy, as Mo had full responsibility to actively seek consent.

## Extension Questions:

With older students it may also be appropriate to facilitate a discussion concerning the legal definitions of 'rape' and 'sexual or indecent assault'. For instance:

- Do you agree that it is not possible for a woman to rape a man?
- Why do you think the law says that it is not possible? Could there be assumptions about gender that have led to the creation of this legislation?
- How could the law as it stands affect victims, perpetrators or the wider community?

## Facilitators' Notes:

- Stealthing is a term that describes when a man removes a condom during sex despite agreeing to wear one. If someone agrees to having sex with a condom and the other person removes it, without saying, then they no longer have consent and therefore it is rape. (<http://www.bbc.co.uk/newsbeat/article/39705734/stealthing---what-you-need-to-know>)
- Someone on drugs or too drunk to make decisions doesn't have the mental capacity to give consent.
- Women do perpetrate sexual violence but the vast majority (99%) of reported offenders are male. (<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/sexualoffencesinenglandandwales/yearendingmarch2017>)
- There is no typical rapist. People who commit sexual violence come from every economic, ethnic, racial, age and social group. (<https://rapecrisis.org.uk/get-informed/about-sexual-violence/myths-vs-realities/>)
- Gender stereotypes and socialisation may make it harder for male victims of sexual violence to come forward, as men are rarely portrayed as 'victims'.

Finish by asking what advice could be given after the scenarios, imagining that the characters are young people at the school: who can people speak to if they are feeling pressured or have concerns, or how can they access support if they have been a victim of sexual harassment or assault?

Provide guidance on support services within and outside of school.

Further information, guidance and support services:

For more information about consent: <http://www.consentiseverything.com/>

For further guidance on teaching consent: <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20guidance%20on%20teaching%20about%20consent%20at%20key%20stages%203%20and%204%20March%202015.pdf>

For information, guidance and support services in England and Wales: <https://rapecrisis.org.uk/>

For information, guidance and support services for male victims of sexual violence: <https://www.survivorsuk.org/>

For guidance and support services in the UK: <https://www.safeline.org.uk/>

For support, advice and information: <http://thesurvivorstrust.org/resources/>

Information and guidance from the NHS: <https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/>

How to report rape or sexual assault: <https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/how-to-report-rape-and-sexual-assault/>

# Activity: Defining Sexual Harassment

**Key Stage:** KS3–5

**Time Required:** 45 minutes

## Aims

- To understand what constitutes sexual harassment
- To understand the relationship between sexual harassment and sexual assault

## Themes

- Sexual Harassment

**Online Resources:** Examples worksheet, Pyramid of Hate diagram

## Delivery

Explain the topic of today's exercise: the young people will be trying to work out a definition of sexual harassment. To begin to achieve this, the young people will rank different unwanted behaviours on a scale of one to ten, with ten signifying 'worst' and one signifying 'least bad'.

Split the young people into small discussion groups and hand each group a copy of the Examples worksheet. Ask the groups to assign each example a number from one to ten, according to the numbered scale above. Add examples that are particularly relevant to the class if necessary. Draw a one-to-ten scale on the whiteboard whilst young people discuss.

Bring the young people back together and collect their ideas. Ask young people why they rated certain examples as worse than others, and why they gave each example the rating they did. Try to identify if there were any major disagreements between groups. Fill in the one-to-ten scale of the whiteboard with a few examples, to establish the class's general ordering of the examples.

Ask the class where on the scale they would put the threshold point for sexual harassment. At what number does unwanted behaviour become sexual harassment? Do the examples around the one/two region constitute sexual harassment? Do the examples around the mid-way point? What makes something sexual harassment? Ask participants to explain their reasoning and try to draw out differences in opinion amongst the class. If young people decide that a situation 'depends' on specific factors, ask what factors they have in mind. Establish the class's average view (perhaps by taking a vote) and highlight that number on the whiteboard scale.

Reveal to the class that there is an official, legal definition of sexual harassment, and that all of the behaviours on the examples sheet constitute sexual harassment according to this definition. Sexual harassment is "unwanted conduct of a sexual nature." Sexual harassment is likely to violate a person's dignity and/or make a person feel intimidated, degraded or humiliated. It can occur online or offline, between people of any age or gender. Refer back to any relevant points of discussion when elucidating the legal definition of sexual harassment. (See the Department for Education's advice 'Sexual violence and sexual harassment between children in schools and colleges', published in May 2018, for more on the definition of sexual harassment.)

Let the class know that there is a second term that it is important they understand: sexual assault. Explain that sexual assault is defined as non-consensual touching of a sexual nature, and that therefore some of the behaviours on the examples sheet constitute sexual assault.

Show the class the 'pyramid of hate' diagram. Ask the class what they think the diagram is trying to show about the relationship between 'low-level' unwanted behaviours and more serious crimes of a sexual nature. Agree that the pyramid is suggesting that behaviours constituting sexual harassment lay the foundation, as it were, for more severe behaviours. If sexual harassment is normalised in a setting, it is more likely that sexual assault will occur.

Close by asking the class to reorder the example behaviours on the example sheet, but this time in a pyramid formation. Which behaviours would go on the bottom of the pyramid, which in the middle and which at the top? Wrap up by making sure that young people understand how they can report incidents of sexual harassment or sexual assault in their specific setting.