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AWARENESS COOPERATION TACKLING to STOP sexual bullying

An empowerment pack
for young people and
the people working with them

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ACT to Stop Sexual Bullying: An empowerment pack for young people and the people working with them

"The ACT pack" (2015)

...

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CHAPTER 1: INTRODUCTION

1.1 Organisation of this pack

This pack includes:

- An introduction to sexual bullying, the ASBAE project and why sexual bullying needs to be addressed (Chapter 1);
- An overview of the ACT pack, its goals and intended outcomes, and the steps that need to be undertaken to secure its success (Chapter 2);
- A process for identifying and recruiting young and adult facilitators (Chapter 3);
- Information for adult facilitators (Chapter 4);
- Information for young facilitators (Chapter 5);
- A training programme for peer teams - young and adult facilitators (Chapter 6);
- The ACT workshop on sexual bullying (Chapter 7);
- Further information and resources (Chapter 8).

Chapters 1-7 have been written with different audiences in mind, and there is therefore some repetition of information across these chapters:

- Chapters 1 - 3 are for heads/managers of organisations or the person who will organise and oversee the implementation of this intervention.
- Chapter 4 is for the adult facilitators who will support the young facilitators in delivering the ACT workshop.
- Chapter 5 is for the young facilitators.
- Chapter 6 is for the trainer or lead facilitator running the training programme.
- Chapter 7 is for all young and adult facilitators.

1.2 What is sexual bullying?[1]

Sexual bullying is an umbrella term, encompassing sexual harassment, bullying due to a person's sexual identity or expression, and transphobic bullying:

- **Sexual harassment** can be understood as unwanted sexual behaviour or conduct (for example, unwanted sexual attention or sexual coercion);
- **Bullying due to a person's sexual identity or expression** can be understood as bullying or harassment due to a person's actual or perceived sexual orientation, experiences or inexperience, or interests (for example, the type and/or number of sexual partners, or the type, range and/or frequency of their sexual activities). This includes homophobic bullying (bullying or harassment due to a person's actual or perceived sexual orientation as gay or lesbian) and other forms of bullying associated with sexual orientation (e.g. biphobic bullying, bullying relating to asexuality);

[1] The definition of sexual bullying presented here was developed by the ASBAE project team following consultation of the literature on bullying and sexual harassment (e.g. academic theory and research, policy documents and practitioner-focused documents).

- **Transphobic bullying** can be understood as bullying or harassment due to a person's gender identity or expression, i.e., because a person's self-identified gender (e.g. identifying as a man, woman, or somewhere between or outside of these) differs from their assigned sex and/or because their appearance or behaviour does not conform to societal gender norms.

1.3 The ASBAE (Addressing Sexual Bullying Across Europe) project

The ASBAE project responds directly to the European Commission's Daphne III priority of empowering young people at a grassroots level. It aims to empower young people, aged 13-18, to recognise and address sexual bullying via a peer-to-peer education/intervention programme. Led by Leeds Beckett University in the UK, the two-year project brought together expertise from non-governmental organisations in Italy (Pepita onlus), Slovenia (Papilot), the UK (Leap Confronting Conflict), Bulgaria (Demetra) and Latvia (MARTA Centre).

The first year of the project was devoted to research on sexual bullying with young people and professionals in child education and protection. This included focus group discussions with over 250 young people and 35 professionals across the five countries to explore their awareness and understandings of sexual bullying, as well as their ideas and best practice in tackling and preventing it. As a result of this research, the second year of the project focused on the development of the ACT workshop to enhance young people's awareness of sexual bullying and to provide them with the skills to protect themselves and others from this form of bullying.

Young people have been at the heart of this project from the beginning. In addition to the young people who were involved in the research and the development of the ACT workshop, Young People Advisory Groups (YPAGs) were set up in each of the five countries to work with the project team over the two-year period. The YPAGs helped to design, implement, disseminate and evaluate the project. The ACT pack is the product of this collaboration between the ASBAE project team and young people across Europe.

1.4 Why ACT to stop sexual bullying?

Sexual bullying is a widespread phenomenon that is increasingly being facilitated by the use of smartphones, social media and social networks. The research conducted in the first year of the ASBAE project found that 73% of young people aged 13 - 18 had experienced a sexual bullying behaviour more than once. This prevalence rate was similar across Bulgaria, Italy, Latvia, Slovenia and the UK. Young people in the research highlighted how sexual bullying was so pervasive that it was seen as a 'normal' or 'standard' part of everyday life.

Sexual bullying is an often-neglected form of bullying that has a far-reaching impact. Those who experience sexual bullying report a range of social effects (e.g. social isolation), psychological effects (e.g. feeling anxious, humiliated, ashamed, embarrassed, depressed), physical effects (e.g. feeling sick, trouble sleeping), and educational effects (e.g. difficulty studying, school absenteeism, affected grades). This can, in turn, lead to an increased use of alcohol, cigarettes and illicit drugs by young people, as well as self-harm and suicide.

This pack is a resource for addressing the issue of sexual bullying among young people. It is designed to raise awareness of sexual bullying and empower young people, and those who work with them, to tackle and prevent sexual bullying in their schools, youth groups and communities. This pack is based on our research with young people, and professionals in child education and protection, conducted as part of the ASBAE project, as well as the ideas and support of young people across Bulgaria, Latvia, Slovenia, Italy and the UK.

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CHAPTER 2: THE ACT PACK

2.1 Contextualising the ACT Pack

Young people have a right to feel safe and secure at school and in other youth settings, and should be free to learn and interact with others without the threat of harm or violence. Schools and other youth organisations must provide a safe environment for all young people and address any form of discrimination occurring within this environment. Such organisations can take significant strides towards preventing sexual bullying by developing and maintaining a positive, respectful, and nurturing climate. The ACT pack is designed to be a useful resource for organisations that are committed to creating such a climate. The ACT pack aims to provide young people and adults with the tools for raising awareness of sexual bullying among young people and to empower them to tackle and prevent it. As such, the pack aims to support young people and adults in playing an active role in making their school or other youth environment a safer, more equal place. However, it is important to note that the ACT pack should not be thought of as a first step in the process of tackling sexual bullying, and that if the ACT pack is to be successful, it needs to be implemented as part of a wider, more comprehensive strategy to prevent and tackle sexual bullying in schools and other educational contexts.

A comprehensive strategy to prevent sexual bullying requires the cooperation of teachers, youth group leaders, and other professionals, parents, community leaders, mentors, and young people themselves. We recommend that the ACT pack is accompanied by wider anti-bullying initiatives, including the development of:

- A school or organisational policy on sexual bullying;
- School or organisational procedures for recording and dealing with incidents of sexual bullying;
- Staff training on sexual bullying;
- Communication protocols with parents;
- Curricula and activities (e.g. invited speakers from feminist and/or LGBTQ organisations) that recognise and discuss key issues around gender, sexuality and bullying.

For example, with regard to communication protocols with parents, although your organisation may already have an existing general policy on communication with parents, careful consideration should be given to how this applies to communication with parents about sexual bullying. For example:

- What information will you provide to parents about: what sexual bullying is, what signs to look out for and what sources of support are available for young people who are being bullied?
- What forms will this communication take - letters, newsletters, e-mails, public meetings, etc. - and how regular will it be?
- What kinds of information would you like parents to share with you?

As a minimum standard, we would recommend that, before taking a decision to implement the ACT programme in your organisation, careful consideration is given to whether:

- The ethos of your organisation is consistent with the goals and intended outcomes of the ACT pack (see Sections 2.3 and 2.4), and if not, what steps are needed to achieve this;
- There are staff training requirements that you would need to meet before embarking on this programme, and if so, what these are and how they will be met.

2.2 Evaluating your school or other educational context

Sexual bullying is prevented and tackled most effectively by using a whole-school approach; that is, through action at a policy/institutional level (e.g. a school or organisational policy on sexual bullying and clear reporting procedures), work with staff (e.g. staff training on sexual bullying), and work with young people (such as delivering the ACT workshop within this pack).
Before running the ACT workshop, we recommend that you assess your own practices with young people, and your school/organisational practices, and reflect on the ways in which these could be further improved. Appendix A includes evaluation forms that you might wish to use for this purpose, including a school-level (or other educational context) evaluation form and a staff self-evaluation form. In addition to completing the school-level evaluation form as head or manager of your organisation, you might wish to encourage all members of staff in your organisation to complete a staff self-evaluation form, and then to discuss your answers as a group, identifying how your current institutional and staff practices could be improved together. Any changes that are introduced (e.g. new reporting procedures) could be conveyed to young people during the ACT workshop, where appropriate (for example, see the 'Experiencing sexual bullying: Help and support' activity in Section 7.10).

If you take actions to prevent and tackle sexual bullying, how will you then know if any of these actions at an institutional level, staff level or with young people are effective? In relation to the focus of this pack (working with young people), we recommend that you assess young people's awareness of sexual bullying, their attitudes and beliefs in relation to gender and sexuality, their behaviour and experiences in relation to sexual bullying, and their perceptions of what they are likely to do if they witness an incident of sexual bullying. Through making these assessments before you run the workshop, and again after you have implemented the workshop, you will be able to evaluate the effectiveness of the workshop for the young people in your organisation, such as an improved awareness of sexual bullying, more informed beliefs about gender and sexuality, reduced incidents of sexual bullying, and more informed approaches to tackling it. Appendix A includes evaluation forms that you might wish to use for this purpose, including a classroom level (or other educational group) observational form, and forms that young people can complete themselves about their attitudes and experiences. In addition to making these assessments before and after the workshop, you might wish to use these evaluation forms on an annual basis to monitor how things change (and hopefully improve even further) over time.

2.3 The goals of the ACT workshop and ACT pack

The ACT workshop has been designed to:

1. Promote a peer culture of respect and equality in relation to gender and sexuality;
2. Raise awareness of sexual bullying among young people;
3. Assist young people in developing the knowledge and skills to prevent and tackle sexual bullying.

Through sharing the ACT pack with schools and other agencies, we aim to:

1. Provide these organisations with the tools to implement an awareness and prevention initiative on sexual bullying;
2. Disseminate good practice in preventing and combatting sexual bullying.

2.4 Intended outcomes of the ACT workshop and ACT pack

Following the implementation of the ACT workshop in your school or other youth organisation, the intended specific and measurable outcomes for young people are:

1. An increased awareness of what sexual bullying is and the different types of behaviours that constitute sexual bullying;
2. A decrease in the prevalence or strength of sexist, homophobic, biphobic and transphobic attitudes and beliefs;
3. An increased awareness among young people of what action to take if they witness or experience sexual bullying;
4. An increase in the reporting of sexual bullying to appropriate adults;
5. A decrease in the occurrence of incidents of sexual bullying.

The questionnaire pack and classroom observation form provided in Appendix A, along with your own school/ organisational records of reports of sexual bullying, can assist in assessing these intended outcomes.

Through sharing the ACT pack with schools and other agencies, the intended outcomes are:

1. A greater number of sexual bullying prevention programmes being conducted in schools and educational centres across the five countries (Bulgaria, Italy, Latvia, Slovenia, and the UK);
2. An increased awareness among staff involved in the uptake of these programmes of best practice in preventing and combatting sexual bullying.

2.5 Using a peer education approach

Under Article 12 of the United Nations Convention on the Rights of the Child (United Nations, 1989), children and young people have a right to be involved in decisions that affect them. Participation of young people in the development and delivery of approaches to tackle sexual bullying can be beneficial for young people, their communities and organisations. For example, participation encourages young people to learn skills and develop resilience. The ACT pack has therefore been designed as a peer education programme, whereby young people deliver it to other (slightly younger) young people (i.e. peer-to-peer).

Peer education has two major benefits and advantages over more traditional approaches to education. Firstly, traditional approaches to education, whereby a professional adult educator passes their knowledge onto an audience who tend to be (or at least are assumed to be) less experienced or less knowledgeable than the educator on the topic that is being taught, create power imbalances between the educator and the learners. Educators are assumed to be experts, and in this sense they adopt a position of authority, which is arguably more powerful than the more passive role of learner. In contrast, within peer education, it is recognised that both the educator and the learners have important knowledge and experience to bring to the educational programme. Education is therefore seen, not as a one-directional process in which the educator gives knowledge to the learners, but rather a bi-directional process in which the educator and the learners share their knowledge so that both the educators and learners benefit from the programme. This model of education can therefore be seen as a more empowering form of education that enables learners to play an active part in their own development. In the case of this empowerment programme, the peer-to-peer delivery will enable young people to play an active role in raising their own and their peers' awareness of sexual bullying and in developing strategies for tackling sexual bullying.

A second major advantage to peer education programmes is that, because the educator is similar to the learners, and the relationship between them is more likely to be an equal one, learners may feel more able to trust the educator and to speak openly with them about their experiences (partly because the educator is more likely to share and therefore to understand those experiences). Recent research suggests that young people feel more comfortable discussing sexual bullying with their peers than with parents, teachers or other adults (Phippen, 2012). In peer education, the educator may also be perceived to have more credibility than if they were very different to the learners. So, for example, in workshops on sexual bullying, young people may feel that adult educators have very different attitudes towards and experiences of sex and relationships to themselves, or have such limited knowledge about new technologies like smartphones and the internet, that they are not going to have valuable advice to offer. The educational activities within this pack are intended to be delivered by young people who are of a similar age and locality to the learners in the workshops and are therefore likely to have common experiences. This should foster mutual understanding and trust.

The ACT empowerment programme consists of three stages, all of which are essential to its success as a peer education programme. The first stage is identifying and recruiting facilitators for the ACT workshop, the second is the training of the facilitators who will deliver the workshop, and the third and final stage is the actual delivery of the workshop. Although chronologically the identification, recruitment and training of the facilitators will precede the delivery of the workshop, outlining the delivery will provide useful contextual information and help to clarify the role of the facilitators, so it is logical to present this first.

2.6 Delivery of the workshop

The ACT workshop has been developed for young people from 13 to 18 years of age. It has been designed so that it can be used with, or adapted for, a wide range of organisations working with or for young people, including:

- Schools;
- Youth organisations;
- Training organisations;
- Charities working with young people;
- Local authority social services departments;
- Faith groups working with young people.

The workshop has been designed primarily for delivery as two part-day workshops; however, it can also be adapted to create a programme of regular, weekly sessions of approximately 45 – 60 minutes. If delivered as regular sessions in schools, we recommend embedding the workshop within Personal, Social, Health and Economic (PSHE) education or its local equivalent, where provided.

Although the workshop has been designed to afford some degree of flexibility, the intention is that it will be delivered to groups of approximately 12 young people, with a mixture of young men and young women. The minimum number of workshop participants should be 10, and the maximum should be 15; this is to facilitate interaction between the workshop participants, to keep the size of the workshop manageable for young facilitators, and to enable the completion of the workshop activities within the allotted times and to their maximum benefit. It is recommended that groups larger than 15 young people are split into subgroups of 10 – 15, each with their own facilitators. The workshop participants should be similar in age to one another (i.e. a group of young people who are either all aged 13 - 15 or all aged 16 - 18). The workshop

has been designed for young people with mainstream abilities; however, the ACT pack could be used with, or adapted for, young people with varying learning needs (e.g. young people with severe dyslexia, on the autistic spectrum, or with slower emotional and cognitive development) following careful consideration.

The ACT workshop comprises seven activities. These activities have been designed to realise the goals of the ACT workshop and pack. When delivering the workshop, it will be important to consider best practice in relation to working with young people; for example, creating a warm and friendly atmosphere, listening to what young people have to say, making sure that everyone has an opportunity to contribute if they want to, and respecting young people's opinions and feelings (as per, for example, the NSPCC's Charter of Participation). Guidance on these principles is given to facilitators throughout the training programme, and ground rules for the training programme and ACT workshop, reflecting these good practices, are provided in Sections 6.3 and 7.4 respectively.

Each workshop should be delivered by a 'peer team' consisting of two young facilitators (one young man and one young woman, both aged 16 - 18 or 19 - 21 years) and an adult facilitator. It is important that there is one young man and one young woman so that the young facilitators can then actively role model positive and respectful interactions between men and women. Based on our experiences of piloting and evaluating the ACT workshop, we recommend that, for maximum effectiveness, the young facilitators are slightly older than the workshop participants; therefore, if the participants in the workshop are aged 13 - 15, the young facilitators should be aged 16 - 18, and if the participants in the workshop are aged 16 - 18, the young facilitators should be aged 19 - 21. The two young facilitators should be the lead facilitators for the workshops, with the adult facilitator taking on a supportive role.

2.7 Identifying and recruiting facilitators

The importance of this stage of the process should not be underestimated and as such, it is vital that adequate time is invested in identifying and recruiting facilitators who are both willing and suitable for this role. In Chapter 3 we have detailed a process for identifying and recruiting facilitators that should enable you to feel confident that you have selected facilitators who are well equipped and happy to deliver the workshops. We recommend that a senior member of staff at the organisation carries out this process and that a full working day (or the equivalent in smaller chunks of time, e.g. two half-days) is devoted to this process.

2.8 Training the facilitators

As with any peer education programme, it is essential that the facilitators who deliver the workshop are trained and prepared. The training programme provided in this pack is designed to be undertaken by whole peer teams. In other words, it is assumed that the young and adult facilitators will undertake the training together.

We strongly recommend that you recruit more facilitators for the training than you will need, to allow for the possibility that one or more potential facilitators decide that they no longer wish to or are able to deliver the workshop. Recruiting facilitators who are knowledgeable, who feel comfortable and confident and who are enthusiastic about delivering the ACT workshop is vital (as will be discussed further in Section 3.1) and there are therefore a number of points in the training process at which potential facilitators are encouraged to carefully consider whether they feel happy to go ahead with the training and with delivering the workshop. We suggest training at least two peer teams together; therefore, the training programme

has been designed for a group of six people (two peer teams) being trained at once, although it could be adapted for use with smaller or larger groups. If you plan to deliver the workshop to both age groups (13 - 15 and 16 - 18), we recommend that you train two peer teams for each age group to ensure that you have a spare team of trained facilitators in case of drop-out, illness or absence, or so that if you have large groups (e.g. whole school classes), these can be split into smaller groups that can undertake the workshop simultaneously. Sufficient time should be left between the training programme and the delivery of the ACT workshop to deal with any issues that might arise (e.g. having to train a new team of facilitators).

We strongly recommend that the training programme is delivered by one of the partners involved in the ASBAE project (see Section 8.1 for the contact details for each partner). The project partners have developed the ACT pack and are best placed to ensure that the training is run correctly, sensitively, thoroughly, and ultimately, effectively. This in turn helps to ensure that the trained facilitators go on to deliver the ACT workshop effectively and to maximum benefit. The project partners have previous experience in providing the ACT pack training programme to young people and adults, and observing the trained facilitators in delivering the ACT workshop, and are therefore able to draw on these experiences to answer questions and concerns that trainee facilitators might have during the training programme. A range of options are available for organisations who would like the training to be delivered by an ASBAE partner, including comprehensive models where the partner will identify and recruit workshop facilitators, run the training programme, and observe, evaluate and give feedback on a workshop delivered within your organisation, or more selective models, where the partner delivers the training programme only. Different costs apply for different models. The training programme for young and adult facilitators has been designed in such a way that it could be self-administered (i.e. peer teams could use the materials to train themselves), providing that the organisation has previous experience of running training programmes and peer education programmes on this topic or the organisation has already delivered ACT workshops previously and wishes to train additional sets of facilitators. In these instances, one of the adults in the organisation should take on the role of the lead facilitator for the training.

The training programme has been designed as a three x part-day training programme; however, it is also possible to run the training programme over more days and in shorter time slots.

2.9 Safeguarding and child protection

Everyone who comes into contact with young people has a role to play in ensuring that young people are safe and protected from harm. Through the course of raising awareness of sexual bullying and working to tackle and prevent it, it is likely that young facilitators, workshop participants or other young people might disclose sexual bullying incidents or other forms of bullying or abuse to you or other adults in your organisation. It is important that all staff and workshop facilitators are clear about whom they should report these disclosures to, what action is then likely to be taken, and what sources of support are available for young people who are being bullied or experiencing abuse. In particular, in cases where the facilitator training programme is being self-administered (rather than being delivered by one of the ASBAE partner organisations), the lead facilitator will need to be clear about local legal requirements and their organisation's policy and procedures for disclosures of sexual bullying, as s/he will need to share this information with the other facilitators during Activity 8 of the training programme. All young and adult facilitators will need to keep this information at the forefront of their minds so that they can confidently provide workshop participants with guidance on what to do if they experience or witness sexual bullying and explain what support is available to them. This information is also explicitly shared with workshop participants during the 'Tackling sexual bullying' theme of the ACT workshop.

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CHAPTER 3: IDENTIFYING AND RECRUITING FACILITATORS

3.1 Facilitators: The key to a successful workshop

The young and adult facilitators play a critical role in determining the success of the workshop. Two different facilitators could use the same workshop materials but end up with very different results, depending on their attributes, beliefs and skills. This chapter provides guidance on how to identify those who are likely to be the most effective facilitators, and therefore, those who are likely to work with young people to bring about the greatest positive change within your school or other organisational setting. It is crucial that time is spent in identifying those who are both willing and suitable for this role. For details on who needs to be trained, see Section 2.6.

3.2 Briefing potential facilitators

The first step in identifying and recruiting facilitators is to invite potential young and adult facilitators to a briefing on the ACT empowerment programme.

When considering who to invite to the briefing, we recommend that you invite those who:

- You think might be interested in and willing to be a facilitator (disinterested, reluctant facilitators are not effective facilitators);
- You initially think might have the necessary attributes, based on the criteria set out in Section 3.3;
- (For young facilitators) ideally have participated in an ACT workshop previously (the potential young facilitators will therefore already have some familiarity with the workshop content and structure, and more importantly, will already have spent some time reflecting on issues around sexual bullying, gender and sexuality, sexting, the effects of sexual bullying and how to tackle and prevent it).

The purpose of the briefing is to provide information on what the facilitator role would entail. We suggest a one-hour, informal meeting, briefly covering the following:

- What is sexual bullying? (see Section 1.2);
- Why does sexual bullying need to be tackled? (see Section 1.4, though we suggest also including information specific to your school/other organisational context);
- The goals and intended outcomes of the ACT workshop (see Sections 2.3 and 2.4);
- The importance of the peer-to-peer approach (see Section 2.5);
- Overview of the ACT workshop (see Sections 2.6 and 7.1);
- Overview of the training programme for facilitators (see Section 6.1);
- Questions and queries.

This might simply take the format of sitting down and reading these sections of the ACT pack together and discussing them and any questions or concerns. The goal is that, by the end of the briefing, the attendees are able to make an informed choice about whether or not they would like to be considered for the facilitator role. They should be given time to reflect on this after the briefing and to ask any questions that occur to them after the session has ended.

3.3 Identifying suitable facilitators

The second step in identifying and recruiting facilitators is to determine whether those who volunteer for the facilitator role are likely to be effective facilitators. We suggest briefly meeting with each young and adult volunteer in turn to determine this. In some instances, it might be appropriate to run this session as a group but the implications of this should be considered very carefully in advance. If there are young people or adults in your organisation who have previously been trained as facilitators for the ACT workshop, you might wish to ask one of these previous facilitators to join you; s/he is likely to be able to draw on their experience of facilitating ACT workshops to pose pertinent questions and scenarios to the volunteers and to help identify which volunteers would make effective facilitators.

The types of questions we would recommend asking the volunteers are:

- How do you feel about facilitating a workshop on sexual bullying?
- What are your views on the equality of men and women? Do you think men and women are equal? Do you think they should be?
- What are your views on homosexuality and bisexuality? Do you think heterosexual, homosexual and bisexual people should be treated the same?
- If a young woman told you that she was unhappy being called a girl's name and being treated like a girl, and she thought of herself as a boy, what would you think about this?
- Do you think it's ok for boys to dress and act like girls and for girls to dress and act like boys?
- What do you think leads to sexual bullying? How does it come about?
- What qualities and strengths do you think you could bring to the facilitator role?
- What qualities or skills do you think you need to develop further to be an effective facilitator for the workshop?
- Have you thought about your own experiences around these issues and how they might impact on you during the workshop? For example, might your experiences in relation to gender, sexuality or bullying make it easier or more difficult for you to facilitate a workshop on these issues? What might be some of the positive effects and less positive effects of facilitating this workshop for you personally?
- How would you respond to someone who expresses views that you find difficult or offensive?
- Are there any people in the group that you are likely to facilitate that you feel uncomfortable facilitating or that you are concerned about being in the group?

The goal of these questions is to determine whether the volunteer is likely to have the attributes of an effective facilitator. These attributes include:

- An ability to work well with young people / other young people;
- An ability to earn other people's respect (e.g. by being knowledgeable, confident, empathetic and trustworthy);
- Attitudes and beliefs consistent with the goals of the ACT pack (such as non-sexist, non-homophobic, non-transphobic attitudes, and beliefs that do not blame the victim for their victimisation);
- A recognition that sexist, homophobic, biphobic and transphobic jokes are not appropriate;
- An ability to discuss issues around gender, sexuality and bullying without appearing awkward or embarrassed;

- An awareness of their own thoughts, feelings, values, experiences and issues in relation to gender, sexuality and bullying, and the potential impact that these might have on themselves and others during the workshop;
- A respect for others, recognising that every person has a right to their own perspective, to be heard and to make their own choices;
- An ability to focus on the behaviour, rather than the individual, and to make observations as opposed to judgements;
- A belief that every person has positive qualities and is capable of personal development and change;
- An openness to opinions different from their own;
- An awareness of their own limits and boundaries.

In some instances, a young person might disclose during the session that they have experienced some form of sexual bullying. If so, it will be important to consider the immediate issues in relation to responding to this, as well as how this might affect their suitability as a facilitator. We recommend exploring this issue with them to determine the potential positive and negative impact that being a facilitator could have for them and for the workshop participants.

We suggest that you take a few days to reflect on the suitability of each volunteer, and if others have been involved in running these screening sessions, to discuss your thoughts with them. If the above attributes are already well-developed in a volunteer, or (particularly for young people), there is some indication of each attribute and an accompanying clear capacity and willingness to develop these attributes further during the training programme, we recommend considering the volunteer for the facilitator role. Volunteers should not be considered for this role if they lack one or more attributes, i.e. they do not show any indication of having a particular characteristic or indicate opposing characteristics. While neither young or adult facilitators have to be 'perfect', it is vital that the selected volunteers have attitudes, beliefs, values and characteristics that are consistent with those that the Pack is trying to engender in young people and that they can act as a positive role model for (other) young people.

We also recommend thinking through, and discussing with others involved in the screening sessions, any concerns that you might have about a volunteer being a facilitator and whether/how these concerns might be addressed. For example, if a young volunteer reports previous experiences of sexual bullying, you might wish to consider their suitability in terms of the potential impact that being a facilitator might have for them and for others, whether they have any additional support needs above and beyond the training programme and who will provide these (e.g. you / the adult facilitator), and whether the adult facilitator will be able to look out for and respond to any signs that the young person may be experiencing discomfort during the workshop. It is important to balance young people's autonomy and desire to volunteer with their safety needs; if there are significant concerns, the volunteer should not be considered for the facilitator role.

If the training programme is being self-administered (rather than being delivered by one of the ASBAE partner organisations), one of the adult facilitators will need to be the lead facilitator[2] for the training. This lead facilitator will need to organise, prepare for, and deliver the training (as well as participating in it). All of the information that they need for this is included within this pack. Once the adult facilitators have been selected, you should decide which of them will be the lead facilitator so that they can begin to make arrangements and prepare for the delivery of the training programme.

[2] If the training programme is being delivered by one of the ASBAE partner organisations, the lead facilitator role will be taken on by a member of this organisation.

CHAPTER 4: INFORMATION FOR ADULT FACILITATORS

4.1 Sexual bullying: Definition, prevalence and impact

Sexual bullying is an umbrella term, encompassing sexual harassment, bullying due to a person's sexual identity or expression, and transphobic bullying:

- **Sexual harassment** can be understood as unwanted sexual behaviour or conduct (for example, unwanted sexual attention or sexual coercion).
- **Bullying due to a person's sexual identity or expression** can be understood as bullying or harassment due to a person's actual or perceived sexual orientation, experiences or inexperience, or interests (for example, the type and/or number of sexual partners, or the type, range and/or frequency of their sexual activities). This includes homophobic bullying (bullying or harassment due to a person's actual or perceived sexual orientation as gay or lesbian) and other forms of bullying associated with sexual orientation (e.g. biphobic bullying, bullying relating to asexuality).
- **Transphobic bullying** can be understood as bullying or harassment due to a person's gender identity or expression, i.e., because a person's self-identified gender (e.g. identifying as a man, woman, or somewhere between or outside of these) differs from their assigned sex and/or because their appearance or behaviour does not conform to societal gender norms.

In 2013, the ASBAE team conducted research on sexual bullying with 253 young people aged 13 – 18 across five countries (Bulgaria, Italy, Latvia, Slovenia and the UK; for a detailed summary of the findings, see Milnes and colleagues, 2015). Using an anonymous questionnaire, we found that 73% of the young people in the research had experienced a sexual bullying behaviour more than once, and this prevalence rate was similar across the five countries. During the course of over 40 focus groups, the young people talked about how sexual bullying was so pervasive that they saw it as a 'normal' or 'standard' part of everyday life.

The research showed how sexual bullying took many forms. Most commonly, it involved appearance-based bullying (e.g. calling someone mean names or spreading rumours about their body, the way they dressed, the way they looked or their attractiveness). Other forms included physical sexual bullying (e.g. touching someone's breasts, chest, muscles, bottom or genitals when it was not wanted), sexual harassment (e.g. sending sexual jokes, brushing up against someone, taking photos up someone's skirt/down their trousers, pressuring someone to send sexual photos/videos of themselves), bullying related to sexual experience (e.g. sending unwanted messages about having sex, calling someone mean names or spreading rumours because they've had sex, sharing sexual photos/videos of someone) and pressure to be heterosexually active (e.g. calling someone mean names or spreading rumours about them being lesbian, gay or bisexual or not having had sex). Young people talked about how sexual bullying was frequently mediated by smartphones, social media or social networks.

We also found that young women's experiences of sexual bullying were typically not the same as young men's. For example, young women experienced more frequent appearance-based bullying, physical sexual bullying and sexual harassment than young men; however, young men and young women experienced similar levels of pressure to be heterosexually active. The discussions with young people highlighted how there was a strong sexual double standard though, with young women who were (or were perceived to be) sexually active being called 'slags' and 'whores', while young men who engaged in sexual activity were seen to rise in reputation and status.

The young people in the research also highlighted the strong negative impact that sexual bullying could have. They talked about feeling socially isolated, anxious, humiliated, ashamed, embarrassed and depressed. For example, one young woman reported:

> *You will feel like the world is against you, and I have been there, your anxiety levels are like you feel like everyone is against you and everything and you can't show your face in public.*

In some instances, sexual bullying led to self-harm and attempted suicide. For example, one young woman wrote in her questionnaire:

> *There's a huge rumour going around about me saying I had sex. I didn't. It's not fair, everyone calls me a whore, a slut, a sket, I've had enough. I want to die, I even cut myself.*

The ASBAE project's research echoes previous findings in this area (e.g. Duncan, 1999; Meyer, 2009; Rivers & Duncan, 2013; WOMANKIND Worldwide, 2010a). For example:

- The American Association of University Women's (AAUW) study on sexual harassment in U.S. schools found that 48% of students in grades 7 - 12 had experienced some form of sexual harassment in the 2010-11 school year (56% of young women and 40% of young men; Hill & Kearl, 2011). Among those who had been sexually harassed, 87% said that it had had a negative effect on them, including feeling sick, trouble sleeping, finding it hard to study, not wanting to go to school and school absenteeism.
- A U.S. study by the California Safe Schools Coalition found that 65% of lesbian, gay, bisexual and transgender students had been harassed or bullied based on their actual or perceived sexual orientation. Furthermore, 53% of students said that their schools were unsafe for 'guys who aren't as masculine as other guys' and 34% said that their schools were unsafe for 'girls who aren't as feminine as other girls'. Students harassed about their actual or perceived sexual orientation were three times more likely than non-harassed students to report missing school in the last 30 days because they felt unsafe, more than twice as likely to report depression, using methamphetamines, using inhalants, report seriously considering suicide, or report making a plan for suicide, and more likely to report low grades, to smoke cigarettes, drink alcohol, or use other illicit drugs (O'Shaughnessy and colleagues, 2004).

It is however important to note that, with support, young people can survive sexual bullying and go on to become champions in the fight against it.

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4.2 Key terms

Below are some key terms that you'll need to know for the workshop. You might want to print this page and keep it to hand so that you can refer to it during the workshop.

Sex: A person's biological sex (e.g. male, female), which is typically determined by genital appearance at birth.

Gender identity: A person's self-identification as a man, woman or somewhere between or outside of these.

Transgender: People whose gender identity differs from their assigned sex (e.g. a person with a biological sex of male who identifies as a woman). NB: Being a transgender person conveys nothing about that person's sexual orientation; transgender people can be heterosexual, gay, bisexual, asexual, etc.

Gender non-conforming people: People whose gender expression (i.e. their appearance and behaviour) does not conform to societal gender norms (e.g. masculine women, feminine men). NB: Being a gender non-conforming person conveys nothing about that person's sexual orientation; gender non-conforming people can be heterosexual, gay, bisexual, asexual, etc.

Transphobia: A hatred or fear of transgender and gender non-conforming people. This often results in discrimination against transgender and gender non-conforming people.

Sexism: Discrimination based on a person's sex or gender. This can stem from beliefs that one sex is superior to another, that men and women are substantially different from each other, or a hatred for men or women.

Asexual: People who do not experience sexual attraction. Asexual people are usually still interested in developing close relationships with others but the person's sexual attractiveness is not an important issue.

Bisexual: People who are attracted to more than one gender.

Biphobia: A hatred or fear of people who are, or are perceived to be, bisexual.

Homophobia: A hatred or fear of people who are, or are perceived to be, lesbian or gay. Sometimes, this term is used as an umbrella term to cover a hatred or fear of anyone who does not have a heterosexual orientation (for example, covering hatred or fear towards bisexual people too). This often results in discrimination against non-heterosexual people.

4.3 The role of the adult facilitator in the ACT workshop

The role of the adult facilitator is to:

- Be cognisant of the key issues relating to sexual bullying;
- Be well-acquainted with the ACT pack and its contents;
- Organise, and provide the necessary materials and resources, for the ACT workshop;
- Support the young facilitators during their training and in the delivery of the ACT workshop;
- Act as a role model for young people during and outside of the workshop by showing respect through word and action for the feelings, wishes and rights of all people (including their sex, gender and sexual orientation).

Facilitators should be 'the driving force' behind the workshops to help realise the goals of the ACT pack.

4.4 Delivery of the ACT workshop

The ACT workshop has been designed to be delivered to groups of approximately 12 young men and women (minimum of 10; maximum of 15), aged either 13 – 15 or 16 - 18. The workshop has been designed for young people with mainstream abilities. There is the potential to use, or adapt, the activities for young people with varying learning needs; however, in considering whether this is appropriate, it will be important to reflect on the needs of the participants and also the young facilitators who deliver the workshop (e.g. the type and degree of learning needs of the participants, what amendments might need to be made to the materials for the participants concerned, the extent to which the young facilitators could deliver these adapted materials and any additional support or training that they might need, discussions on how to manage any related difficulties that might arise, etc.).

Two young facilitators should deliver the workshop, with the assistance of one adult facilitator. The young facilitators should be slightly older than the workshop participants. Therefore, if the participants in the workshop are aged 13 - 15, the young facilitators should be aged 16 - 18, and if the participants in the workshop are aged 16 - 18, the young facilitators should be aged 19 - 21. One young facilitator should be a young man, and the other, a young woman; this enables the young facilitators to model appropriate relationships between men and women to the workshop participants; that is, through the young men and women who are acting as facilitators talking to each other and treating each other respectfully and equally, the workshop participants learn more about how to do this themselves. It is important that all facilitators, both young and adult, are fully trained in advance, using the training programme in Chapter 6. We strongly recommend that the training programme is delivered by one of the ASBAE partner organisations. However, if your organisation has decided that the training programme will be self-administered, it should be noted that one of the adult facilitators being trained should be the lead facilitator for the training and will need to prepare thoroughly to deliver it - see Chapter 6 for details.

There are seven activities in the ACT workshop; these are essential to meeting the goals of the ACT workshop and pack. The ACT workshop has been designed primarily for delivery as two part-day workshops; however, it can also be adapted to create a programme of regular, weekly sessions of approximately 45 – 60 minutes. Please note that preparation is needed for the ACT workshop – see Chapter 7 for details.

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Appendix C includes a feedback form that you may wish to give to workshop participants at the end of the workshop. The form has been designed to give quick, brief insight into what the participants might have learned and enjoyed from the workshop, as well as to gather information to help facilitators in reviewing and improving their future workshop delivery.

CHAPTER 5: INFORMATION FOR YOUNG FACILITATORS

Hello, this chapter is your first step in becoming a facilitator for the ACT workshop. We really appreciate your role in helping to make these workshops a success. If anything is unclear or difficult, please talk to your adult facilitator.

Thank you and good luck!

5.1 Sexual bullying: Definition, prevalence and impact

Sexual bullying covers lots of different things. It covers:

- **Sexual harassment:** Someone doing something sexual that the other person doesn't want (for example, touching their body when they don't want it to be touched, sending them sexual messages or photos that they don't want, making comments about the size of a woman's breasts when she doesn't want it).
- **Bullying someone about their sexual orientation, the sexual things they do or don't do, or the sexual things that they're interested in:** For example, because they are gay, lesbian or bisexual, because they have had sex already, because they haven't had sex already, because they've had sex with lots of people.
- **Transphobic bullying:** Bullying someone because they have a 'male' body but don't see themselves as a man or have a 'female' body but don't see themselves as a woman. Or bullying someone because the way that they look, dress or act isn't how a man or woman usually looks, dresses or acts; for example, a man who looks and acts in a feminine way.

Here are a few examples of sexual bullying:

- Calling someone mean names or spreading rumours about their body, the way they dress, the way they look or how attractive they are.
- Touching someone's breasts, chest, muscles, bottom or genitals when it's not wanted.
- Sending someone sexual jokes when they don't want them.
- Pressuring someone to send sexual photos/videos of themselves.
- Sending someone unwanted messages about having sex with them.
- Calling someone mean names or spreading rumours about them because of sexual things that they might have done.
- Sharing someone's sexual photos/videos without permission.
- Calling someone mean names or spreading rumours about them being lesbian, gay or bisexual.

Sexual bullying can be carried out in front of someone, behind their back or by mobile phones and the internet.

Sexual bullying can have some really nasty effects. People who are sexually bullied can feel:

- Anxious;
- Depressed;

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- Lonely;
- Humiliated;
- Embarrassed.

It can also lead to:

- Feeling sick;
- Trouble sleeping;
- Not going to school;
- And in extreme cases, self-harm and suicide.

It is important to know though that sexual bullying can be stopped, and, with support, people who are bullied can go on to live happy lives.

Sexual bullying happens a lot. You might have seen lots of examples of sexual bullying at your school, youth group, or in your community. We did some research on sexual bullying with 253 young people aged 13 – 18 in five countries (Bulgaria, Italy, Latvia, Slovenia and the UK). We found that 73% of the young people in the research had experienced at least one kind of sexual bullying more than once. This was similar across the five countries. Many young people saw sexual bullying as a 'normal' or 'standard' part of everyday life. But it shouldn't be! And it doesn't have to be. That's where you can help.

On the next page, there's a poster that covers the main points from this section.

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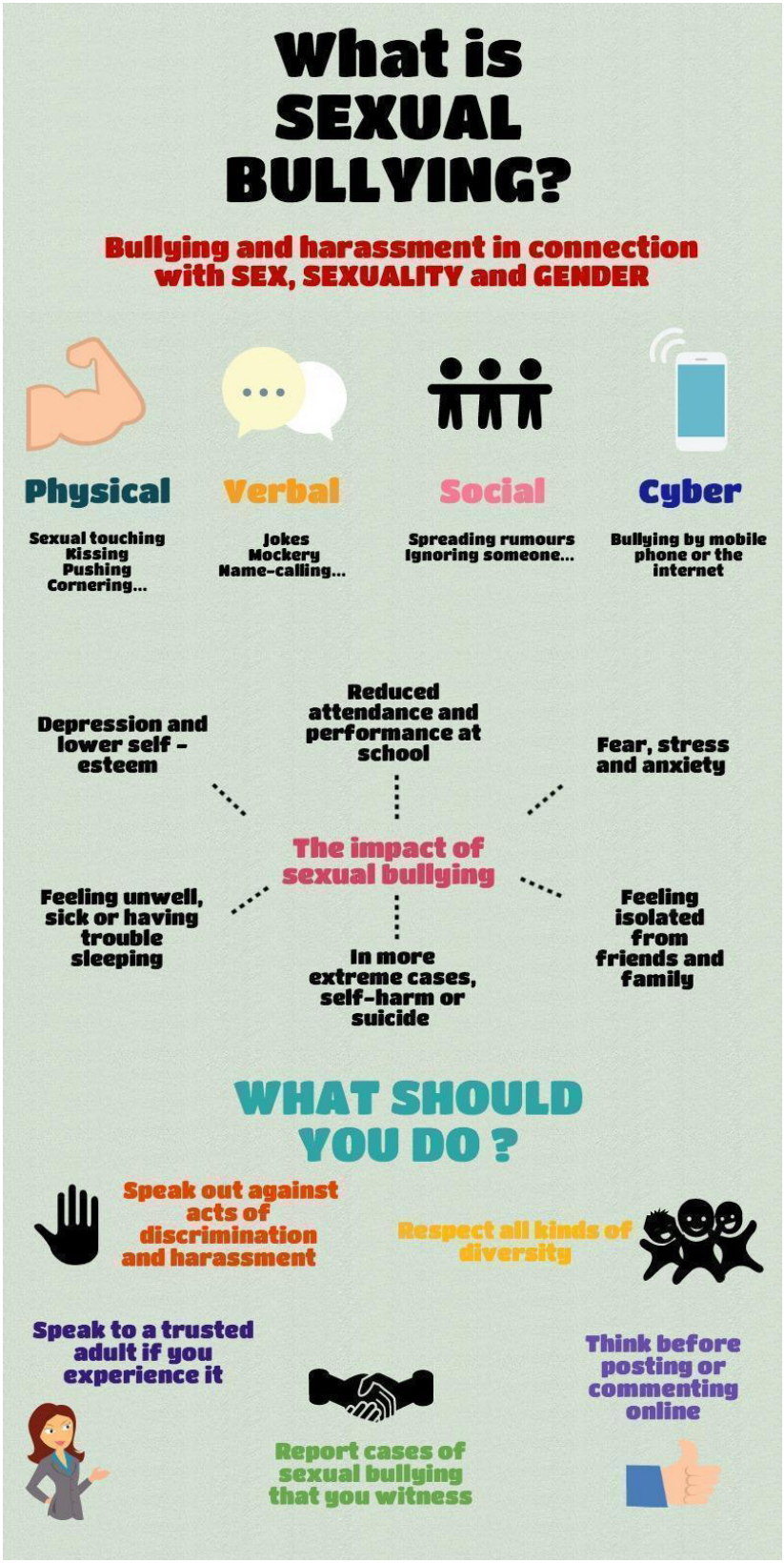

5.2 Key terms

Below are some key terms that you'll need to know for the workshop. You might want to print out these two pages and keep them to hand so that you can refer to them during the workshop.

Sex: A person's biological sex (for example, male, female). Society usually decides someone's biological sex by the look of their genitals (for example, a penis or vagina). So, if someone is born with a penis, their sex is usually recorded as male, whereas if they're born with a vagina, their sex is usually recorded as female.

Gender identity: A person's self-identification as a man, woman or somewhere between or outside of these. So, whether the person sees themselves as a man or a woman or something different. Most people who have a biological sex of male have a gender identity of being a man, and most people who have a biological sex of female have a gender identity of being a woman. But this isn't the case for everybody.

Transgender: People who feel that their sex and gender identity don't match up. For example, someone with a sex of male (a 'male' body) but who sees themselves as a woman, or someone with a sex of female (a 'female' body) but who sees themselves as a man. It is important to know that transgender people can be straight, gay, bisexual, asexual, etc.

Gender non-conforming people: People who look, dress or act in a way that isn't how we would usually expect a man or woman to look, dress or act. For example, a man who looks, dresses or acts in a feminine way or a woman who looks, dresses or acts in a masculine way. It is important to know that gender non-conforming people can be straight, gay, bisexual, asexual, etc. So, just because a man dresses or acts in a feminine way, that doesn't mean he's gay, and just because a woman dresses or acts in a masculine way, that doesn't mean she's a lesbian.

Transphobia: A hatred or fear of transgender and gender non-conforming people. This often results in treating these people badly. For example:

- Calling someone who identifies as a woman 'he' or someone who identifies as a man 'she'.
- Not allowing a transgender person to use the toilets or changing rooms that match their gender identity.

Sexism: Treating someone badly because of their sex or gender. This might be because they believe that one sex is better than another (e.g. men are better than women), that men and women are very different from each other, or they hate men or women in general. Here are a few examples of sexism:

- Paying a woman less money for the doing the same job as a man.
- Only offering needlework classes to girls and only offering technology classes to boys.
- Telling girls that they shouldn't have sex but telling boys that it's ok for them to have sex.

Asexual: People who aren't sexually attracted to other people. So, people who don't 'fancy' other people. Asexual people are often still interested in a close relationship with another person but they don't see that person's sexual attractiveness as an important issue.

Bisexual: People who are attracted to more than one gender. For example, a man who's attracted to both women and men. Or a woman who's attracted to both men and women.

Biphobia: A hatred or fear of people who are bisexual (or a hatred or fear of people who might be bisexual). This often results in treating bisexual people badly.

Homophobia: A hatred or fear of people who are lesbian or gay (or a hatred or fear of people who might be lesbian or gay). Sometimes, this also includes a hatred or fear of anyone who is not straight (for example, a hatred or fear towards bisexual people). This often results in treating anyone who isn't straight badly. For example:

- Refusing to give someone a job because they are gay.
- Not allowing gay people to get married or adopt children.

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5.3 Peer education: The role of young people in the ACT workshop

Young people play a really important role in the ACT workshop. The workshop was developed with young people and is designed for young people to deliver to other young people. The aim of the workshop is to give young people the power to recognise and stop sexual bullying in their own lives and the lives of other young people. You are the first step in making this difference. Since you are a young person yourself, you are in the best position to talk to other young people about it. You might have already seen, experienced or heard about sexual bullying at your school or youth organisation, or in your community more generally. This knowledge and experience puts you in a great position to talk to others about sexual bullying. It also means that other young people might be more likely to listen and take action. You might also be able to spread the messages about sexual bullying more easily and quickly than teachers or youth group leaders. Of course, your passion and motivation will be a really important part of making that difference.

As a young facilitator, your role (with the support of an adult facilitator) is to:

- Become familiar with the key issues relating to sexual bullying so that you can talk about them with others;
- Get to know the ACT workshop activities really, really well (see Chapter 7);
- Attend the training programme for facilitators;
- Deliver the ACT workshop to young people with the help of the other facilitators;
- Act as a role model for other young people during and outside of the workshop. You can do this by saying and doing things that show that you care about the feelings, wishes and rights of all people; for example, women, men, gay, bisexual, heterosexual, transgender and gender non-conforming people. During the workshop, you and the other young facilitator can also be role models for how men and women can work together and treat each other with respect;
- Support future young facilitators by sharing your first-hand experience of being a facilitator with other young people who are interested in the role, including examples of good ways of doing things, and any difficulties that you encountered and how you overcame them.

5.4 The delivery of the ACT workshop

The ACT workshop is designed to be run with a group of around 12 young men and women aged either 13 – 15 or 16 – 18 years old.

The workshop should be delivered by two young facilitators, with the help and support of one adult facilitator. Both young facilitators should be slightly older than the workshop participants, so if the participants in the workshop are aged 13 - 15, the young facilitators should be aged 16 - 18, and if the participants in the workshop are aged 16 - 18, the young facilitators should be aged 19 - 21. One young facilitator should be a young man, and the other a young woman. Just by delivering the workshop together, a young man and young woman who have trained as facilitators can show workshop participants how men and women can work together well and treat each other equally and with respect.

There are seven activities to cover in the workshop. We have designed the ACT workshop to be delivered over two part-days, but it could be adapted so that you deliver it as regular, weekly sessions of approximately 45 – 60 minutes. For further information about what the workshop involves, see Chapter 7.
Of course, we'll give you some training first!

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CHAPTER 6: TRAINING PROGRAMME FOR YOUNG AND ADULT FACILITATORS

6.1 Overview of the training programme

This chapter outlines the training programme for young and adult facilitators. The training is essential to the successful delivery of the ACT workshop. The training programme has been designed for two peer teams to be trained together (i.e. four young people and two adults).

There are six goals for the training programme:

1. To familiarise facilitators with the ACT pack (including its aims and objectives) and with the workshop activities;
2. To encourage facilitators to reflect upon and discuss any issues or concerns that they may have about delivering the ACT workshop;
3. To provide facilitators with the background knowledge that they will require to deliver the workshops (e.g. an awareness of what sexual bullying is and of attitudes that can lead to sexual bullying);
4. To give facilitators an opportunity to practice presenting in front of an audience and facilitating a group;
5. To enable facilitators to envisage potential issues or problems that might arise in the delivery of the workshop and discuss/practice how they would deal with these;
6. To support facilitators in planning the workshop.

The training programme is made up of nine activities and is divided into three part-days. The first day comprises activities to meet goals 1 and 2, the second day comprises activities to address goals 3 and 4, and the final day comprises activities relevant to goals 5 and 6.

See below for a suggested timetable for each training day:

Day 1 (4 hours 10 minutes + breaks)

Timing	*Activity*
10 mins	Introductions
10 mins	Ground rules
10 mins	Icebreaking activity
1 hour	1st activity: Reading and discussing the ACT pack
Break	
2 hours	1st activity: Reading and discussing the ACT pack (continued)
Break	
20 mins	1st activity: Reading and discussing the ACT pack (continued)
20 mins	2nd activity: Reflecting on the role of facilitator

Day 2 (4 hours 25 minutes + breaks)

Timing	*Activity*
30 mins	3rd activity: Sharing knowledge
1 hour	4th activity: Understanding links between attitudes and behaviours
Break	
50 mins	5th activity: Setting boundaries
1 hour	6th activity: Practising presenting and facilitating
Break	
1 hour 5 mins	6th activity: Practising presenting and facilitating (continued)

Day 3 (5 hours 30 minutes + breaks)

Timing	*Activity*
2 hours 10 mins	7th activity: Managing groups
Break	
20 mins	8th activity: Dealing with disclosures
1 hour 30 mins	9th activity: Ok, let's start!
Break	
1 hour 30 mins	9th activity: Ok, let's start! (continued)

We do not recommend compressing the training activities into fewer days; we have found that the young and adult volunteers can become tired if the training days are long and are less likely to be able to retain and reflect on the material.

6.2 Guidance on self-administered training

If the training programme is being self-administered (rather than being delivered by one of the ASBAE partner organisations), one of the adult facilitators will need to be the lead facilitator[3] for the training, i.e. one adult will need to organise, prepare for, and deliver the training. All of the information that they need for this is included within this pack. The lead facilitator will need to read through this chapter and thoroughly familiarise themselves with the content. They will need to seek advice on anything they are unsure about. The lead facilitator will also need to prepare hard copies of the ACT pack for each facilitator and prepare any materials required for the training activities. The materials that will be needed for each activity are listed in the table at the beginning of each activity. As part of Training Activity 8 (day 3), the lead facilitator will talk through with the other facilitators a handout on sources of support that they can access if they, or someone they know, is experiencing sexual bullying (which will also later be given to the workshop participants).

3 If the training programme is being delivered by one of the ASBAE partner organisations, the lead facilitator role will be taken on by a member of this organisation.

The lead facilitator will need to ensure that they have completed this handout (which will require them to have a good knowledge of the sources of support that are available both within and outside of their organisation) ahead of this activity.
Whilst the lead facilitator will lead the training programme, in self-administered programmes, it is anticipated that this person will also take part in the training activities with the rest of the group (i.e. the facilitator is also a participant in the training).

All facilitators should bring their copy of the ACT pack to every training activity and be encouraged to annotate their copy as needed.

6.3 Training activities: Day 1

Ground rules

It is important to set ground rules at the beginning of the training so that everyone knows what's ok and what's not ok (10 mins). Here are some examples:

- Let everyone have a chance to speak, if they want to.
- Only one person can speak at a time. Try not to talk over or interrupt other people.
- Try to be open-minded and respectful of other people's points of view. It is ok to disagree with other people, but do so respectfully. Try to challenge the idea that the person is making, not the person making it.
- Speak for yourself (don't speak for other people in the group).
- Volunteer yourself (try to get involved in the conversation or activity).
- Listen carefully and stay focused on the group discussions and activities (e.g. don't have separate conversations with other people in the group).
- Everything that is said in the room, stays in the room. Try not to discuss what the other people in the group said with people outside of the training. It's fine to talk about what you did or learned from the training.

Exceptions to the above: It is important to be very clear about any exceptions to these ground rules from the outset. For example, if a young facilitator disclosed that they were currently experiencing sexual bullying, would this need to be shared with someone outside of the training, and if so, whom? It is important that all facilitators are aware of the circumstances under which confidentiality might not be upheld so that they can make an informed decision about what they would or would not like to share with the group.

You should discuss the ground rules as a group and decide whether there are any additional ground rules that you would like to make.

Icebreaker

Select one of the icebreaking activities from Chapter 7.

Activity 1

Title	Reading and discussing the ACT pack
Goals	• To understand the key concepts and terminology that will be used in the training and workshop activities. • To become familiar with the content of the ACT workshop that you will be delivering and what is involved in its delivery. • To reflect on the anticipated goals of the ACT workshop. • To seek clarification about the ACT pack and your role in delivering the workshop.
Duration	3 hours 20 mins + breaks
Materials	• One copy of the ACT pack for each facilitator.

This activity has four steps.

Step 1 (30 mins)

Individually, adult facilitators should read Chapter 4 (Information for Adult Facilitators) and young facilitators should read Chapter 5 (Information for Young Facilitators).

Step 2 (30 mins)

As a group, discuss the key points and any questions or queries in relation to:

- What sexual bullying is.
- The effects of sexual bullying.
- The key terms introduced in the chapters.
- The role of young and adult facilitators in delivering the workshop.

Note to lead facilitator: It is important that unfamiliar terms are discussed and explained. If there are terms used in the pack that are unfamiliar to both adult and young facilitators, and they still feel unclear about the meaning of these terms after reading and discussing them, one of the adult facilitators should do some additional research on these terms and share this at the beginning of training day 2. This needs to be done before the day 2 training activity called 'Exploring attitudes', which uses some of these key terms.

You might wish to take a break here.

Step 3 (2 hours)

Facilitators should read through Chapter 7.

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Note to lead facilitator: This could be carried out with the facilitators taking it in turns to read out sections of the chapter and the group discussing any queries as they go, or facilitators could read through the chapter individually, pausing to discuss queries at the end of each section. The key purpose is for all facilitators to become familiar with the overall content of the ACT workshop; there are opportunities to explore the material in more depth, and plan the workshop activities, in training days 2 and 3.

You might wish to take a break here.

Step 4 (20 mins)

This is the final step. As a group, briefly discuss what you hope young people will gain from participating in the ACT workshop. What do you consider to be the goals of the ACT workshop?

Note to lead facilitator: You might wish to refer to Sections 2.3 and 2.4 here for comparative purposes – are your anticipated goals for the workshop similar/different to those set out for the ACT workshop?

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Activity 2

Title	Reflecting on the role of facilitator
Goals	• To reflect on and discuss any issues or concerns about delivering the ACT workshop. • To check that you are still happy and able to be a facilitator for the ACT workshop.
Duration	20 mins
Materials	None

This activity is the final activity for day 1 of the training. This activity has two steps.

Step 1 (5 mins)

Explain that:

- The goals of this activity are to reflect on and discuss any issues or concerns about delivering the ACT workshop that facilitators might have to date and to check that they are still happy and able to be a facilitator for the workshop.
- As part of this process, facilitators might wish to discuss some of their own experiences and think about how these might influence them during the delivery of the workshop. However, whilst they do have the opportunity to share their experiences here, they should not feel under any pressure to do so. There is no expectation that any member of the group will share any information about themselves unless they would like to do so.

Then remind facilitators of the ground rules relating to discussing personal views and experiences:

- Everything that is said in the room during the training stays in the room. Facilitators should not therefore discuss what people say during this activity with people outside of the training. They should also bear in mind that, as discussed earlier, there are likely to be exceptions to this ground rule. For example, if a young facilitator disclosed that they were currently experiencing sexual bullying, it is likely that this would need to be shared with someone outside of the training.

Step 2 (15 mins)

This is the final step. As a group, discuss the following questions:

- Thinking about the ACT workshop, how do you think you'll feel delivering the workshop to (other) young people?
- How do you think you'll feel listening to different people's views on gender and sexuality?
- How do you think you'll feel possibly listening to people's experiences of sexual bullying?

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- Will you be delivering the workshop to people whom you know already? If so, what are the potential advantages and difficulties related to this for you?
- Do you have any (other) concerns about delivering the ACT workshop?
- Are you still happy to be a facilitator for the ACT workshop?

Note to lead facilitator: This activity builds on the process carried out in identifying and screening potential facilitators in Chapter 3; having now read through the workshop activities, facilitators will be in a better position to identify any issues or concerns that they might have in delivering the workshop and whether they are happy and able to be a facilitator. This activity also gives facilitators the opportunity to discuss the issues and concerns that they might have with their peer team. Undertaking this activity at the end of training day 1 helps to flag up early on whether a facilitator will need replacing before the more focused training that comprises training days 2 and 3.

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6.4 Training activities: Day 2

Activity 3

Title	Sharing knowledge
Goals	• For young and adult facilitators to share, with each other, their knowledge of sexual bullying and ways of tackling it.
Duration	30 minutes
Materials	• Slips of paper with questions (see below). • A sock.

This activity has two steps.
Step 1 (7 mins)

Start the activity by throwing the sock to one of the other facilitators. Whoever catches the sock should pull out one of the pieces of paper and, after reading the question aloud, give their answer. After this, all the facilitators should discuss the question further.

Step 2 (23 mins)

This is the last step. The sock should then be thrown to another person and the process repeated until all of the questions have been covered. Try to spend approximately 7 minutes on each question.

Note to lead facilitator: If a question does not seem to generate much discussion, you should try to encourage more discussion using prompts (see below for some examples). The main goal of this activity is for young and adult facilitators to exchange knowledge on sexual bullying and ways of tackling it. The research we conducted for the ASBAE project found that young people are sometimes more aware of some forms of sexual bullying than adults; in particular, young people were more familiar with sexual bullying that could occur via mobile phones and the internet. Conversely, we found that adults were often more aware than young people of how sexual bullying could or should be tackled.

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Questions on sexual bullying (*Print a copy of this page and then cut it up so that each question is on a separate slip of paper. Roll up and insert the slips of paper into a sock – do not include the prompts, these are only for the lead facilitator*)

- ***In your opinion, what are the most common types of sexual bullying?***

  (Prompts: Face-to-face, by mobile phone or online? Verbal, physical or social? Sexist, homophobic, biphobic or transphobic?)

- ***What types of sexual bullying can happen by mobile phones and the internet?***

  (Prompts: Using text, picture or video messages? Using social media and networks such as Facebook, Twitter, Instagram, Snapchat, Tumbler, Vine, Ask.fm or WhatsApp? Using webcams and websites?)

- ***What would you do if you witnessed an episode of sexual bullying?***

  (Prompts: Join in? Ignore it? Tell someone about it? Try to stop it? Could you say a little bit about why you would do that?)

- ***What are the main barriers for young people in reporting sexual bullying experiences?***

  (Prompts: Do you think they might worry that it would have negative consequences for them, as the person reporting it, e.g. being called names by their peers or being bullied themselves? Do you think they might worry about the consequences for their peers, e.g. getting into trouble with teachers, possible punishments, possibility of reporting to the police? Do you think they would wonder about whether it would be taken seriously by those who they are reporting it to?)

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Activity 4

Title	Understanding links between attitudes and behaviours
Goals	• To check that all facilitators are familiar with the key terms used in the ACT workshop (following training day 1). • To make links between sexist, homophobic, biphobic and/or transphobic attitudes, and sexual bullying behaviours.
Duration	60 minutes
Materials	• Flashcards (see below).

This activity has two steps.

Step 1 (2 mins)

Give out the flashcards so that each facilitator (including the lead facilitator if the programme is being self-administered) has one flashcard. Assuming that there are four young people and two adults being trained, the adults should take the flashcards for *transgender* and *gender non-conforming people,* and the young people should each take one of the other four flashcards.

Note to lead facilitator: We would expect *transgender* and *gender non-conforming people* to be the terms that young people are least familiar with and therefore perhaps the most challenging.

Step 2 (58 mins)

This is the final step. Follow the instructions on the flashcards; each person should try to describe their key term using the words specified on the card, explain why the example on the card is an example of that key term, and ask the rest of the group for examples of bullying that can occur due to that key term. Spend approximately 10 minutes on each flashcard.

Note to lead facilitator: This step should generate a discussion around various kinds of sexual bullying and how sexist, homophobic, biphobic and transphobic attitudes underpin and can give rise to sexual bullying. If the group are struggling to think of examples of bullying that can occur due to each key term, you will need to assist them. See below for some examples to help you. If you need to use these examples, we suggest giving the example and then asking the group how it is related to that particular key term (e.g. in what way is this form of sexual bullying related to sexist/homophobic/transphobic attitudes or to negative attitudes towards bisexuality, transgender people or gender non-conformity?). Based on our experience of training facilitators for the ACT workshop, we have found that is it quite common for young and adult facilitators to be unfamiliar with at least one or two of these key terms at the start of the training. Following Training Activity 1 and this training activity, the aim is that all facilitators are fully familiar with each of the terms and also understand why it is important to explore and call into question sexist, homophobic, biphobic and transphobic attitudes as part of the ACT workshop (this is primarily addressed in the 'Gender and sexuality' theme of the workshop).

Examples of bullying based on sexism

- Calling a young woman a 'slag', 'tart' or 'sket' because she has had sex (this is sexist because it is based on the sexist attitude that it is ok for young men to have sex, but not young women).
- Making personal comments about a young woman's body or posting pictures of a young woman in her underwear or swimwear online (this is sexist because it is a form of 'objectification'; this means treating a woman as though they were just an object, or in this case, just a body/body part, and not an actual person, and this tends to happen more to women than men).

Examples of bullying based on homophobia

- Calling someone names because they are not heterosexual (this is homophobic behaviour because it is based on the homophobic view that only heterosexuality is normal and/or that heterosexuality is better than other forms of sexuality).
- Shouting abuse at someone who is holding hands with or showing affection towards someone that is the same sex as they are (this is homophobic because it is based on the homophobic view that it is ok for heterosexual couples to hold hands/display affection in public, but not ok for same-sex couples).

Examples of bullying a bisexual person (and based on biphobia)

- Spreading rumours about someone or calling them names because they have had relationships with young men and young women (in these examples, the bullying is happening because of the person's biphobic view that only heterosexuality is normal and/or that heterosexuality is better than other forms of sexuality).

Examples of bullying a transgender person

- Posting derogatory comments online about someone because they have a 'male' body but they see themselves as a woman (this is transphobic behaviour because it is based on the transphobic view that how we see ourselves should always be in line with our biological sex, i.e. our bodies).
- Making nasty comments to someone because they have a 'female' body but see themselves as a man and use the men's toilets (this is transphobic behaviour because it is based on the transphobic view that people should always act in line with their biological sex, i.e. their bodies).

Examples of bullying a gender non-conforming person

- Teasing a young man or calling him names because he has long hair/does gymnastics/wears pink (this is transphobic behaviour because it is based on the transphobic view that everyone should conform to gender norms).
- Spreading a rumour that a young woman is gay because she looks, dresses and acts in a way that you think is masculine (i.e. how you might expect a young man to look, dress or act) (this is transphobic behaviour because it is based on the transphobic view that gender non-conformity and sexuality are always linked, i.e. that people who do not conform to gender norms are always gay).

Examples of bullying based on transphobia

- See 'Transgender' and 'Gender non-conformity' (above). Transphobia incorporates bullying due to someone being transgender and/or due to gender non-conformity.

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Flashcards ***(Print out the flashcards below and cut out each one separately to make six individual flashcards)***

Key term: Sexism

Firstly, you need to describe to the other members of the group what sexism is ("Sexism is…"). You should include the words given below in your definition.

Words to include in your definition: men, women.

Next, you should read out the example of a sexist attitude or belief given below and explain to the group why the example is sexist.

An example of a sexist attitude or belief: Thinking that a boy is a 'legend' if he's had sex with his girlfriend, but that his girlfriend is a 'whore' for having had sex.

Lastly, ask the rest of the group to try to come up with examples of bullying that might happen because of sexist attitudes or beliefs.

Key term: Homophobia

Firstly, you need to describe to the other members of the group what homophobia is ("Homophobia is…"). You should include the words given below in your definition.

Words to include in your definition: lesbian, gay.

Next, you should read out the example of a homophobic attitude or belief given below and explain to the group why the example is homophobic.

An example of a homophobic attitude or belief: Thinking that it's ok for a girl and boy who are attracted to each other to hold hands in public but that it's not ok for two boys who are attracted to each other to hold hands in public.

Lastly, ask the rest of the group to try to come up with examples of bullying that might happen because of homophobic attitudes or beliefs.

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Key term: Bisexuality

Firstly, you need to describe to the other members of the group what bisexuality is ("Bisexuality is…"). You should include the words given below in your definition.

Words to include in your definition: both.

Next, you should read out the example of bisexuality given below and explain to the group why the situation is an example of bisexuality.

An example of bisexuality: Sarah is currently going out with a boy called John. Her previous partner was a girl.

Lastly, ask the rest of the group to try to come up with examples of bullying that might happen to a bisexual person.

Key term: Transgender

Firstly, you need to describe to the other members of the group what transgender is ("Transgender is…"). You should include the words given below in your definition.

Words to include in your definition: biological sex, gender identity.

Next, you should read out the example of a transgender identity given below and explain to the group why this is an example of a transgender identity.

An example of a transgender identity: A person who has a male body and sees herself as a woman.

Lastly, ask the rest of the group to try to come up with examples of bullying that might happen to someone who is transgender.

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Key term: Gender non-conforming

Firstly, you need to describe to the other members of the group what gender non-conforming is ("Gender non-conforming is…"). You should include the words given below in your definition.

Words to include in your definition: look, dress, act.

Next, you should read out the example of gender non-conformity given below and explain to the group why this is an example of gender non-conformity.

An example of a gender non-conforming person: A masculine woman.

Lastly, ask the rest of the group to try to come up with examples of bullying that might happen to a gender non-conforming person.

Key term: Transphobia

Firstly, you need to describe to the other members of the group what transphobia is ("Transphobia is…"). You should include the words given below in your definition.

Words to include in your definition: transgender, gender non-conforming.

Next, you should explain to the group why the example of a transphobic attitude or belief given below is transphobic.

An example of a transphobic attitude or belief: Thinking that boys who dress or act in a more feminine way are weak and should try to be more masculine.

Lastly, ask the rest of the group to try to come up with examples of bullying that might happen because of transphobic attitudes or beliefs.

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Activity 5

Title	Setting boundaries
Goals	• To identify each facilitator's personal boundaries. • To create an agreed code of conduct for facilitators. • To review and agree on the ground rules for the workshop participants. • To discuss what to do if the code of conduct or ground rules are not followed.
Duration	50 minutes
Materials	• A sheet of paper and pen for each facilitator. • Flipchart and pen.

This activity has five steps.

Step 1 (2 mins)

Ask each facilitator to draw a small figure in the centre of their paper that represents themselves. They should then draw a bubble around the figure that is big enough to write inside, but which also leaves room to write around the outside. Explain that the bubble represents that facilitator's personal boundary.

Step 2 (8 mins)

Invite the facilitators to imagine themselves delivering the ACT workshop to a group of young people, with the assistance of the rest of their peer team. Ask them to write *inside the bubble* all of the things that would make them feel comfortable, relaxed and respected whilst delivering the workshop. Ask them to write *outside of the bubble* all of the things that would make them feel uncomfortable, upset or disrespected whilst delivering the workshop.

Note to lead facilitator: The kinds of things facilitators should think about when doing this are listed below. You might wish to read these questions out to help facilitators in completing the exercise.

- How much 'personal space' do you need between yourself and others? (Physical boundaries)
- Are there times when it is ok to physically touch someone (e.g. hug them) and other times when this is not acceptable? (Physical boundaries)
- How might you feel if you were asked personal questions about your appearance, sexuality or gender? (Emotional boundaries)
- How happy are you to discuss your own life and experiences with others? (Emotional boundaries)
- What kinds of actions or language might you find offensive? (Emotional boundaries)
- What other kinds of things might *participants* do that would make you feel comfortable, relaxed and respected (e.g. listening carefully) or uncomfortable, upset or disrespected (e.g. participants chatting amongst themselves when they should be listening)?

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- What other kinds of things might the *other facilitators* do that would make you feel comfortable, relaxed and respected (e.g. them smiling and nodding while you are presenting) or uncomfortable, upset and disrespected (e.g. them directly challenging what you say in front of the workshop participants or interrupting you)?

Step 3 (5 mins)

The group should come together and discuss what kinds of things they have placed inside and outside of the boundary on their sheets.

Note to lead facilitator: There are likely to be differences (possibly even very marked differences) between people in terms of what they feel comfortable with, and you should point out that there are not necessarily straightforward 'right' or 'wrong' answers here.

Step 4 (20 minutes)

The group should discuss and decide on a joint set of 'rules' or 'code of conduct' for facilitators when delivering the workshop. One facilitator (adult or young person) should make a list on the flipchart of what the group sees as the key 'rules' that they are agreed upon. The group should then discuss what they would do if the 'rules' in the code of conduct were not followed.

Note to lead facilitator: The aim of these 'rules' or 'code of conduct' is to ensure that all facilitators are agreed on what is 'ok' and what is not 'ok' in terms of how to treat each other during the delivery of the workshop (e.g. to help a facilitator if they seem to be struggling, to not directly challenge each other in front of the workshop participants, to not interrupt each other). This code of conduct might be similar to the ground rules for the facilitator training, covered in day 1, or they might be different. Setting a code of conduct will help to minimise the likelihood of facilitators feeling uncomfortable during the workshop or unsure of whether/how they should respond to situations that might arise. In terms of what to do if the 'rules' aren't followed, facilitators might need to identify what they would do for each separate rule, and possibly, they might have more than one action for each rule, depending upon who did it (e.g. a young facilitator, an adult facilitator) and how many times they did it. For example, in some instances, they might ignore it or speak privately with the facilitator concerned; in other instances, they might ask for the advice or assistance of another facilitator; in other instances again, they might seek support from outside of the peer team (e.g. from other school staff, etc.).

Step 5 (15 mins)

This is the last step. The group should review and agree on a set of ground rules for the participants in the workshop and what they would do if the ground rules weren't followed. As a group, read through Section 7.4 and decide whether there are any changes or additions that you would like to make to these.

Note to lead facilitator: If the group does decide to add or change any of the ground rules or ways of dealing with violations of the ground rules, we recommend that they annotate their copies of the ACT pack so that they have this information when they deliver the workshop.

Activity 6

Title	Practising presenting and facilitating
Goals	• To learn about how to reduce feelings of nervousness. • To understand how to present effectively, both verbally and non-verbally, and to practice implementing these communication skills. • To practice planning and delivering a workshop activity within your peer delivery teams. • To gain some initial experience of leading and interacting with a group.
Duration	2 hours and 5 minutes
Materials	• A piece of paper and pen for each facilitator. • Materials for the abridged 'Identifying and exploring norms and stereotypes' ACT workshop activity that will be used in Steps 4-6 of this training activity (see below - materials listed in table at beginning of abridged activity).

This activity has six steps.

Step 1 (10 mins)

As a group, read through the tips below on how to reduce feelings of nervousness, as well as the advice on effective non-verbal and verbal communication.

Step 2 (10 mins)

Each facilitator should choose a topic that they can stand up and talk to the group about for 2 minutes and then plan what they will say on a piece of paper.

Note to lead facilitator: Facilitators should choose a topic that they already know quite a lot about and which they are enthusiastic about; for example, this might be a hobby or interest, or a topic that they have studied at school that they enjoyed learning about. The plan should just be a set of bullet points that will prompt them about the kinds of things they want to say. Facilitators should incorporate the advice from Step 1, so they may also want to make quick notes or 'reminders' alongside their bullet points to help them do this; for example, if they are worried about not making eye contact with the audience, they might simply write 'eye contact' next to the list as a reminder.

Step 3 (40 mins)

Each facilitator should stand up and talk to the group for 2 minutes on their chosen topic using the plan they produced in Step 2. Advise facilitators that, whilst talking, they should try to follow the advice from Step 1. As each participant finishes talking, you should:

1. Ask the group to identify two things that the facilitator did particularly well and to tell the facilitator what these are.

2. Invite the presenting facilitator to identify anything that they are concerned about or that they felt that they might not have done so well so that they can obtain feedback and advice on these aspects (for example, if the facilitator felt as though they were speaking too quickly or that they were not making eye contact, they could ask the group whether this was the case, and if so, whether the group have any tips on how to improve these aspects).

Note to lead facilitator: The key goal of Steps 2 and 3 is for each facilitator to practice presenting effectively, incorporating the advice given in Step 1. The topic of the presentation is not important at this stage; facilitators should try to master effective presentation skills before trying also to apply these skills to the workshop activities (which they will be less familiar with).

We recommend taking a short break here.

Step 4 (15 mins)

The remainder of this activity uses an abridged version of the 'Identifying and exploring norms and stereotypes' activity from the ACT workshop (detailed below). Facilitators should form their peer teams ('Peer team 1' and 'Peer team 2'). Assign peer team 1 to prepare and deliver Steps 1 and 2 of the abridged activity to peer team 2, and assign peer team 2 to prepare and deliver Step 3 to peer team 1. Each peer team should read the abridged activity and decide on how to deliver their assigned steps (e.g. how to share out the tasks between the different members of the peer team – Who will lead? Who will keep time? How will the other facilitator support the team?).

Note to lead facilitator: Steps 4 – 6 of this activity build on the previous steps; the goals of Steps 4 - 6 are to give facilitators an opportunity to apply their presentation skills to an ACT workshop activity, to have experience of planning and delivering a workshop activity within their peer delivery teams, and to have some initial practice in managing group activities (this will be developed further in the next activity). The peer teams should be the same teams that will deliver the ACT workshop to young people. Each team should comprise two young people from the same age bracket (i.e. 2 x 16 - 18 year olds - 1 young man and 1 young woman, or 2 x 19 - 21 year olds - 1 young man and 1 young woman) and one adult facilitator.

Step 5 (25 mins)

Peer team 1 should deliver their steps to peer team 2, whilst also trying to put into practice the advice from Step 1.

Following this, peer team 2 should identify and discuss two things that peer team 1 did particularly well and two areas where they might benefit from further practice (for example, this feedback might relate to their level of planning, their presentation skills, the way they worked as a peer team, or the way that they managed the group activities).

Step 6 (25 mins)

This is the final step. Repeat Step 5 for peer team 2.

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Tips for Step 1

Tips on reducing feelings of nervousness

It is very normal to feel nervous about speaking in front of a group of people, but there are steps that you can take to help reduce these feelings:

- Make sure that you are well prepared; being well prepared will make you feel much more confident and less nervous.
- Take a few slow, deep breaths before speaking, and speak at a measured pace.
- Remember that you are part of a team of facilitators and that you are there to support each other; if you are struggling, someone will help you out.
- If you are nervous about being asked something that you do not know the answer to, remember that it is alright to say that you do not know. Even the most experienced teachers and trainers don't know the answer to everything. If you are unsure of the answer, you might just want to say that you don't know, but that you will try to find out and get back to them.

Tips on non-verbal communication

When you are speaking during the workshop:

- Stand up so that everyone in the room can see you.
- Try to make regular eye contact with the workshop participants. This helps to keep them focused on what you are saying. It also ensures that you are looking up and out at the participants rather than downwards, which helps you to project your voice so that they can hear you.
- Try to make eye contact with everyone in the room, rather than looking at the same person each time. This will help to ensure that everyone feels involved and avoid a situation where one or two people feel uncomfortable or wonder why you keep looking at them.
- Hand gestures can sometimes be a useful tool for communication and selective use of these is fine. However, if you use too many hand gestures, this can become a distraction.
- Try not to fidget (e.g. twiddle your thumbs, play with your hair or jewellery, rustle papers) or walk around too much (although you don't have to stay absolutely still either). Again, these things can be distracting and can also make you appear nervous.

When the workshop participants are speaking to you (e.g. during group discussions):

- Make eye contact with whoever is speaking and nod and smile intermittently. This shows that you are listening and gives the impression that you value their contribution to the discussion. It therefore makes the speaker feel more comfortable and it also makes it more likely that others will feel confident in joining the discussion. The participants that have taken part in the ACT workshops so far have told us that one of the things that they liked most about the workshops was the warm, friendly atmosphere that made them feel comfortable in speaking, so this point is very important. If you can make people feel at ease, the workshop will be much more successful.
- If someone raises their hand to show that they would like to speak next, make it clear that you have seen them by making eye contact with them.

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Tips on verbal communication

When you are speaking during the workshop:

- Speak at a measured pace. If you speak too slowly, or hesitate too much, the participants might lose interest and find it hard to stay focused on what you are saying. If you speak too quickly (which can sometimes happen without you even realising if you are nervous), it is hard for people to hear everything that you are saying.
- Speak clearly and try not to mumble. Looking out at the participants, rather than looking down to read from notes or looking down at your feet will help you to project your voice and make it easier for them to hear you.
- Make sure that your voice is loud enough for people to hear you at the back of the room. If it is a large room, don't be afraid to ask the people at the back of the room whether they can hear you when you first start speaking and/or ask them to let you know if they are struggling to hear you at any point.
- Try to avoid using complicated language or words that the participants might not be familiar with. You may have learned lots of new words as part of this training, and it will be great if you can pass this learning on to the workshop participants, but try to remember not to use these new words without explaining them first.

During the group discussions:

- If the discussion starts to move away from the topic for that activity and to become irrelevant, try to gently steer the conversation back on topic (rather than stopping someone whilst they are talking or by saying outright that what they are saying is not relevant, which is likely to make them feel like you don't value their contribution).
- If you find that only one or two participants are taking part in the discussion, try to encourage more of the participants to join in. You can do this by saying things like: 'What does everyone else think about this?' or 'Does someone who hasn't spoken yet want to say something about this?'. However, try not to target any one person. If someone feels uncomfortable talking about a topic, they should not feel pressured to join in. You should also try to avoid pressuring participants to explain why they hold a certain view or opinion about something, particularly if their view is different from most of the other people in the group.
- Try to remember that the workshop participants are likely to be different from one another in many ways, including their gender and sexuality (e.g. bisexual, gay, straight, transgender, gender non-conforming, etc.) and they may have had very different life experiences (e.g. in relation to bullying and sexual bullying). Try not to ask questions that put participants 'on the spot' so that they have to talk about their own gender, sexuality or experiences of bullying.

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Abridged 'Identifying and exploring norms and stereotypes' activity for Steps 4-6

Title	Identifying and exploring norms and stereotypes
Goals	• To identify and discuss participants' ideas about gender and sexuality. • To consider where these ideas might come from. • To start to question and challenge these ideas. • To think about how these ideas might lead to sexual bullying.
Duration	30 minutes
Materials	• One set of pictures of celebrities and fictional characters (these can be found at the end of the 'Identifying and exploring norms and stereotypes' activity from the ACT workshop - Section 7.7) • List of questions for Step 1 and list of questions for Step 3 on flipchart / PowerPoint (if using a flipchart, you will need sticky tape for sticking the list of questions for Step 3 somewhere visible). • Additional flipchart paper with pen.

Steps 1 - 2 for peer team 1 to prepare and deliver to peer team 2

Step 1 (5 mins)

Display the questions below on a flipchart or slide. Give peer team 2 the set of images (pictures) of celebrities and fictional characters and ask them to discuss their answers to these questions.

- Which of the women do they like most? Why?
- Which of the men do they like most? Why?
- Which of the women do they respect or look up to the most? Why?
- Which of the men do they respect or look up to the most? Why?
- Which of the women do they think is the most good-looking or physically attractive? Why?
- Which of the men do they think is the most good-looking or physically attractive? Why?

Note to facilitator: The goal of this step is to encourage peer team 2 to identify and discuss their own ideas and thoughts about gender and sexuality.

Where the image is of an actor or actress in character, they can choose either the actor/actress (e.g. Johnny Depp) or the character (Jack Sparrow). They do not have to agree on their answers, it is just the discussion that is important.

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With the questions on attractiveness, the idea is that both male and female members of peer team 2 will identify which woman they think is most physically attractive and which man they think is most physically attractive. They may be a bit shy or embarrassed about saying what makes someone that is the same sex as them physically attractive. Please point out to them that what we are interested in here are the kinds of ideas that people have about what makes men/women good looking or attractive. We can all recognise whether someone looks good or not, and that doesn't mean that we are personally attracted to them. However, if they do not seem to want to say which same-sex person they find physically attractive, you should not put pressure on them to do this.

Step 2 (10 mins)

Draw a line down the middle of a flipchart and write 'men' on one side and then 'women' on the other side. Ask peer team 2 to shout out (based on their previous small group discussion) things that make men likeable, respected or attractive. These should be written in the 'men' column. Repeat the same process for the 'women' column.

Step 3 for peer team 2 to prepare and deliver to peer team 1

Step 3 (15 mins)

This is the final step. Display the list of questions below on flipchart paper[4] or on a slide. Ask peer team 1 to look at the list of qualities that make men and women likeable, respected and attractive (which your team produced together in Step 2) and discuss the following:

- Are the things that make people like/respect men similar or different to the things that make people like/respect women?
- Are the things that make men physically attractive similar or different to the things that make women physically attractive?
- Where do these ideas about how men and women should behave and what they should look like come from?
- Do you feel pressure to stick to these ideas or 'rules' about how men and women should behave/look?
- Do you think that these kinds of 'rules' about how men and women should behave/look might lead to bullying? Can you think of any examples of how this might happen?

Note to facilitator leading this discussion:

The goals of this step are:

- To start to challenge and question some of the ideas identified during Step 2;
- To think about how these ideas/stereotypes might lead to sexual bullying.

We have allowed about 3 minutes per question here (although you may want to spend slightly longer on some questions than others and this is fine). Don't be afraid to stop discussion of one question and move onto the next one when you feel that it is a good time to do so.

4 As you are already using the flipchart to display the list of qualities that make men and women likeable, respected and attractive (which will also be needed for this activity), list these questions on a separate piece of flipchart paper to stick up somewhere visible or alternatively prepare a slide with them on.

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You can use the notes below to help you to lead the discussion, but don't worry about including everything - it is not necessary and you are unlikely to have time:

- *Are the things that make people like/respect men similar or different to the things that make people like/respect women?*

Peer team 1 might draw upon stereotypical ideas about men and women when answering this question. For example, they might say that they like and respect women who are caring, sensitive or who put others before themselves. Whereas they might say that they like and respect men who are powerful, athletic, successful, ambitious or tough. They might also say that they respect women who don't seem to have sex with many people, whereas they respect men who seem to be able to 'bed' lots of women. If they do this, try to get them to think about whether there are problems with this. For example, shouldn't we also respect men for being caring and sensitive and shouldn't we respect women who are athletic, powerful and successful? Why shouldn't women be able to make the same sexual choices as men?

- *Are the things that make men physically attractive similar or different to the things that make women physically attractive?*

Try to encourage peer team 1 to recognise that most societies have very strong, stereotypical ideas about how men should look and how women should look. For example they may say that women should: be pretty or beautiful; be thin, slim or toned (but not too muscular); remove at least some of their body hair (e.g. shape their eyebrows, shave their legs/armpits) and wear make-up, whereas men should: be muscular, athletic and toned; ideally be fairly tall and have relatively short hair. Try to encourage them to question these ideas (by asking questions like 'why do women have to be thin/wear make-up/shave their legs or armpits to be attractive?' or 'why do men have to be muscular/tall/have short hair to be attractive?'. Stress that there is no reason why men or women should have to look a certain way.

- *Where do these ideas about how men and women should behave and what they should look like come from?*

Because this activity has focused on celebrities and characters from films, the answer that peer team 1 are most likely to give here is the media. You might want to encourage them to think about different kinds of media and whether some forms of media present more positive/negative images of men and women than others. For example, music videos are often criticised for 'objectifying' women (focusing on their bodies and how they look rather than on what they can do or are good at) and for being too sexually explicit (showing women naked, in bikinis, underwear or very revealing outfits, showing people in suggestive/sexual poses or positions). The fashion industry has been criticised for focusing too much on very thin/toned women and on very athletic/muscular men. Disney films have also been criticised for presenting stereotypical images of men and women (e.g. women are generally either beautiful/good/kind and need to be rescued by a brave and handsome prince or they are evil and nasty). In contrast, sports men and women are often seen to be more positive role models for young men and women.

You might want to point out to peer team 1 that there tends to be less of a focus on people who are known to be gay, lesbian or bisexual in the media. You could also point out that where they do appear in the media, gay, lesbian or bisexual celebrities and characters are not always presented in very positive ways and that even where they are shown in seemingly positive ways, these may be very stereotyped (such as gay men being funny or cute). This is a form of homophobia/biphobia.

You might also want to encourage peer team 1 to think about where else they learn about gender and sexuality from. For example, from a very young age, we learn from friends, family, teachers, etc. about: what kinds of toys, clothes, television programmes, films and books are considered most suitable for boys and which are considered most suitable for girls; how boys and girls 'should' behave; what boys and girls are meant to be good at; and what kinds of school subjects and careers are supposed to be most suited to boys/girls. We also tend to be taught from a very young age that people should be heterosexual and men should be attracted only to women and women should be attracted only to men. This is a problem because it leads people to think that being attracted to a different sex is normal and that being attracted to the same sex, or to both sexes is not.

- *Do you feel pressure to stick to these ideas or 'rules' about how men and women should behave/look?*

Ideas or 'rules' about these things tend to have a powerful effect on people, sometimes without us even being aware of it. If peer team 1 are all saying that they don't think there is any pressure to behave or look in certain ways, the best way to illustrate this might be to get them to think about what might happen when people 'break the rules' (e.g. when men become nurses or dancers, when women do not shave their body hair or wear make-up, when someone is attracted to or has relationships with both men and women). This should lead nicely into the next question.

- *Do you think that these kinds of 'rules' about how men and women should behave/look might lead to bullying? Can you think of any examples of how this might happen?*

Ask peer team 1 to think about how these rules (or more specifically, how breaking these rules) might lead to different types of bullying. If they are struggling to think of examples, you could gently steer them towards any of the following examples:

- Bullying about appearance (e.g. teasing a girl because she always wears trousers and never skirts/dresses or teasing a boy because he is not strong, athletic and muscular);
- Bullying about being gay, lesbian or bisexual (e.g. spreading rumours or gossiping about someone's sexuality or teasing/calling someone names because you think they are gay, lesbian or bisexual);
- Bullying about having had or not having had sex (e.g. calling a young woman a 'sket' because she has had sex or spreading rumours that a boy is gay because he hasn't had sex).

6.4 Training activities: Day 3

Activity 7

Title	Managing groups
Goals	• To be aware of group difficulties that might arise during the delivery of the ACT workshop. • To identify and agree upon when and how to deal with these group difficulties. • To practice responding to the group difficulty that each peer team is most concerned about.
Duration	2 hours 10 minutes
Materials	• Scenarios (see below) on a flipchart or slide.

This activity has six steps.

Step 1 (5 mins)

Display Scenario 1 on a flipchart or slide and then ask the questions about it.

Scenario 1: Some of the workshop participants are disinterested in the group activities and/or are being disruptive

During the 'Working together to stop sexual bullying' activity of the ACT workshop, two of the young men play on their mobile phones and start wandering around the room. They also talk to their friends during the mini-plays. One of the facilitators asks them why they are not focusing on the activity and they reply that it's boring and that they don't see the point of it.

Questions:

- What do you think you and the other facilitators in your peer team should do in this situation?
- Would you ignore it or would you intervene?
- If you would intervene, how would you intervene?

Note to lead facilitator: Facilitators might suggest telling participants that they should do the activity anyway, or they should do it because they're being told to do it; this is likely to lead to further disengagement by the participants. A more productive approach would be to explain the goals of that particular activity in more detail.

Step 2 (10 mins)

As a group, read through the advice on intervening (see page below) and then discuss the following questions:

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- Which type of intervention would you/your peer team use if you experienced Scenario 1 during the delivery of an ACT workshop? Why?
- Would you/your peer team use a different intervention if more people were involved or if this continued throughout the workshop?

Note to lead facilitator: In relation to the advice of 'changing the make-up of the groups for the next activity', whereas facilitators might wish to let the participants form their own groups for the first few group activities of the workshop, once the participants feel more comfortable and settled, facilitators might wish to change the make-up of the groups, particularly if there are problems with participants not being very focused or motivated. For example, a facilitator could go around the room, assigning each participant a number from 1 to 4, and then ask all the number 1s to form a group, and all the number 2s to form a group, and so on. It is important to note that the advice on intervening (on the page below) is by no means an exhaustive list of interventions for this scenario and the group might wish to annotate their copies of the ACT pack with additional ideas.

A variation on this scenario that facilitators might be concerned about is that a workshop participant asks why they 'have to' do the ACT workshop at all. For example, a participant may argue that their views on gender and sexuality are their own personal opinions and are nothing to do with anyone else. One way to respond to this would be to refer to the information in Section 2.1 (e.g. to point out that, regardless of what any one person's opinions are, all young people should feel safe and secure at school and in other youth settings, and should be free to learn and interact with others without the threat of harm or violence. Schools and other youth organisations are obliged to provide a safe environment for all young people and to address any form of discrimination and running the ACT workshops with all young people in an organisation is the best way to achieve this).

Step 3 (70 mins)

For each scenario in turn (Scenarios 2 - 8), display the scenario on a flipchart or slide, and then ask the facilitators what they would do in that situation and discuss their answers. Spend approximately 10 minutes on each scenario.

Note to lead facilitator: The goal of this step is to identify and agree solutions to other group issues or problems that can arise. The heading for each scenario (see below) indicates the type of difficulty that should be considered; the example accompanying each scenario can be adapted depending on the focus that you think the group would find most useful. Notes are provided to help you in guiding the discussions but these should not be seen as providing an exhaustive or definitive list of interventions and the group may well identify other appropriate responses. Facilitators should try to decide on what they would do as a peer team, and it's possible that the two peer teams might decide upon different courses of action from each other. Providing both courses of action are appropriate, this is not a problem; there is no single 'right' answer. We also recommend encouraging the group to consider whether there are some situations where the gender, age or experience of each facilitator is particularly important in deciding who should respond and how. For example, might it be more appropriate for a man or woman to respond to some difficulties (e.g. sexist comments)? And how can facilitators avoid perpetuating gender stereotypes when tackling group difficulties (e.g. men 'rescuing' women)? We recommend taking a short break after Scenario 4.

Step 4 (20 mins)

Peer team 1 should:

- Identify which of the eight scenarios they are most concerned about occurring during the delivery of their workshop;
- Remind themselves of what they would do in that situation (as discussed in the previous step).

All facilitators should then improvise a 2-3 minute role-play on this scenario; peer team 2 should pretend to be the workshop participants, while peer team 1 acts as the facilitators and practices implementing their chosen intervention.

After the role-play, invite peer team 1 to share and discuss:

- How it felt being the facilitators in that situation (and within this, how it felt to be the lead or supporting facilitator);
- How easy or difficult it was to manage the situation;
- Whether each facilitator needed to do more or less in that situation;
- How they might manage the situation even better in the future.

Note to lead facilitator: The goal of Steps 4 - 5 is to provide facilitators with an opportunity to practice responding to the group difficulty that they are most concerned about. Talking through scenarios is useful, but it is also important that facilitators develop the practical skills for implementing such interventions.

Step 5 (20 minutes)

Repeat Step 4 for peer team 2. Peer team 2 should choose a different scenario from the one chosen by peer team 1.

Step 6 (5 mins)

This is the last step. Facilitators should identify if they have any additional concerns about managing groups, and if so, discuss how these might be addressed.

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Advice on intervening

Intervening might be as simple as making a statement, asking a question, or a non-verbal behaviour, such as shaking your head. Different interventions might be required depending on the type and severity of the situation, who and how many people are involved, and how many times it happens.

Examples of low-level interventions are:

- Reminding the workshop participants of the goals of the 'Working together to stop sexual bullying' activity and possibly explaining these further;
- Referring back to the ground rules (e.g. that all the group agreed that only one person should speak at a time and that they shouldn't have separate conversations with friends);
- Changing the make-up of the groups for the next activity.

Examples of medium-level interventions are:

- Speaking to the individuals during a break;
- One of the facilitators discreetly taking the individuals to one side and speaking with them.

Examples of high-level interventions are:

- Asking the individuals to leave the workshop and informing the head teacher, youth group organiser or other senior person;
- Stopping the workshop altogether and informing the head teacher, youth group organiser or other senior person.

Scenarios 2 - 8

Scenario 2: A workshop participant asks a facilitator personal questions about their gender, sexuality or experiences of bullying

During the 'What's sexual bullying?' activity, a workshop participant says that everyone gets teased about how they look at some point, and asks one of the facilitators, in front of the whole group, whether this has ever happened to them. What should the facilitator/s do?

Note to lead facilitator: How the facilitator responds will depend on how they feel about sharing this kind of personal information (as discussed in Training Activity 5 - 'Setting boundaries'). If the facilitator feels happy to answer the question then this is fine. However, the facilitator should not feel under any pressure to answer this or any further personal questions. If the facilitator does not want to answer the question, they may wish to remind the participants of the goal/s of the activity and/or say something like 'the focus of the activity is on sexual bullying/gender and sexuality generally, not on people's specific experiences'. In this particular example, the facilitator might also want to point out that just because people being bullied about the way they look is quite common, this doesn't mean that it is acceptable.

Scenario 3: One of the facilitators in the peer team seems to be uncomfortable/very nervous/is struggling to know what to do

It's the first workshop activity ('What's sexual bullying?'). The young people have just completed their questionnaires. A facilitator, clutching their notes tightly in front of them, quietly and rather quickly asks the participants how they have responded to the first statement. While the participants are talking, the facilitator is staring down at and fiddling with their notes anxiously. There is a pause in the discussion and the participants are looking at the facilitator expectantly, but the facilitator seems to 'freeze' and stays silent. What should the facilitator/s do?

Note to lead facilitator: It is important that the peer team support each other in situations like this and facilitators should watch each other carefully for signs that one of them is struggling. Ideally, the other facilitators would try to find a way to deal with this situation that didn't draw too much attention to the fact that this facilitator is struggling (as this could be embarrassing and could also undermine them). One way of dealing with this would be for one of the other facilitators to discreetly step in to lead the discussion temporarily whilst this facilitator regained their composure and confidence. The facilitator who steps in could continue to lead the discussion until the end of the activity (or the end of the step if it was a longer activity) and then discreetly check with the original facilitator whether they are ready/happy to carry on.

Scenario 4: A group discussion becomes very heated and some of the participants are quite antagonistic towards each other

During the 'Questioning norms and stereotypes' activity the participants discuss whether or not they think it's ok for two boys to kiss in public. Some participants are saying that this is ok as boys and girls can kiss in public, some participants are saying that the two boys should only kiss in private, while a few participants are saying that homosexuality is not 'ok' at all. The discussion becomes more and more heated; some participants start to raise their voices and talk over the top of each other. A few participants start to make antagonistic comments such as "well what would you know anyway?". What should the facilitator/s do?

Note to lead facilitator: The facilitators might want to refer the participants back to the ground rules here as a number of these rules are being broken (e.g. only one person can speak at a time, all participants should listen carefully to others, be respectful of other people, try to be open-minded, etc.). It may also be a good idea for the facilitators to try changing the direction of the conversation. If participants continue to break the ground rules, even after the facilitators have drawn their attention to them, the facilitators may have to consider a medium-level intervention (such as speaking to the individuals during a break or one of the facilitators discreetly taking the individuals to one side and speaking with them).

Scenario 5: A workshop participant says something problematic or offensive (e.g. something sexist / homophobic / biphobic / transphobic / that suggests victims are responsible for their victimisation)

During the 'Sexting' activity, one of the participants says that if a young woman sends a picture of herself in her underwear to her boyfriend, and he then posts it online, where her classmates see it and start to tease her, she is the one that is to blame for this situation. A second participant agrees with her and no-one disagrees. The facilitator does not want to let this viewpoint go unchallenged because it is important to make participants aware that sexual bullying is not the fault of the person experiencing it. What should the facilitator/s do?

Note to lead facilitator: It is very important that facilitators try to challenge sexist/homophobic/biphobic/transphobic/victim-blaming attitudes when participants express them. However, it is also important that facilitators do not challenge these attitudes in a way that makes the person expressing them feel embarrassed, upset or ridiculed. Challenging participants too strongly might shut down group discussions by making participants scared to speak out in case they say 'the wrong thing'. A relatively non-confrontational and informal way of dealing with this kind of situation is to encourage the other workshop participants to respond by saying things like 'what do other people think of that?'. Facilitators might also want to gradually build up levels of challenging over the course of the workshop so that during the early exercises (whilst the participants are still being introduced to what sexual bullying is and how it relates to sexist, homophobic, biphobic and transphobic attitudes), facilitators are less challenging, but as the workshop progresses, problematic attitudes are increasingly challenged. Facilitators might also wish to remind participants of the ground rule to 'Try to be open-minded and respectful of other people's points of view. It is ok to disagree with other people, but do so respectfully. Try to challenge the idea that the person is making, not the person making it'.

Scenario 6: A workshop participant dominates the discussion

Following on from Scenario 5, the facilitator manages to get some of the other participants to express different points of view (e.g. that the boyfriend of the young woman who sent the photo has betrayed her trust and that the people who are teasing her are wrong to do this), but the young woman continues to say that if the photograph hadn't been sent, she would not be experiencing bullying and this means that the bullying is her own fault. When others try to disagree with her, the young woman talks over them. Even when the group move onto a new topic (e.g. how quickly material posted online can spread), the young woman carries on doing all of the talking, not letting others take a turn and interrupting them when they try to speak. What should the facilitator/s do?

Note to lead facilitator: Sometimes, facilitators can solve this situation indirectly. For example, doing something as simple as bringing other people into the conversation (e.g. by asking them what they think) can be enough to stop one person from dominating the discussion. Changing the direction of the conversation may also be a useful strategy. If these strategies do not work, however, this is another situation

where it might be useful to refer the participants to the ground rules (e.g. to try not to talk over or interrupt other people, let everyone have a chance to speak if they want to). Again, if participants continue to break the ground rules even after the facilitators have drawn their attention to them, the facilitators may have to consider a medium-level intervention (such as speaking to the individual during a break or one of the facilitators discreetly taking the individual to one side and speaking with them).

Scenario 7: The workshop participants stray off-topic

During the 'Sexting' activity, the participants debate the pros and cons of posting sexual messages and photos online, but then begin to stray away from this and start discussing things that they've recently seen online (e.g. posts by friends on Facebook, clips that they've seen on Vine or YouTube). What should the facilitator/s do?

Note to lead facilitator: Facilitators should try to steer the conversation back on-topic. If this isn't effective, another useful and simple strategy might be for facilitators to remind the participants of the goals of the activity and possibly explain these goals further if they think that the participants are unsure about them. If a number of the participants seem tired and are losing concentration, facilitators might wish to consider bringing a break forward.

Scenario 8: A workshop participant seems uncomfortable / upset / distressed

Whilst the group are discussing the mini-play for Scenario 2 of the 'Working together to stop sexual bullying' activity, a facilitator notices a young woman who is sitting in her chair with her body turned so that it's slightly facing away from the group. She has slouched shoulders and her hands clasped in her lap. She seems to be looking down at her lap quite intently and is very quiet and avoiding eye contact with others. She looks like she might be about to cry but you're not sure. What should the facilitator/s do?

Note to lead facilitator: This is quite a difficult situation because, ideally, you do not want to draw attention to the young woman (this could be embarrassing for her and/or could add to her distress if she is already upset). One way for the facilitators to handle this may be to try to find a good time to discreetly take the young woman to one side and ask if she is alright (e.g. at a point where the participants are engaged in a task). If the young woman said that she was just feeling nervous, the facilitator could have a quick chat with her about whether there was anything they could do to make her feel more comfortable. If it became apparent that the young woman was upset or distressed, the adult facilitator might wish to bring a break forward so that they could deal with this situation appropriately (e.g. try to find out why the participant is upset/distressed, discuss with the participant whether they still want to take part in the workshop or not, and consider whether it would be safe/appropriate for them to continue, and whether the participant needs to be referred to some source of support, e.g. school counsellor, support organisation, etc.).

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Activity 8

Title	Dealing with disclosures
Goals	• To know what to do if a participant discloses that they have witnessed or are a victim of bullying, cyberbullying or sexual bullying. • To know what sources of local support are available for young facilitators and participants who make disclosures.
Duration	20 minutes
Materials	• Copy of the facilitators' organisational policies and procedures for when young people in their organisation disclose or report witnessing or experiencing bullying (e.g. School X's policy and procedures for bullying). • Completed handout on local sources of support from the 'Experiencing sexual bullying: Help and support' ACT workshop activity (see Section 7.10) - print one completed handout for each facilitator.

This activity has two steps.

Step 1 (15 mins)

Go through, and discuss with the group their organisation's policy and procedures for when young people disclose or report witnessing or experiencing bullying. This should cover:

- What young and adult facilitators should do if a participant makes a disclosure;
- What level of confidentiality can / cannot be offered to participants making disclosures (if not already covered, read through the guidance on confidentiality for young facilitators on the page below);
- If the facilitator is required to report the disclosure to someone else (this is more than likely for adult facilitators and should be required of young facilitators), what happens next / what action is then taken.

Note to lead facilitator: The goal of this step is to ensure that all facilitators are clear about what they should do if a participant discloses that they are being bullied or have witnessed bullying situations. It is also important that all facilitators have a good understanding of what happens once the disclosure has been passed on, as facilitators might need to communicate this to participants.

Step 2 (5 mins)

This is the last step. Give each of the facilitators a copy of the completed handout on local sources of support (see Materials section). Read through this together. Finally, check that everyone has understood the information and answer any questions.

Note to lead facilitator: The goal of this step is to make all of the facilitators aware of the local sources of support that are available for participants who make disclosures, but also to make young facilitators aware of the local sources of support that they personally could access if they would like to.

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Young facilitators - Key points on confidentiality

If a workshop participant discloses experiencing or witnessing bullying:

- You should not share the disclosure with your friends, the friends of the young person making the disclosure, or more widely.
- You should always tell the adult facilitator about the disclosure.
- You will need to be able to gently inform the participant that you have to tell the adult facilitator and the reasons for this.
- It is not your responsibility to deal with the bullying situation itself, but it is your responsibility to report the disclosure to the adult facilitator.

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Activity 9

Title	Ok, let's start!
Goals	• To plan, step-by-step with your peer team, how you will deliver the ACT workshop. • To discuss practical issues in organising and delivering the workshop. • To check for any outstanding concerns among facilitators.
Duration	3 hours + breaks
Materials	• One set of workshop planning sheets from Appendix B for each facilitator (NB. each facilitator will need 7 copies of the planning sheet for activities 1 - 7). • Pens.

This activity has three steps.

Step 1 (2 hours 30 mins)

Within their peer teams, facilitators should complete the workshop planning sheets in Appendix B.

Note to the lead facilitator: We suggest taking a break at an appropriate point during this step.

Step 2 (15 mins)

Within their peer teams, facilitators should look over their completed workshop planning sheets and consider the checklist on the page below. When completed, check if facilitators have any questions or queries.

Note to the lead facilitator: Some facilitators might be concerned that, despite best efforts, there will be particular steps or activities where they will start to run behind schedule. We have found the workshop timings to be adequate; however if a peer team thinks that that they are likely to need more time for a particular step or activity given the particular participants who they will be working with / their particular context, we recommend extending the length of the workshop accordingly. It will be important for facilitators to keep a very close track of the timings during the workshop and not to let steps or activities run over time; to do so will be at the expense of participants' learning opportunities within later steps and activities. If facilitators fall behind time, we recommend spending slightly less time delivering each step to make up the time; we do not recommend removing steps from an activity altogether as each step builds on the previous step and removing steps will mean that not all of the goals of the ACT workshop will be met.

Step 3 (15 mins)

This is the last step before completing the training programme. As a group, all facilitators should discuss:

- How they now feel about delivering the ACT workshop;
- How prepared they feel;

- Whether they have any outstanding questions or concerns about delivering the workshop;
- Whether they have any additional training or support needs, and if so, how these might be addressed (e.g. does the peer team feel they need to practice their introductions and closings to each activity out loud?);
- Whether they're still happy to deliver the workshop.

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Checklist for peer teams

- Are you all clear on the goals of each workshop activity?
- Have you decided on how you will make the purpose of each activity clear to the workshop participants (e.g. when you make links from one activity to the next)?
- Have you considered practical issues relevant to the workshop delivery (e.g. space, equipment, materials, timings)? A relatively large space will be needed to run the workshop due to the nature of the activities (e.g. role-plays).
- Will everyone wear a watch on the day or will there be a clock in the room?
- Have you decided whether you wish to use a flipchart or PowerPoint to display information?
- Have you decided how much information you would like to put on the flipchart or slides? You might wish to display the plan for the day, the ground rules, and questions for the activities. You might additionally wish to display a summary of each activity or links to the media clips.
- Have you been sensitive to each facilitator's preferences and needs (e.g. whether there are some topics or discussion items that each facilitator in the peer team would particularly like, or would particularly not like, to lead)?
- Have you incorporated a 15-minute 'debrief' for your peer team at the end of each workshop day? In the 'debrief', the peer team should get together to reflect on how the workshop went that day, any issues that arose and how these issues could be addressed better next time (this might be in relation to any aspect of the workshop, including team-working issues).
- Do any further amendments need to be made to your planning sheets to ensure that the whole peer team feels confident and safe in delivering the workshop?

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CHAPTER 7: IT'S TIME TO ACT: WORKSHOP ACTIVITIES TO ADDRESS SEXUAL BULLYING

7.1 Overview of the ACT workshop

Based on research conducted with young people and professionals for the ASBAE project, the ACT workshop focuses on five themes or topics:

Theme	Activity	Goals
Awareness of sexual bullying	1	• To raise awareness of what sexual bullying is. • To identify different types of sexual bullying behaviours. • To understand the difference between joking/teasing and bullying.
Gender and sexuality	2	• To identify and discuss participants' ideas about gender and sexuality. • To consider where these ideas come from. • To start to question and challenge these ideas. • To identify how these ideas might lead to sexual bullying.
	3	• To apply participants' learning from the previous activity to gender/sexuality statements that they might make or hear. • To question and challenge prejudices and stereotypes around gender and sexuality.
Sexting	4	• To identify who participants can trust with their personal messages and photos. • To understand that participants should always ask the sender's permission before sharing a person's personal messages/photos. • To understand how quickly messages and photos can be shared by mobile phone or the internet. • To understand the permanency of messages and photos posted online. • To identify strategies for participants to protect themselves and their friends online.
Effects of sexual bullying	5	• To understand the emotional impact that sexual bullying can have on those being bullied. • To identify the range of short-term and long-term effects and consequences of sexual bullying for those being bullied.

Theme	Activity	Goals
Tackling sexual bullying	6	• To understand that everyone can help to calm down or stop sexual bullying situations. • To recognise what can prevent or support people intervening in sexual bullying situations. • To know the steps to go through before intervening as a bystander. • To identify safe ways of intervening if participants witness sexual bullying. • To apply this new knowledge to different sexual bullying scenarios. • To practice intervening as a bystander.
	7	• To discuss participants' ideas about what to do if they personally experience sexual bullying and to consider the possible outcomes of implementing these ideas. • To provide guidance on what participants should do if they experience sexual bullying. • To discuss the reasons why participants might not report sexual bullying and to try to address these concerns. • To explain what local sources of support are available for those experiencing sexual bullying. • To apply this new knowledge by making a personal plan of what they will do if they experience sexual bullying.

All seven activities should be completed to realise the goals of the ACT pack. The ACT workshop has been designed primarily for delivery as two part-day workshops; however, it can also be adapted to create a programme of regular, weekly sessions of approximately 45 – 60 minutes. The next pages provide an example timetable for an ACT workshop delivered over two part-days, running from 9 am – 1.20 pm on Day 1 and 9 am – 1.25 pm on Day 2. We do not recommend compressing the workshop into one long day; we have found that both the facilitators and workshop participants can become tired if the workshop is long and the workshop participants are less likely to be able to retain and reflect on the material.

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Day/ date	Start time	What to do / activity name	Length	Materials to prepare
1	9.00	Welcome and introduction to the day	10 m	Day plan on flipchart/ PowerPoint.
1	9.10	Ground rules	10 m	Ground rules on flipchart/ PowerPoint.
1	9.20	Icebreaking activity: _____	15 m	_____
1	9.35	Activity 1: What's sexual bullying?	45 m	Printed questionnaires and pens.
1	10.20	Activity 2: Identifying and exploring norms and stereotypes	45 m	Printed pictures of celebrities/ fictional characters, lists of questions for Step 1 and Step 3 on flipchart/PowerPoint, flipchart paper and pen.
1	11.05	Break	15 m	
1	11.20	Activity 3: Questioning norms and stereotypes	55 m	Chairs, printed list of statements.
1	12.15	Activity 4: Sexting	55 m	Computer with internet connection and a projector, list of questions on flipchart/PowerPoint, paper and pens for each group, flipchart and pen, printed handout on social network safety for each participant.
1	13.10	Wrapping up	10 m	
1	13.20	Workshop ends: Debrief for facilitators	15 m	

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Day/ date	Start time	What to do / activity name	Length	Materials to prepare
2	9.00	Welcome, introduction to the day and brief reminder of ground rules	15 m	Day plan on flipchart/ PowerPoint.
2	9.15	Icebreaking activity: _____	15 m	_____
2	9.30	Activity 5: Effects and consequences	65 m	Scenario and questions on flipchart/PowerPoint, image of a word cloud on a screen/ slide, flipchart paper and a selection of coloured pens for each group, printed scenarios.
2	10.35	Activity 6: Working together to stop sexual bullying (Part 1)	35 m	Flipchart/PowerPoint with steps before intervening and questions, flipchart and pen, printed handout on bystander intervention, scenarios from previous activity.
2	11.10	Break	15 m	
2	11.25	Activity 6: Working together to stop sexual bullying (Part 2)	45 m	Flipchart/PowerPoint with steps before intervening and questions, flipchart and pen, printed handout on bystander intervention, scenarios from previous activity.
2	12.10	Activity 7: Experiencing sexual bullying: Help and support	60 m	Flipchart and pen, printed handout on what to do, printed handout on sources of support, printed worksheet 'My plan'.
2	13.10	Wrapping up	15 m	
2	13.25	Workshop ends: Debrief for facilitators	15 m	

7.2 Tips for the delivery of the workshop

- Start at the agreed time, and make sure that you have all the required materials to hand.
- Establish a warm, friendly, accepting environment at the outset; this will make a big difference to the success of your workshop.
- There is a lot to cover in the workshop; part of the facilitator's role is to try to keep the workshop participants "on-topic", i.e. focused on the workshop activities. Bring the conversation back round to the activities if they start to talk about other things.
- Make sure that one of the facilitators is the 'timekeeper'; the timekeeper should closely monitor the timings for each activity, reminding facilitators and participants when it's time to move onto the next step or activity.
- Smile, and encourage participants to participate.
- Keep an eye out for participants who may be upset, very quiet or leave the room.
- Enjoy yourself!

7.3 Welcoming participants and introducing the purpose of the workshop

At the beginning of the workshop, one facilitator should welcome the participants to the session and then all of the facilitators should introduce themselves.

Next, encourage each participant to introduce themselves (you might want to think about whether name badges would be useful).

One facilitator should then explain the purpose of the workshop. For example:

> "This workshop that we're going to do together looks at a type of bullying called 'sexual bullying'. We'll look at what it is, what can lead to it, how mobile phones and the internet can be used in sexual bullying, how people who are bullied feel, and how we can prevent sexual bullying and fight it together."

When preparing what you will say about the purpose of the workshop, you might want to think back to Training Activity 1 (Step 4) - what did your peer team hope that young people would gain from participating in the ACT workshop? What did your peer team identify as the goals of the ACT workshop?

Finally, give an outline of the plan for the day (display this is on a flipchart or slide) – when will there be breaks and lunch?

(10 mins).

7.4 Setting ground rules for the workshop

It is important to set ground rules for the participants at the beginning of the workshop so that everyone knows what's ok and what's not ok (10 mins). You should display the ground rules on a flip chart or slide so that everyone can see them and refer back to them throughout the workshop.

Here are some examples of ground rules:

- Only one person can speak at a time. Try not to talk over or interrupt other people.
- If someone is speaking and you want to say something, raise your hand to show the facilitators that you would like to speak next.
- Let everyone have a chance to speak, if they want to.
- Speak for yourself (don't speak for other people in the group).
- Volunteer yourself (try to get involved in the conversation or activity).
- Think carefully before talking about your own experiences (you will not be asked to talk about your own experiences of bullying at any point during the workshop and you should not feel under any pressure to do so. There is no expectation that any participant will share any information about themselves unless they would like to do so). Try not to talk about anything that might upset you or anyone else within the group.
- If you would like to talk about examples of sexual bullying that you have seen, talk about these in a general way; don't give lots of detail or name people.
- Think carefully, before you speak, about whether what you are going to say might offend others.
- Listen carefully and stay focused on the group discussions and activities (e.g. don't have separate conversations with friends).
- Be respectful to other people (no put downs / back chat).
- Try to be open-minded and considerate of other people's points of view. It is ok to disagree with other people, but do so respectfully. Try to challenge the idea that the person is making, not the person making it.
- Everything that young people say in the room, stays in the room. Try not to discuss what any of the other young people say in the workshop with people outside of the workshop. It's fine to talk about what the facilitators said or what you did or learned from the activities.
- Please keep your mobile phone turned off during the workshop.

Exceptions to the above: It is important to be very clear about any exceptions to these ground rules from the outset. For example, if a young person disclosed that they were currently experiencing sexual bullying, would this need to be shared with someone outside of the workshop, and if so, whom? It is important that all participants are aware of the circumstances under which confidentiality might not be upheld so that they can make an informed decision about what they would or would not like to share with the group.

You should also talk about what will happen if the participants do not keep the ground rules. Below is one process for dealing with situations where participants break the ground rules:

- If you break the rules once, you will be reminded of the rules.
- If you break the rules a second time, you will be given a final reminder of the rules.
- If you break the rules a third time, you will be asked to leave the session
- However, if you break the rules for the first or second time by behaving in a way that is thought to be particularly serious, you may be asked to leave straight away.

Check that participants are happy with the ground rules and this process (or with whatever ground rules and process the team of facilitators agreed upon during Training Activity 5).

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7.5 Icebreaking activities

The purpose of the icebreaking activities is to start the event with a relaxed atmosphere and to encourage participants to get to know each other and start interacting as a group. Choose ONE of the following icebreaking activities.

Title	What you don't know is…
Duration	15 minutes
Materials	None

Activity instructions

Ask participants to share their name, and one thing about themselves that is funny, interesting or surprising.

Title	Seeking common ground
Duration	15 minutes
Materials	• Chairs

This icebreaker is from Whitman (2007).

Activity instructions

There are four steps to this activity.

Step 1

Ask participants to sit in a circle. One person stands in the middle. Every chair in the circle should be occupied and the person in the middle shouldn't have anywhere to sit. One of the young facilitators can be the person in the middle the first time to demonstrate what to do.

Step 2

The person standing in the middle says, "I am seeking common ground with people who _____," and fills in the blank with a personal characteristic (e.g., "people who have a brother", "people who like the colour pink", "people who like [insert name] TV programme", "people who play an instrument").

Step 3

Those who share that characteristic get up and find a new seat, while the person in the middle also tries to find a seat. Participants should be told that they have to move at least two seats (so they can't just move to the seat either side of them) unless the only other person to stand up is someone who is in the seat directly next to them.

Step 4

This is the final step. Whoever is left standing up then stands in the middle and makes their own "seeking common ground" statement. Continue the activity until the 15 minutes is up.

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Title	The adjective game
Duration	15 minutes
Materials	None

Activity instructions

There are five steps to this activity.

Step 1

Ask participants to think about an adjective that describes them. This adjective should start with the same letter as their name. For example, "Sara sociable."

Step 2

The first person presents his/her name and adjective.

Step 3

The second person repeats the name and adjective for the first person, and then announces their name and adjective (i.e. "Sara sociable, Klara kind").

Step 4

The third person repeats the names and adjectives for the first two people and adds their own (i.e. "Sara sociable, Klara kind, Neil nice").

Step 5

This is the final step. Continue until everyone has spoken.

Comments

This activity can take quite a long time if the workshop is at full capacity.

7.6 Activities for Theme 1: Awareness of sexual bullying

There is one activity for this theme.

Title	What's sexual bullying?
Goals	• To know what sexual bullying is. • To identify different types of sexual bullying behaviours. • To understand what factors (things) can make the difference between joking/ teasing someone and bullying someone.
Duration	50 minutes
Materials	• Copies of the questionnaire (1 copy per 2 participants) (see below). • Pens.

Parts of this activity have been adapted from WOMANKIND Worldwide (2010b).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has four steps.

Step 1 (5 mins)

Ask the participants the question below and discuss their answers:

- What is 'sexual bullying'? What do you think 'sexual bullying' is?

Note to facilitator: A definition of sexual bullying is given for adult facilitators in Section 4.1 and young facilitators in Section 5.1. It is important to highlight here that sexual bullying doesn't only cover extreme examples and physical bullying (e.g. unwanted sexual touching, sexual assault, rape); we have found this to be a common misconception among young people.

Step 2 (10 mins)

Distribute the questionnaire below and ask participants to complete it in pairs.

Note to facilitator: We recommend allowing the participants to choose who they will pair with, so that they are with someone they feel comfortable with, particularly for this first workshop activity.

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Step 3 (25 mins)

Go through each of the statements/situations in the questionnaire in turn and ask the group to feed back and share their answers; discuss whether each situation is sexual bullying or not, and why they think this.

Note to facilitator: It's not necessary for every pair to feed back and share their answers on every statement; the key point is that at least a few participants feed back on each statement and that this generates some discussion. You are likely to find that you will spend more time on some items than others (e.g. all participants might quickly agree on some statements). Aim to spend a maximum of two minutes on any given statement.

Two of the statements/situations in the questionnaire are not examples of sexual bullying: "Boys' football being shown on TV more often than girls' football" is sexist but it is not an example of sexual bullying, and "Looking at pornography online" is something that participants might have mixed feelings about but it is not an example of sexual bullying.

Some participants might say that some of the statements aren't examples of bullying because everybody does them or that they happen all the time. It is important to point out that, just because a lot of people do it, that doesn't mean that it's ok or that it isn't sexual bullying.

You might find that participants have often ticked the 'Sometimes' box for the statements; encourage them to discuss why they've ticked this box. This might be because they think that the same situation sometimes can be a joke/teasing and sometimes can be bullying; this should lead onto the next step.

Step 4 (5 mins)

This is the final step. Finish by asking the participants:

- Are there differences between teasing, joking and bullying?
- If so, what might these be?

Note to facilitator: Try to encourage the participants to think about the statements where they have ticked the 'Sometimes' box: What would need to happen for them to decide that it was joking/teasing only? What would need to happen for them to decide that it was definitely bullying? Factors or things that can make a difference between whether something is a joke/teasing or bullying are:

- How well they know the person doing it (the relationship between the two people);
- Whether the person doing it means it as a joke/teasing or is doing it only to be mean (the intention of the person);
- Whether the person experiencing it finds it funny or upsetting (how it affects the person experiencing it);
- Whether the person does it even when they know the other person doesn't like it or want it (lack of respect for the person's wishes);
- Whether the person does it over and over again (repetition).

Recognise that views on teasing, joking and bullying can vary from person to person and that what one person might think is a joke, another person might experience as bullying. You might also want to talk about how jokes can be light-hearted and kind, but jokes can also be mean; calling something a 'joke' doesn't mean that it is ok or that it wasn't intended to hurt someone.

Closing

Briefly highlight two or three key 'learning points' from this activity (2-3 mins). By 'learning points' we mean:

- Are there points that were covered during this activity that you want to repeat to make sure that the participants remember them?
- Is there a particular thing that you think that participants should have learned from this activity that you want to point out to them?

You might wish to pre-prepare one or two learning points, and then add an extra point on the day, tailored to what the participants say during the activity itself. For example:

- Sexual bullying isn't always extreme or physical bullying;
- What one person might think is joking, another person might experience as bullying.

Comments

If the participants know each other well, and seem very comfortable with each other, you might wish to ask them to complete the questionnaire individually in Step 2; if not, we recommend asking them to complete the questionnaire in pairs, as this is less threatening, particularly for the first activity of the workshop.

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Questionnaire (*Print this page, one for each participant*)

Are these examples of sexual bullying…?	**Always**	**Sometimes**	**Never**
Staring at someone's body (e.g. their breasts, muscles or bottom) in a way that makes them feel uncomfortable.			
Calling a girl names because she doesn't have long hair or wear make-up and dresses.			
Making jokes about having sex with someone.			
Making mean comments about someone not having had sex yet.			
Pinging a girl's bra strap.			
Calling a girl a 'slag' or 'sket' because she might have had sex.			
Posting messages online suggesting that a girl in your class might be a lesbian.			
Refusing to work with a female classmate because they think of themselves as a boy and prefer to be called by a boy's name.			
Grabbing someone's bottom as a joke.			
Making sexual gestures behind someone's back (e.g. pretending to have sex with them).			
Sharing semi-naked pictures of someone you know using social media.			
Boys' football being shown on TV more often than girls' football.			
Pressuring somebody to share photos of themselves naked or in their underwear.			
Making jokes about a boy because he's attracted to both girls and boys.			
Sending someone pornographic photos or videos that you've found on the web.			
Calling a boy a 'wimp' or 'sissy' because he doesn't like sports.			
Looking at pornography online.			

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7.7 Activities for Theme 2: Gender and sexuality

There are two activities for this theme. Both activities should be completed.

Title	Identifying and exploring norms and stereotypes
Goals	• To identify and discuss participants' ideas about gender and sexuality. • To consider where these ideas might come from. • To start to question and challenge these ideas. • To think about how these ideas might lead to sexual bullying.
Duration	45 minutes
Materials	• Set of pictures of celebrities and fictional characters for each group (groups of 3-4 participants). • List of questions for Step 1 and Step 3 on flipchart / PowerPoint (if using a flipchart, you will need sticky tape for sticking the list of questions for Step 3 somewhere visible). • Additional flipchart paper with pen.

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has three steps.

Step 1 (5 mins)

Display the questions below on a flipchart or slide. Ask participants to form small groups (approx. 3-4 people). Give each small group the same set of images (pictures) and ask them to discuss their answers to the questions (stress that they will not have to share their answers with others outside of this group). Circulate among the groups while they're discussing the questions.

Questions:

- Which of the women do they like most? Why?
- Which of the men do they like most? Why?
- Which of the women do they respect or look up to the most? Why?
- Which of the men do they respect or look up to the most? Why?
- Which of the women do they think is the most good-looking or physically attractive? Why?
- Which of the men do they think is the most good-looking or physically attractive? Why?

Note to facilitator: The goal of this step is to encourage participants to identify and discuss their own ideas and thoughts about gender and sexuality. We are asking them to do this in small groups so that they don't have to share their personal opinions with the whole group. Ideally, we would recommend letting participants choose their own groups for this activity so that they can work with people they feel comfortable with.

Where the image is of an actor or actress in character, they can choose either the actor/actress (e.g. Johnny Depp) or the character (Jack Sparrow). They do not have to agree on their answers, it is just the discussion that is important.

With the questions on attractiveness, the idea is that all participants (young women and young men) will identify which woman they think is most physically attractive and which man they think is most physically attractive. Participants may be a bit shy or embarrassed about saying what makes someone that is the same sex as them physically attractive. Please point out to participants that what we are interested in here are the kinds of ideas that people have about what makes men/women good looking or attractive. We can all recognise whether someone looks good or not, and that doesn't mean that we are personally attracted to them. However, if participants do not seem to want to say which same sex person they find physically attractive, you should not put pressure on them to do this.

Step 2 (10 mins)

Draw a line down the middle of a flipchart and write 'men' on one side and then 'women' on the other side. Ask participants to shout out (based on their previous small group discussions) things that make men likeable, respected or attractive. These should be written in the 'men' column. Repeat the same process for the 'women' column.

Note to facilitator: The goal of this step is to encourage participants to share their ideas and thoughts about gender and sexuality with the rest of the group. However, they no longer have to identify their own personal opinions about which celebrities/characters they like/find attractive and why. The aim here is just to collect information from the whole group about what kinds of things they identified as making men/women likeable, respected or attractive.

Step 3 (25 mins)

This is the final step. Display the list of questions below on flipchart paper[5] or on a slide.

Ask participants to look at the list of qualities that make men and women likeable, respected and attractive (which the group produced together in Step 2) and discuss the following:

- Are the things that make people like/respect men similar or different to the things that make people like/respect women?
- Are the things that make men physically attractive similar or different to the things that make women physically attractive?

5 As you are already using the flipchart to display the list of qualities that make men and women likeable, respected and attractive, list these questions on a separate piece of flipchart paper and stick them up somewhere visible or alternatively prepare a slide with them on.

- Where do these ideas about how men and women should behave and what they should look like come from?
- Do you feel pressure to stick to these ideas or 'rules' about how men and women should behave/look?
- Do you think that these kinds of 'rules' about how men and women should behave/look might lead to bullying? Can you think of any examples of how this might happen?

Note to facilitator: The goals of this step are:

- To start to question and challenge some of the ideas identified during Step 2;
- To think about how these ideas/stereotypes might lead to sexual bullying.

We have allowed about 5 minutes per question here (although you may want to spend slightly longer on some questions than others and this is fine). Guidance on the points to make during the discussion of each question is given below.

- *Are the things that make people like/respect men similar or different to the things that make people like/respect women?*

The participants might draw upon stereotypical ideas about men and women when answering this question. For example, they might say that they like and respect women who are caring, sensitive or who put others before themselves. Whereas they might say that they like and respect men who are powerful, athletic, successful, ambitious or tough. They might also say that they respect women who don't seem to have sex with many people, whereas they respect men who seem to be able to 'bed' lots of women. If they do this, try to get them to think about whether there are problems with this. For example, shouldn't we also respect men for being caring and sensitive and shouldn't we respect women who are athletic, powerful and successful? Why shouldn't women be able to make the same sexual choices as men?

- *Are the things that make men physically attractive similar or different to the things that make women physically attractive?*

Try to encourage participants to recognise that most societies have very strong, stereotypical ideas about how men should look and how women should look. For example they may say that women should: be pretty or beautiful; be thin, slim or toned (but not too muscular); remove at least some of their body hair (e.g. shape their eyebrows, shave their legs/armpits) and wear make-up, whereas men should: be muscular, athletic and toned; ideally be fairly tall and have relatively short hair. Try to encourage the participants to question these ideas (by asking questions like 'why do women have to be thin/wear make-up/shave their legs or armpits to be attractive?' or 'why do men have to be muscular/tall/have short hair to be attractive?'. Stress that there is no reason why men or women should have to look a certain way.

- *Where do these ideas about how men and women should behave and what they should look like come from?*

Since this activity has focused on celebrities and characters from films, the answer that participants are most likely to give here is the media. You might want to encourage them to think about different kinds of media and whether some forms of media present more positive/negative images of men and women than others. For example, music videos are often criticised for 'objectifying' women (focusing on their bodies and

how they look, rather than on what they can do or are good at) and for being too sexually explicit (showing women naked, in bikinis, underwear or very revealing outfits, showing people in suggestive/sexual poses or positions). The fashion industry has been criticised for focusing too much on very thin/toned women and on very athletic/muscular men. Disney films have also been criticised for presenting stereotypical images of men and women (e.g. women are generally either beautiful/good/kind and need to be rescued by a brave and handsome prince or they are evil and nasty). In contrast, sports men and women are often seen to be more positive role models for young men and women.

You might want to point out to participants that there tends to be less of a focus on people who are known to be gay, lesbian or bisexual in the media. You could also point out that where they do appear in the media, gay, lesbian or bisexual celebrities and characters are not always presented in very positive ways and that even where they are shown in seemingly positive ways, these may be very stereotyped (such as gay men being funny or cute). This is a form of homophobia/biphobia.

You might also want to encourage participants to think about where else they learn about gender and sexuality. For example, from a very young age, we learn from friends, family, teachers, etc. about: what kinds of toys, clothes, television programmes, films and books are considered most suitable for boys and which are considered most suitable for girls; how boys and girls 'should' behave; what boys and girls are meant to be good at; and what kinds of school subjects and careers are supposed to be most suited to boys/girls. We also tend to be taught from a very young age that people should be heterosexual and men should be attracted only to women and women should be attracted only to men. This is a problem because it leads people to think that being attracted to a different sex is normal and that being attracted to the same sex, or to both sexes is not.

- *Do you feel pressure to stick to these ideas or 'rules' about how men and women should behave/look?*

Ideas or 'rules' about these things tend to have a powerful effect on people, sometimes without us even being aware of it. If the participants are all saying that they don't think there is any pressure to behave or look in certain ways, the best way to illustrate this might be to get the participants to think about what might happen when people 'break the rules' (e.g. when men become nurses or dancers, when women do not shave their body hair or wear make-up, when someone is attracted to or has relationships with both men and women). This should lead nicely into the next question.

- *Do you think that these kinds of 'rules' about how men and women should behave/look might lead to bullying? Can you think of any examples of how this might happen?*

Ask participants to think about how these rules (or more specifically, how breaking these rules) might lead to different types of bullying. Try to cover an example of each of the following types of bullying:

- Bullying about appearance (e.g. teasing a girl because she always wears trousers and never skirts/dresses or teasing a boy because he is not strong, athletic and muscular);
- Bullying about being gay, lesbian or bisexual (e.g. spreading rumours or gossiping about someone's sexuality or teasing/calling someone names because you think they are gay, lesbian or bisexual);
- Bullying about having had or not having had sex (e.g. calling a young woman a 'sket' because she has had sex or spreading rumours that a boy is gay because he hasn't had sex).

Closing

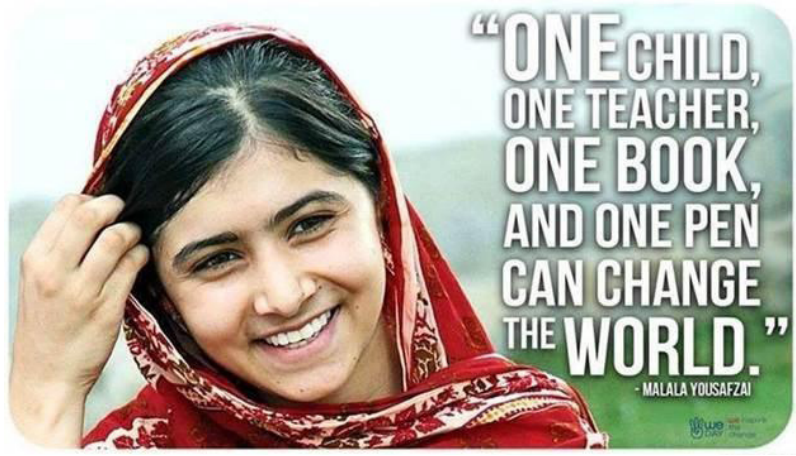
Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

Comments

We have provided a set of images (pictures) that you can use for this activity, including images of well-known celebrities (i.e. famous people) and fictional (made up) people from books, comics, games, films or television programmes, but you may want to use your own images. If you want to find your own images you will need to do this in advance of the workshop.

Images for Step 1 (*Print one set of images for each small group*)[6]

Angelina Jolie – Actress, United Nations High Commissioner for Refugees (UNHCR) Special Envoy and human rights campaigner.



Malala Yousafzai – Activist for female education and winner of the Nobel Peace Prize.

6 These images have been used under the "fair dealing" exception to copyright, which covers their use as illustration for teaching, criticism and review. As such, they should not be used for purposes other than those outlined in the ACT pack.

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Emma Watson (actress) as Hermione Granger (character in the Harry Potter films).

Jennifer Lawrence (actress) as Katniss Everdeen (character in The Hunger Games films).

Kristin Stewart (actress) as Bella Swan (character in the Twilight films).

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Anna and Elsa from Disney's Frozen.

Barbie.

Merida from Disney's Brave.

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Miley Cyrus (pop singer).

Rhianna (pop singer).

Jay Z and Beyonce (pop singers).

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One direction (Boy band / pop singers).

Justin Bieber (Pop singer).

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David Beckham
(Football player and England Captain).

Tom Daley (British diver).

Usain Bolt (Jamaican sprinter).

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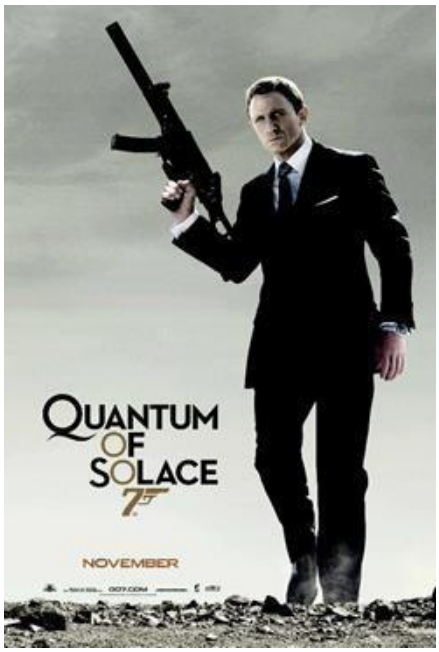

Daniel Craig (actor) as James Bond (lead character in the James Bond films).

Robert Downey Jr. (actor) as Iron Man (lead character in the Iron Man films).

Johnny Depp (actor) as Jack Sparrow (character in Disney's Pirates of the Caribbean films).

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Title	Questioning norms and stereotypes
Goals	• To apply participants' learning from the previous activity to gender/sexuality statements that they might make or hear. • To question and challenge prejudices and stereotypes about gender and sexuality.
Duration	55 minutes
Materials	• Chairs. • Printed list of statements for the facilitator to read out (see below).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has four steps.

Step 1 (1 min)

Ask the participants to sit in a circle.

Step 2 (1 min)

Say "everyone who thinks...(*read out the first statement from the list below*)...change seats with each other". All participants who agree with the statement should stand up and change seats. Participants who disagree with the statement should stay where they are.

Note to facilitator: Try to read out the statement without suggesting the 'right answer' (e.g. keep your facial expressions and tone of voice as neutral as possible).

Step 3 (4 mins)

Invite participants to discuss why they changed or didn't change seats (i.e. why they agreed or disagreed with the statement).

Note to facilitator: Try to make an open invitation to participants to share their views. We do not recommend picking out particular individuals to share their views or asking only those who changed seats or only those who didn't change seats to share their views. Participants should never be put under pressure to explain their opinion. Guidance for facilitators on the kinds of things to include in the discussion of this statement is given underneath the list of statements.

Step 4 (45 mins)

This is the final step. Repeat Steps 2 and 3 for each remaining statement on the list (5 mins per statement).

Note to facilitator: The goal of this activity is for participants to think about and question prejudices and stereotypes around gender and sexuality. Step 2 is simply a way of leading into a discussion on these issues; don't worry if some young people appear to be 'copying' or 'following' other young people's decisions to change seats or not, the important point is that there is a discussion about the statement afterwards. Once again, guidance on the kinds of things to include in the discussion of the statements is given underneath the list of statements.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

Comments

This activity can be shortened by reading out fewer statements. If you do this, we recommend ensuring that you cover two non-transphobic/transphobic statements (Statements 1, 8 and 10), two non-homophobic/homophobic statements (Statements 2, 5 and 7), and two non-sexist/sexist statements (Statements 3, 4, 6 and 9).

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List of statements to read out (*Print this page for the facilitator*)

"Everyone who thinks...(*read out a statement from the list below*)...change seats with each other."

1. There's nothing wrong with a boy crying.
2. There's nothing wrong with calling something 'gay' if you don't like it.
3. Girls shouldn't ask boys out on dates.
4. Girls should be able to wear low tops / short skirts.
5. There's nothing wrong with two boys kissing in public.
6. It's ok for boys to 'sleep around' but girls should not have sex with lots of people.
7. It's ok for girls to 'fancy' both boys and girls.
8. Girls should always try to look 'girly' or feminine.
9. It's normal for a boy to pressure a girl to have sex with him.
10. There's nothing wrong with a person with a 'male' body thinking of themselves as a woman and asking others to call them by a woman's name.

Note to facilitator:

Statement 1: Our culture tells us that girls and boys should act in a certain way; for example, that it's ok for girls to cry but not boys. But there's no reason why it has to be this way. Everyone feels upset sometimes and crying is a normal thing to do when we're upset. It takes strength to be honest about how you're feeling and express your emotions.

Statement 2: Here, being 'gay' is being used as a put down, so the word 'gay' is being linked with something bad. This suggests that there's something wrong with being gay. The person saying it might not mean to suggest this or for what they're saying to be hurtful, but if being gay is being linked with something bad, that is hurtful and disrespecting gay people.

Statement 3: Our culture tells us that boys should make the first move when asking girls out but there's no reason why it has to be this way. Men and women are equal and should be able to ask each other out on dates if they want to. In fact, many girls do ask boys out. Asking someone out can be a bit scary - it can be nice to be asked, rather than always doing the asking!

Statement 4: Our culture tends to make many more rules about what girls can or can't wear than what boys can or can't wear. Girls' and boys' bodies are their own and it's up to them what they choose to wear. Some people think that girls should not wear low tops or short skirts because boys might look at their bodies and find it distracting. The problem with this is that it focuses on shaming girls for what they're wearing, rather than explaining that boys shouldn't 'objectify' girls (see them as though they are just a body/body part, and not an actual person). Some people think that low tops or short skirts are a sign that a girl wants something sexual, or does sexual things, but this isn't true. We choose what to wear for many different reasons. Don't try to second-guess what a girl wants; the best way to find out if a girl or boy would like something is to ask them.

Statement 5: It's healthy and normal for boys to be attracted to girls, girls to be attracted to boys, boys to be attracted to boys, and girls to be attracted to girls. Some people think that gay or bisexual people should

only be affectionate (show that they like each other) in private but try to question this. Why should there be one rule for heterosexual or straight people and another rule for people who are not heterosexual or straight? We often see heterosexual people kissing in public or on TV; saying that boys should only kiss other boys in private suggests that there's something wrong with being gay or bisexual, and this is a type of homophobia/biphobia.

Statement 6: This is sometimes called the 'sexual double standard'. Our culture tells us that it's ok for boys to have sex outside of a romantic relationship or with lots of people, but that girls shouldn't have sex unless they get married or are in a long-term relationship. Why should it be ok for boys to do the things that they would like to do, but not for girls to do the same? Why should girls be judged more harshly for the same things that boys do? Girls and boys are equal and should both be able to make their own sexual choices. This 'rule' suggests that boys are more important than girls in some way and can do what they want, while girls are less important than boys in some way and should be made to feel bad for doing what they want.

Statement 7: As per Statement 5, it's healthy and normal for boys to be attracted to girls, girls to be attracted to boys, boys to be attracted to boys, and girls to be attracted to girls. Some people are attracted to only one gender, some people are attracted to more than one gender, and that's ok. Some people think that girls who are attracted to other girls shouldn't be taken seriously; for example, that they are really (only) attracted to boys or trying to get boys' attention. This isn't true but the media often suggests these incorrect messages. Some people think that being a bisexual girl is ok but that it's not ok to be a bisexual boy. This might be because they don't take girls who are attracted to girls seriously and/or it might be because they think that it's wrong for boys to be attracted to other boys, which is a type of homophobia.

Statement 8: Our culture tells us that girls and boys should look a certain way; for example, that girls should look girly or feminine and boys should look manly or masculine. From a young age, we tell girls that they should wear make-up, nail varnish, skirts, dresses and high heels, that they should have long hair, and like pink and pastels. Some girls like to be 'girly girls' and some girls don't. Both are ok. The important point is that girls should be able to choose how they look and dress; they shouldn't be pressured to look a certain way.

Statement 9: Girls and boys should only have sex when they would like to have sex. No-one should feel under pressure to have sex. It is important that both people involved (whether girl and boy, boy and boy, or girl and girl) want to have sex and decide to do this together. Sexual decisions should always be made together. Our culture tells us that boys 'need sex' or 'want sex all the time' but this isn't true. People can live without sex; some men and women live without sex all the time (for example, some monks, nuns, and asexual people). Also, no-one wants sex all the time, and even if they did, they should always ask the other person what they want to do and only go ahead if the other person wants sex too.

Statement 10: When we're born, the doctors and nurses usually decide whether someone is a boy or a girl by how their genitals (e.g. penis or vagina) look. But why should our genitals be the thing that decides whether someone is a boy or a girl? Why can't people decide for themselves whether they are a boy, or a girl, or someone who's somewhere in between, or someone who is neither of these? Some people are happy with the label of 'boy' or 'girl' that they were given at birth and others aren't. Both of these are fine; the key point is that it should be up to the person themselves to decide whether they are a 'boy' or a 'girl' (or something different). It is important to treat people in a way that recognises and supports their 'gender identity' (see Section 5.2 if you are unclear about the meaning of this term). In this example, it would be important to call the person by the woman's name that they have chosen and to refer to her as 'she'. Refusing to recognise the person's gender identity by calling them by the male name their parents gave them at birth or by referring to them as 'he' would be a type of transphobia.

7.8 Activities for Theme 3: Sexting

There is one activity for this theme.

Title	Sexting
Goals	• To identify whom participants can trust with their personal messages and photos. • To understand that participants should always ask the sender's permission before sharing a person's personal messages/photos. • To understand how quickly messages and photos can be shared by mobile phone or the internet. • To understand the permanency of messages and photos posted online. • To identify strategies for participants to protect themselves and their friends online.
Duration	55 minutes
Materials	• Computer with internet connection and a projector. • List of questions on flipchart or PowerPoint (see below). • Paper and pens for each group. • Flipchart and pen. • Printed handout on social network safety (one for each participant).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has five steps.

Step 1 (5 mins)

Ask the participants:

- What is 'sexting'? Would anyone like to share their thoughts on what 'sexting' is and what kinds of 'sexting' are most common?

Note to facilitator: 'Sexting' is when a person sends someone else sexual messages or photos by mobile phone. This term is also sometimes used to cover sharing sexual messages or photos online. Sexting can be either wanted or unwanted by the person receiving the messages or photos.

Step 2 (15 mins)

Show the media clip "#usalatesta" (1.5 mins) and then ask the participants the questions below (display the questions on a flipchart or slide).

You can find the clip here:

- Italian version: https://www.youtube.com/watch?v=8xM8KAJuRV4
- English version: https://www.youtube.com/watch?v=gEP2dZTd970&feature=youtu.be
- Latvian version: https://www.youtube.com/watch?v=W4l5jb-Zjuo&feature=youtu.be
- Slovenian version: https://www.youtube.com/watch?v=KD4xzMMipGI&feature=youtu.be
- Bulgarian version: https://www.youtube.com/watch?v=UCUsfLRJQdY&feature=youtu.be

Questions to discuss:

1. When the girl in the video says "this stays between us", she thinks that she can trust the boy with the photo of her. How can we decide who to trust with our personal images and messages?
2. The girl in the video sees her photo as private to her and the boy, but the boy sees the photo as something that is 'public property' and can be shared. Can you think of other examples where one person might see their photos/messages as private and another person sees them as something that can be shared? How do you think this could be prevented?
3. Thinking about the video, how many people do you think the photo would have been shared with after an hour? A day? A week? In what other ways might the material end up being shared?

Note to facilitator:

Question 1: If people share their personal images and messages, they need to really, really trust that person. It can be hard to decide who we can trust and who we can't. Some questions to consider when deciding this are:

- Do I know them well already?
- How do they usually act and treat people?
- Do they often lie?
- Do they keep their promises?
- Have they shared pictures or messages without permission in the past?
- Do they often talk about other people behind their back or share personal things people have told them?
- Do they like to gossip or brag?
- Do they tend to retaliate when they're hurt or upset (e.g. if the person was a boy or girlfriend and you ended the relationship, are they likely to share the messages or pictures with others?)?

If in doubt, it's best not to share the personal images and messages with that person.

Question 2: This can be quite common, where one person thinks they're sharing something privately, and the other person thinks it's ok to share it with others. For example, a boy might send his best friend a photo of himself doing something embarrassing on a night out, and his best friend thinks that it's ok to share the photo with their other friends. Or a girl might send her boyfriend a photo while she's away on holiday, where she's sunbathing in her bikini, and the boyfriend thinks that it's ok to share the photo because it's 'just a holiday pic'. The important point to make here is that the person receiving the message or photo should always check with the sender before sharing the messages/photos, rather than just assume that it is ok.

Question 3: There is no right or wrong answer here; the key point is that material can spread very quickly via mobile phones. Additional ways that the material might be shared include social networks and websites (e.g. Facebook, Instagram, Tumblr).

Step 3 (10 mins)

Show the media clip "Think Before You Post" (1 min) and then ask the participants the questions below (display the questions on a flipchart or slide).

You can find the clip here: http://www.youtube.com/watch?v=UmijKUwAswY

Questions to discuss:

1. What do you think the filmmaker is trying to show when the girl in the clip keeps taking down her photo from the noticeboard?
2. Can you think of any examples where something is posted online and it is not permanent and can be undone?
3. How could this situation have been prevented?

Note to facilitator:

Question 1: The filmmaker is trying to show that once something is posted online, you can no longer control it; it can't necessarily be undone.

Question 2: Anything that is posted online is potentially permanent and cannot necessarily be undone. This is because posting material online means sharing it with others in some way, and once it's been shared, we can no longer control what happens to it. We might decide to delete the message or photo, but other people might have already shared it, saved it, downloaded it, or taken a screenshot.

Question 3: Encourage the participants to think back to the discussion of the first media clip here. One way this could be prevented is for the girl to only share the photo with people she trusts; though, people don't always live up to that trust. If she's in doubt about whether she can trust those people, she might only want to share photos that she's happy for anyone to see. Another way this could be prevented is for the people who saw the photo to ask the girl first if they could share her photo with others. You might find that participants make statements that blame the victim; for example, that "it's her own fault for posting the picture". If this happens, try to move away from shaming the victim to focus on the person who saw the photo. Point out that they had a responsibility to check with the girl whether or not it was ok to share the photo with others. The girl is likely to have thought she was sharing the photo with a person she trusted and that person let her down. It is important to point out that the girl never consented to it being re-shared.

Step 4 (10 mins)

Divide the group in half. The group on the left should be asked to come up with a reason why it's not ok to post sexual messages or photos online. This should be followed by the group on the right giving a reason why it's ok to post sexual messages or photos online. The group on the left responds with another argument against and then the group on the right responds with another argument in favour.

The group on the left provides one final argument, followed by the group on the right providing their final argument (so, in total, three arguments against and three arguments in favour).

Note to facilitator:

A few arguments against:

1. They might be re-shared in a way that you don't want them to be re-shared;
2. The sexual messages or photos might upset or offend people, even if you don't mean them to;
3. In some places, sharing sexual photos of someone under 18 is illegal, even if the sender is sending a photo of themselves (e.g. a 'selfie') and the person that they are sending it to is also under 18.

A few arguments in favour:

1. Some people find it fun;
2. Sometimes it's easier to communicate online, rather than face-to-face;
3. Messages and photos can be posted nearly any time, anywhere (even if you can't see the person or live far away).

Recognise that different people have different views on whether posting sexual messages or photos online is ok or not.

Step 5 (10 mins)

This is the final step. Firstly, invite the participants to suggest ways in which posting material online and using social networks could be made as safe as possible and write these up on a flipchart. Then give out the handout on social network safety and talk through any points that have not already been discussed.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

Comments

We recommend that the adult facilitator checks the law on sexting in their country before the workshop as participants might ask about this. We also suggest adjusting the handout on social network safety so that it covers the most commonly used social networks by the participants who will be taking part in the workshop.

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Handout on social network safety (*Print one for each participant*)

Using social networks safely[7]

Setting up safe accounts/profiles

Information about how to set up safe profiles on all of the commonly used social networks is easy to find by doing a Google search, but here are a few pointers:

- When filling in profile information, do not enter personal information such as where you go to school, your sex, your date of birth / birthday, or whether you are in a relationship or not.
- You can choose not to use a profile picture or to use a picture or photo of something other than yourself (e.g. a cartoon character, a poster or logo, an object).
- If you do want to use a photo of yourself as your profile picture, don't use a photo that can easily identify you (e.g. one where you're outside your house, wearing your school badge or playing at your local sports club).
- On Facebook, adjust all privacy settings to 'friends only'.
- Only accept friend requests from people whom you know - if somebody you don't know adds you as a friend, ignore them and delete their request.
- Make your Twitter profile private (in 'Settings' on Twitter.com) so that only people you follow back will be able to see your updates, and your tweets will be hidden from the public search.
- On Twitter, protect your tweets so that people can only follow you if you approve them first (you can select this by going into the 'Settings' menu).
- Many social networks like Facebook and Twitter allow you to post your location each time you tweet or post a status update. Keep this turned off (see 'Settings'). Often, you can also press a button that says 'Delete all location data', to clear information about where you've been in the past.

Protecting accounts/profiles

- Use strong passwords that are hard for others to guess (e.g. a mixture of lower and upper case letters and numbers). Don't tell anyone else your passwords and change them regularly.
- If you're using a shared computer at school, in an internet cafe or library then you'll stay logged on even when you close the internet browser. So don't forget to log off when you've finished the session.
- Sometimes people will try to take over (hack) Facebook or Twitter accounts so they can send private messages or spam to a person's friends/followers but there are lots of ways you can guard against it.
- Don't click links in direct messages unless you were expecting a link from that user.
- Be careful of sites that look like Facebook or Twitter but aren't legitimate sites. Most hacks happen when you put your Twitter or Facebook log-in details into a compromised or fake website. Only log-in to these sites if you typed the link in directly or accessed it through a link you know is safe (e.g. you have bookmarked the site).
- If you think your account has been hacked change your password immediately.

7 Some of the tips presented here are adapted or directly sourced from the following websites: http://www.bullying.co.uk/cyberbullying/ (BullyingUK); http://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx (ChildLine).

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Posting material safely

- Don't post personal information such as phone numbers or email addresses.
- Only post material that you are comfortable with other people seeing.
- Only share images with people you can trust.
- Ask the person's permission before re-sharing their personal messages or photos.
- If you see a photo or video that you think might have been shared with you without the permission of the person in the photo/video, do not re-post it.
- Don't get into arguments, start rumours or post anything upsetting or offensive (e.g. anything sexist, homophobic/biphobic, transphobic, threatening or abusive).

7.9 Activities for Theme 4: Effects of sexual bullying

There is one activity for this theme.

Title	Effects and consequences
Goals	• To understand the emotional impact that sexual bullying can have on those being bullied. • To identify the range of short-term and long-term effects and consequences of sexual bullying for those being bullied.
Duration	65 minutes
Materials	• Scenario and questions for Step 1 on flipchart or PowerPoint. • An image of a 'word cloud' (see below) on a screen/a slide. • Additional flipchart paper and a selection of coloured pens for each group. • Each scenario (scenarios 2-5) printed onto a separate sheet (see below). • Questions for Step 4 on flipchart or PowerPoint.

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has six steps.

Step 1 (10 mins)

Display Scenario 1 and the questions below on a flipchart or slide. Then read out the scenario to the group and ask the participants to discuss the questions. Write the group's responses on a flipchart or board.

Scenario 1

Amed and a couple of his friends use Photoshop to put the face of one of the girls in their class, Julie, onto a semi-naked photo of a woman on the internet; the picture they create shows Julie's face but the body of the semi-naked woman. Amed posts this picture online and it quickly goes viral with lots of Julie's classmates sharing and commenting on it. Some of the comments joke that Julie has 'great breasts' and describe sexual things that they would like to do with her.

Questions to discuss:

- How do you think Julie feels about what Amed has done?
- How do you think Julie feels about what her classmates are doing and saying?

- How do you think Julie feels about going to school or going online?
- In what other ways might Julie be affected? e.g. psychologically, socially, physically, academically?
- If Julie's classmates continue in this way, what might be the longer-term effects for her?

Note to facilitator: Information on the impact/effects of sexual bullying is provided for facilitators in Sections 4.1 and 5.1.

Step 2 (2-3 mins)

In Steps 2 - 6, the participants will explore the feelings and consequences for further scenarios, through producing 'word clouds'. Briefly introduce the idea of a 'word cloud' and display an example of a word cloud on the screen/a slide.

Note to facilitator: Word clouds show how often different words appear in a piece of text (e.g. in a blog or website). They do this using the font size (the size of the word). The words that appear most often in the text are in the biggest font size in the word cloud. For example, the more times a word appeared in a particular blog, the bigger the word would appear in the word cloud. Below are some word clouds that we have produced using sections of our research report and a website called WordItOut (http://worditout.com/word-cloud/make-a-new-one). In the word cloud with the black background, you can see that the word 'sexual' is large because it appeared in our research report many times, and the word 'depressed' is in small type because it appeared in our research report less frequently.

Step 3 (5 minutes)

Explain that although word clouds usually show which words appear most often in a piece of text, in this activity, the word cloud will be used slightly differently. Shortly, participants will be asked to create word clouds for different sexual bullying scenarios. The word clouds should include all of the words that the group can think of that represent:

- How the person being bullied in the scenario is likely to feel;
- The possible consequences of the bullying for that person.

The words should vary in size and colour, with the strongest feelings and most likely consequences being written largest and using the strongest colours, and the least strong feelings and least likely consequences being written smallest and using the least strong colours.

Demonstrate how to create a word cloud for Scenario 1. The participants will already have suggested the feelings and consequences for this scenario as part of Step 1 (and their answers were written on a flipchart or board). Use these words, and coloured pens and flipchart paper, to create the word cloud for the scenario; demonstrate how to vary the size and colour of the words to represent strong feelings or likely consequences (in big letters/strong colours) and less strong feelings or less likely consequences (in smaller letters/paler colours).

Step 4 (10 mins)

Divide the participants into four groups and give each group one of the scenarios printed on the sheets. Each group should read their scenario to themselves and then use a piece of flipchart paper to produce a word cloud for their scenario. You might wish to display the following questions on a flipchart or slide to remind the participants of what their word cloud should be about:

- What words describe how the person being bullied is likely to feel?
- What words describe the possible consequences of the bullying for that person?

In preparation for Step 5, each group should decide which person from their group is going to: read out their scenario, hold up their word cloud, and talk through their word cloud. This might be one person, or each person in the group might have a different role.

Step 5 (7-8 mins)

Ask the group with Scenario 2 to read out their scenario and then hold up and talk through their word cloud (e.g. Why did they choose these words? How did they decide which ones would be biggest/most strongly coloured?).

Ask the rest of the workshop participants:

- Is there anything else that you would suggest adding to their word cloud?

(Prompts: Consider what each person in the scenario has said and done / not said and done, and how the person being bullied is likely to feel about this? What other effects might the bullying have on them psychologically, socially, physically, academically? What might be the longer-term consequences for the person being bullied?).

Step 6 (24 mins)

This is the final step. Repeat Step 5 for scenarios 3 - 5 (approximately 8 minutes per scenario).

Note to facilitator: As part of this activity, any suggestions that the person experiencing the bullying is to blame should be discussed and challenged (i.e. any victim-blaming statements).

For example, if participants suggest that the person has brought it on themselves in some way (e.g. that they're overly sensitive, that they're a 'bad person', that women are solely responsible for setting sexual boundaries), or that the victim should be responsible for stopping their own victimisation, this should be explored and challenged.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

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Scenarios *(Print this page and cut it up so that you have each scenario on a separate slip of paper)*

Scenario 2

Eva and Lola often discuss their boyfriends with each other. One day, Lola tells Eva that she thinks she's also attracted to girls and that she had a sexual experience with a girl at camp over the summer. Eva's quite shocked by what Lola's done but tries to hide it. Later, Eva posts messages on Facebook telling her friends that they had 'better watch out' because Lola is a 'lezza' (slang for lesbian). Lola finds out about this and Lola and Eva have a fight. Eventually, they become friends again, but several months later, Eva starts posting messages on Facebook again, this time, accusing Lola of trying to kiss her. Lola finds out and starts to become more and more withdrawn at school.

Scenario 3

Tom is at his after-school running club. While the team is out on a run, Tom trips and falls. He is in a lot of pain and struggles to hold back the tears. Eventually, he does start to cry and his friend Luca notices and starts to point at him and laugh. Luca calls Tom a 'sissy' and tells him to stop being such a girl. Later, Tom opens his locker to take out his clothes and finds a gym skirt that Luca has put in there. Luca is smiling and giggling. He says that it's just a joke and that Tom shouldn't have left his locker open anyway.

Scenario 4

Dain and Renita are in the same class at school. In the classroom, Dain keeps saying things like 'your bottom looks good in that dress' and 'I love how tight that top is on you' to Renita. He also often stares at Renita's body. Renita has told him several times that she doesn't like this, but he doesn't take it seriously. Dain thinks she likes it.

Scenario 5

John keeps asking Sarah for pictures of her naked. Eventually, Sarah sends a photo of herself in her underwear to John. John then sends the photo to all of his friends, boasting that he's had sex with her. Sarah starts to receive text messages from her classmates commenting on her body and calling her a 'sket'.

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7.10 Activities for Theme 5: Tackling sexual bullying

There are two activities for this theme. Both activities should be completed.

Title	Working together to stop sexual bullying
Goals	• To understand that everyone can help to calm down or stop sexual bullying situations. • To recognise what can prevent or support people intervening in sexual bullying situations. • To know the steps to go through before intervening as a bystander. • To identify safe ways of intervening if participants witness sexual bullying. • To apply this new knowledge to different sexual bullying scenarios. • To practice intervening as a bystander.
Duration	80 minutes
Materials	• Flipchart or slide showing the five steps to go through before taking action (see Step 3) and the questions for Step 5. • Additional flipchart paper. • Printed handout for each participant on bystander intervention (see below). • Scenarios from the 'Effects and Consequences' activity.

Parts of this activity have been adapted from Tabachnick (2009).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has six steps.

Step 1 (2-3 mins)

Introduce the ideas of "bystanders" and "bystander intervention".

Note to facilitator: "Bystanders" are the people who witness something taking place, e.g. they see or hear someone sexually bullying someone else. This includes people who witness more minor acts of sexual bullying taking place and those who witness more serious acts of sexual bullying; in fact, any sexual bullying at all, however minor. Bystanders are also the people who witness things that signal that something might take place, e.g. they see or hear things that suggest that someone might sexually bully someone else. So, bystanders are all of the people who see what leads up to what happens or see what actually happens later on. The word 'bystander' comes from 'stand' and 'by' – they see something happening and stand by, without doing anything.

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Intervening as a bystander or "bystander intervention" is all about helping behaviours - what can the people who witness sexual bullying do to help? Everyone who witnesses sexual bullying, or signs that sexual bullying might happen, can say or do something to help calm down or stop the sexual bullying, whether directly (e.g. saying something to the person doing the bullying if they're a friend and it's safe to do so) or indirectly (e.g. saying something to a teacher/other adult). This activity explores intervening as a bystander.

Step 2 (5 mins)

Ask the participants to quickly 'wordstorm' whatever comes to mind for the two questions below (i.e. to say out loud whatever comes to mind first). Write their answers on a flipchart or board.

- Why don't people get involved in stopping sexual bullying situations?
- Why do people get involved in stopping sexual bullying situations?

Note to facilitator: The goal of this step is for participants to understand what inspires and prevents bystander intervention.

Possible reasons why people might not get involved are that:

- They don't feel it's safe to do so,
- They don't know what to say or do,
- They don't want to make it worse,
- They don't want to be a 'snitch',
- They think someone else will do something about it (particularly if there are lots of bystanders),
- They don't want to get involved in 'other people's business',
- They feel it's not their problem or responsibility,
- They're worried that they've misunderstood the situation and that there's nothing to worry about,
- The bullying seems relatively 'trivial' or minor.

Possible reasons why people might get involved are that:

- They know and care about the person being bullied (or they know and care about the person doing the bullying and want them to stop),
- Someone helped them in the past when they were bullied and now they want to do the same for others,
- They want to help others in the way that they would like to be helped if they were in that situation,
- They want to help prevent the person being hurt any further.

It is important to recognise that there are lots of reasons to get involved and also lots of reasons to be cautious.

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Step 3 (10 mins)

Display the information below on a flipchart or slide and talk through each step. When you have done this, check if the participants have any questions about the steps.

"There are five steps for bystanders to go through before taking action:

1. **Notice what's happening:** What do you see or hear that concerns you?
2. **Consider whether action is needed:** How does the situation affect you? How does it affect someone else?
3. **Decide whether you should act:** What are the risks for taking action? Are there others in a better position to act?
4. **Choose how to act:** What can you do? What can you encourage in others?
5. **Carrying it out:** Do you know how to carry out your chosen action? Do you have what you need to do this?

It is very important to remember that:

- Your safety always comes first. You should only act to protect others if it is safe for you to do so."

Note to facilitator: The goal of this step is for participants to understand what the five steps are, i.e. the decision-making process that they should go through when deciding whether to intervene or not. It is vital that participants understand that everyone has a responsibility to intervene if they witness sexual bullying. However:

- They need to take their own safety into account before helping others (like in aeroplane safety films where people are encouraged to put on their own oxygen mask first, before helping others).
- 'Intervening' doesn't have to mean taking direct action (e.g. talking to the person doing the bullying), rather it can mean informing a teacher/other adult, or other less risky actions (these are explored in the next steps).

Step 4 (15 mins)

Invite participants to go round in turn and say one thing that they might do if they witnessed someone being sexually bullied: "*One thing I might do if I saw someone being sexually bullied is…*"

Give out the handout on bystander intervention, point out interventions that the participants have already thought of, and also highlight the interventions that they haven't thought of and could consider.

Note to facilitator: The goal of this step is for participants to identify safe ways of intervening if they witness sexual bullying. If participants make suggestions that are not safe, it is important that you discuss these and explore why they might not be safe. Stereotypes about what it means to be 'a man' might encourage young men to suggest that they would 'rescue' young women who are being bullied, in particular by directly confronting the person doing the bullying. It is important to emphasise that all participants should consider their own safety first, and that intervening does not need to be direct action. It's also important to be clear that bystanders shouldn't use insults or physical violence to defend the victim; this might actually make things harder for the person being bullied.

Conversely, stereotypes about how women 'need to stay safe' might mean that young women may not want to intervene at all. As with young men, it is important to explain that intervening does not need to be direct action, rather it can be informing a teacher/other adult or other less risky actions. It is important to highlight that the type of intervention that participants should choose when they witness sexual bullying situations will depend on what they feel safe and able to do in that particular situation.

(If you are following the suggested timetable for the ACT workshop, this is the end of Part 1 for this activity [Part 1 = 35 mins])

Step 5 (15 mins)

Ask participants to re-form their groups from the 'Effects and Consequences' activity and to re-read the scenario that they were given. Present the following questions on a flipchart or slide and ask the participants to work in their groups to discuss the questions:

- Who could say or do something in this scenario? Identify all the people who could intervene in this situation.
- What could the bystander(s) say or do in this scenario? Identify how the situation could be calmed down or stopped.
- How could the bystander(s) stay safe in this scenario? Identify how the bystander could help but also stay safe in this situation.

Explain that each group should then prepare a mini-play of 2-3 minutes, in which they briefly act out the scenario and then act out what one of the bystanders does about it. Set ground rules for the mini-plays:

- The acting out of the scenario should be kept very brief (this is not the main focus of the activity; it just sets the scene);
- The acting out of the scenario should be appropriate (i.e. not 'over the top'). This means that it shouldn't be too dramatic or upsetting and it shouldn't include lots of verbal abuse or any physical contact.

Note to facilitator: Refer the participants back to the handout on bystander intervention and encourage them to think about which type of intervention(s) might be most appropriate for their particular scenario. The type of intervention required is likely to vary depending on who is doing the bullying (Is it a friend, acquaintance, stranger?) and the severity of the bullying behaviour.

Step 6 (28 mins)

This is the final step. Explain that each group will shortly be asked to act out their mini-play and that everyone will be invited to discuss the different bystander interventions. Remind the participants to be respectful of others by being quiet during the mini-plays, watching and listening carefully, and then applauding at the end. Ask each group to act out their bystander intervention by presenting their mini-play. At the end of each mini-play, ask the viewers:

- What was good about the bystander intervention that the group chose?
- What else could the bystanders say or do in this situation?

Note to facilitator: The goal of Steps 5 and 6 are for young people to apply what they have learnt about bystander intervention to different sexual bullying scenarios and to practice bystander intervention. For each scenario, approximately 2-3 minutes should be spent on the group acting out their mini-play, followed by approximately 4-5 minutes of whole-group discussion on the questions above. You might wish to point out that there are multiple ways to respond in each of the scenarios and that there is no one, single 'right' answer.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

(If you are following the suggested timetable for the ACT workshop, this is the end of Part 2 for this activity [Part 2 = 45 mins])

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Handout on bystander intervention (*Print one for each participant*)

What could I do if I see someone sexually bullying someone else?

Don't add to it

- Don't stand by and watch, laugh, cheer or make comments that are likely to encourage the person doing the bullying.
- If the person doing the bullying is spreading rumours, agree with your friends that you don't know the facts and that you won't spread the rumour.
- If the bullying is by mobile phone or the internet, decide not to share or re-post the pictures or messages that are being used to sexually bully that person.

Offer help to the person being bullied

- Ask the person experiencing the sexual bullying if they are ok and whether they need any help.
- Ask the person being bullied if they would like to go somewhere else with you (e.g. to another room, to lunch, to see the school counsellor / year tutor / youth group organiser, for you to walk them home).

Don't stay silent

- Speak privately with your school counsellor / year tutor / youth group organiser, or someone else you trust; report what happened and ask for their help or advice.
- If the bullying is online and it's safe to do so, post positive comments that support the person being bullied.
- If the bullying is online, report the sexual bullying to the social network or person/organisation running the site so that they can remove anything offensive.

Speak to the person doing the bullying

- If it is safe to do so, speak up and say to the person doing the bullying that you think that they should stop saying or doing the sexist / homophobic / biphobic / transphobic things and explain why (e.g. it's hurtful and upsetting to you and the person being bullied).
- Try to change the topic, and later, if you know the person doing the bullying, and it's safe for you to do so, speak to the person on their own and ask them to stop the bullying. Talk about the effect that their behaviour is having on you and the person being bullied. Also check in with them - Are they ok, or is there something going on for them at the moment?

Other ideas: _____

_____

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What could I do if someone told me they were being sexually bullied?

- Ask the person how they are feeling and listen to them.
- Give the person information about the people and organisations that they could talk to for help and advice (e.g. your school counselling service. Information on sources of support is covered in the next activity).
- Offer the person support (e.g., ask if they would like you to go with them to the people/organisations above, talk through what they would like to say to these people).
- Spend time with the person doing things they enjoy and invite them to join in with things that you do with your friends (e.g. playing computer games, watching TV, sports). This might help to take their mind off how they're feeling for a short time and help them to feel less alone.
- Speak to your school counsellor / year tutor / youth group organiser, or someone else you trust, and ask for their advice or help. Generally, it's best to ask for the permission of the person being bullied to do this first, but you could also talk to the trusted person without mentioning any names. Think about whether you also wish to talk to this person about how you feel - supporting others can affect you too (e.g. you might also feel upset).
- Suggest to your year tutor / youth group organiser that there could/should be an awareness campaign or further workshops on gender, sexuality or sexual bullying in your school / youth group, and volunteer to help.

Other ideas: _____

_____

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Title	Experiencing sexual bullying: Help and support
Goals	• To discuss participants' ideas about what to do if they personally experience sexual bullying and to consider the possible outcomes of implementing these ideas. • To provide guidance on what participants should do if they experience sexual bullying. • To discuss the reasons why participants might not report sexual bullying and to try to address these concerns. • To explain what local sources of support are available for those experiencing sexual bullying. • To apply this new knowledge by making a personal plan of what to do if they experience sexual bullying.
Duration	60 minutes
Materials	• Flipchart and pen. • Handout on what to do if you experience sexual bullying (one copy per participant). • Handout on sources of support (one copy per participant). • Worksheet - My plan (one copy per participant).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has six steps.

Step 1 (5 mins)

Ask participants to 'wordstorm' their ideas on what they could do if they were experiencing sexual bullying. Write their ideas on a flipchart.

Note to facilitator: The goal of this step is to establish what ideas young people already have about what to do if they experience sexual bullying and for them to discuss these ideas with each other. If the participants are struggling to think of ideas, you could try to encourage them to think about the different types of sexual bullying and different contexts in which young people might experience sexual bullying. For example:

- What might you do if your school friends were teasing you or calling you names as a joke but you didn't like it?
- What might you do if someone from your school was spreading mean rumours about you using social media?

- What might you do if one of your schoolmates kept sending you text messages asking you to do sexual things?
- What might you do if your school friends kept showing you or sending you pornography and you did not want them to?
- What might you do if someone who you didn't know very well kept making nasty, personal or sexual comments about the photos/videos that you posted on social media?
- What might you do if a young person you had met online was asking you for photos of you undressed or in your underwear?

You do not have to use any of these examples if participants come up with lots of ideas on their own. If the participants need some help in starting the discussion, you could pick and choose from these examples or think of some examples of your own.

Step 2 (10 mins)

Go through each of the ideas that you have written on the flipchart and ask the participants:

- What positive things might happen if you used this approach?
- What negative things might happen if you used this approach?

Note to facilitator: The goal of this step is for participants to identify the possible outcomes if they implemented their ideas from Step 1. Whether each idea is likely to lead to positive outcomes or not might depend on:

- The type of sexual bullying that they are experiencing;
- Whether they think the bullying is intentional or not;
- The context in which the bullying is taking place;
- The relationship between the bully/bullies and the person being bullied.

For example, participants might feel that telling an adult is likely to lead to positive outcomes if the bullying is being done online by a stranger or someone they do not know very well, but that it could lead to negative outcomes if they are being bullied at school by their schoolmates.

Participants may have suggested simply ignoring the bullying. If so, discuss why ignoring it will not help. For example:

- The bullying may not be intentional (i.e., the person doing it may not mean to upset that person / may not be aware that it is not appropriate). If the person who is doing it is made aware of the effect that their behaviour is having and/or that it is not appropriate, they might stop doing it.
- In some cases, if bullying is ignored, the situation can escalate or get worse.
- The person who is doing the bullying might also be bullying someone else, and if you speak out, it might also encourage the other person/people to speak out too.

Participants may have suggested some form of retaliation (i.e., responding with violence or aggression or doing something mean or nasty to the bully to get revenge).

If so, try to encourage the participants to think about why this might not be the most effective way of dealing with the issue (e.g. it might escalate the situation and make things worse). Try to steer the participants towards some of the more effective responses that they have come up with instead (e.g. getting support from people they trust, such as friends and family, or reporting the sexual bullying to a teacher, youth worker, etc.).

Step 3 (10 mins)

Give participants the handout on what to do if they experience sexual bullying and read through this, paying particular attention to any ideas that were not already discussed during Step 2.

Step 4 (10 mins)

Invite the participants to go round in turn and suggest one reason why someone being sexually bullied might not tell anyone about it: "*One reason why someone being sexually bullied might not tell anyone is…*". Write the participants' answers on the flipchart and then discuss each one.

Note to facilitator: Below are some examples of the kinds of things that participants might say and what you could say in response:

- *They may not know whom they should tell*: Acknowledge that this is often one of the barriers (i.e., things that stop young people from asking for help) and explain that information will be given on this in the next step.
- *They might be worried that the person they tell will not believe them*: Start by reassuring them that most adults who work with young people will believe them and will be keen to help and support them (and that they will be given a handout to take away with them which includes who would be best to tell and how to contact them). Acknowledge that, unfortunately, there is no absolute guarantee that the first person they speak to will take what they are saying seriously, but stress that if the first person they tell does not believe them or take them seriously, they should tell someone else and keep trying until they find someone who does believe them and who is prepared to do something about it.
- *They may feel that there is no point telling anyone because whoever they tell will not take it seriously or do anything about it (e.g. that the person sees it as 'just a joke', as 'boys just being boys' or as young people 'just mucking around'):* The response here would be the same as above.
- *They might feel like what is happening is their own fault or be worried that other people will think it is their fault*: Sexual bullying can make people feel humiliated, embarrassed or ashamed, but it is important to remember that sexual bullying is never the fault of the person who is experiencing it. Most adults who work with young people will recognise this, and are unlikely to make them feel as though they are to blame for what is happening. If an adult does seem to be unsympathetic or to suggest that they are to blame, the young person should tell someone else and keep trying until they find someone who is more understanding and informed.
- *They may be scared that the person doing the bullying will retaliate (get more violent/aggressive or take revenge in some way) if they find out or that their friends/classmates will laugh/tease them/call them names if they find out*: It is understandable that participants might worry about this, however, speaking with trusted adults who have experience in dealing with sexual bullying will help to stop the bullying and ensure that the situation gets better, not worse. Also, before they tell the trusted adult, they could ask them with whom they will share what they say, and if they're not happy with this,

they could speak to a different trusted adult (e.g. teacher/youth group organiser, external helpline, parent). In some instances, the adult might offer advice on what to do; in other instances, they might take steps with the young person to stop the bullying, such as talking to the person doing the bullying. Adults experienced in dealing with sexual bullying discuss with the young person first what they suggest doing about the bullying and why they think that's the best thing to do.

Step 5 (10 mins)

Give out the handout on local sources of support and summarise what sources of advice and support on sexual bullying are available for young people both within your school/organisation and outside of your school/organisation. Make it clear to participants that they can use these sources of support if they are experiencing sexual bullying themselves, but also if they witness others experiencing it, or if someone tells them that they are being bullied. Ask the participants if they have any questions.

Step 6 (10 mins)

This is the last step. Space out the chairs so that the participants can complete this step privately and without being overlooked. Ask participants to individually complete the worksheet 'My plan'. Explain that they will not be asked to share this with anyone and that they should keep it and take it away with them.

Note to facilitator: The goal of this activity is to give participants the opportunity to apply what they've learned from the previous steps to their own life experiences and to make a practical plan for what they will do if they experience a sexual bullying situation. If you are concerned that the particular participants who you are working with might feel too vulnerable completing this worksheet during the workshop, or the participants seem particularly tired, you might wish to give the worksheet to participants to complete privately at home instead.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

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Handout on what to do if you experience sexual bullying (*Print one copy for each participant*)

What can I do if I am experiencing sexually bullying?[8]

General advice

- Get support from someone you trust (e.g. friends, family).
- Report the sexual bullying to a trusted adult (e.g. teacher, youth worker, etc.).
- Don't ignore it or keep it to yourself - the bullying is much more likely to stop if you speak to a trusted adult about it.
- If it feels safe to do so, and you feel able to, you could tell the person doing the bullying that you want them to stop. Be clear about which behaviour you want them to stop and why you want them to stop it (e.g. because it is sexist/homophobic/biphobic/transphobic, because it upsets or offends you, because it makes you feel uncomfortable, etc.). This can help if the bullying is unintentional and not recognised as sexual bullying by the person doing it.
- Try not to retaliate (respond with violence or aggression or do something mean or nasty to get revenge). This can escalate the situation and make things worse.

Sexual bullying using mobile phones

- Don't answer any calls from a withheld number, or from a number you don't know.
- Don't reply to any sexual bullying messages you receive.
- Save all messages that you receive so that you can show a trusted adult.
- See if you can block the number on your phone. Mobile phone operators can't stop or block a particular number from contacting another phone, but you can do this on some types of phone. Check your phone user guide to see if yours can. Mobile phone companies can only take action on the bully's account, such as blocking it, if the police are involved.
- If it gets really bad, change your phone number or buy a new sim card. If you change your phone number, only give your new number to close friends.
- Un-invite or block the user, if you can. BBM and most messenger apps enable you to do this.

Sexual bullying and sexting

- If it feels safe to do so, and you feel able to, speak with the person who has your message/photo/video and ask them to delete it. This is particularly a good idea if the person hasn't shared the photo yet but you think they might (e.g. after a break-up).
- Tell a trusted adult if you know that people are sharing semi-naked or sexual photos of you. Your school should have a plan for what to do in this situation, and often, they can confiscate the other person's mobile phone if they think that they have your images on them.

8 The tips relating to sexual bullying via technologies (mobile phones, social networks and the internet) are taken from the website of the UK-based charity Childline: http://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx

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Sexual bullying using social networks

- Block the person who is bullying you, if you can. This stops them from being able to contact you and you will no longer see messages from them. You can block people using the links below:
    - Facebook: http://en-gb.facebook.com/help/290450221052800
    - Twitter: https://support.twitter.com/articles/117063-blocking-people-on-twitter
    - YouTube: https://support.google.com/youtube/answer/56113?hl=en
    - Instagram: https://help.instagram.com/426700567389543
    - tumblr: https://www.tumblr.com/docs/en/social#ignoreheader
    - Pinterest: https://help.pinterest.com/en/articles/block-or-unblock-someone
- Report the bullying to the social network provider (e.g. Facebook, Twitter, Instagram, etc.). You can do this by clicking on the 'Report' or 'Report abuse' links that appear next to specific content or next to people's profiles or by visiting the Help and Safety areas of their websites and following their reporting links.
- Contact the social network provider to have any sexual photos of you removed. You can do this by visiting the Help and Safety areas of their websites and following their reporting links.
- Take screenshots of all sexual bullying posts about you so that you can show these to a trusted adult.

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Handout on local sources of support (*Facilitators should complete this handout based on their context/ location and then print one copy for each participant*)

Sources of support on sexual bullying within this school/youth centre/organisation

Name of support service: _____

What kind of support they offer (e.g. face-to-face counselling on any issue): _____

Rules on confidentiality: _____

Opening hours: _____

Contact details (phone, email, web): _____

Any other information: _____

Sources of support outside of this school/youth centre/organisation

Name of support service: _____

What kind of support they offer (e.g. face-to-face counselling on sexual bullying, telephone helpline for young people with any issue): _____

Rules on confidentiality: _____

Opening hours: _____

Contact details (phone, email, web): _____

Any other information: _____

Name of support service: _____

What kind of support they offer (e.g. face-to-face counselling on sexual bullying, telephone helpline for young people with any issue): _____

Rules on confidentiality: _____

Opening hours: _____

Contact details (phone, email, web): _____

Any other information: _____

Name of support service: _____

What kind of support they offer (e.g. face-to-face counselling on sexual bullying, telephone helpline for young people with any issue): _____

Rules on confidentiality: _____

Opening hours: _____

Contact details (phone, email, web): _____

Any other information: _____

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Worksheet – My plan *(Print one copy for each participant)*

My plan if sexual bullying happens to me

Think back over all of the examples of sexual bullying that you have heard about during the workshop, as well as any others that you know of or can think of, and try to decide which scenario or situation you are most concerned about (worried that it could happen to you).

Think about and write down what you would do if you were in this situation (e.g. would you tell someone? If so, whom would you tell? Why would this person be a good person to tell? Do you know how to contact this person, and if not, how could you find out?).

Sometimes when you want to tell someone that you are experiencing sexual bullying, it can be hard to know what to say or how to say it. If you have said above that you would tell someone about what was happening, write a short script or plan of what you would say here:

7.11 Wrapping up

We recommend doing this at the end of each day. The facilitators and participants should sit or stand in a circle.

On the first day (and other days before the final day):

- Ask the participants if they have any questions on the day's material;
- Follow this with a go-round, asking each participant to share:
    - One thing that they particularly enjoyed about the day;
    - One thing that they've learned from the day.

(10 mins)

On the final day:

- Ask the participants if they have any questions on the day's material.
- Spend a few minutes bringing the workshop to a close (think about what you want to achieve with these final comments – what effect do you want the closing to have on the group?). As part of this, you might wish to thank the participants for their enthusiasm and participation (hopefully this has been the case!).
- Follow this with a go-round, asking each participant to share:
    - One thing that they particularly enjoyed about the workshop overall;
    - One thing that they plan to do differently after participating in the workshop.
- Give out a Feedback Form to each participant (if you plan to do this, see Appendix C for an example).

(15 mins)

Note to facilitator: We recommend following each day with a 'debrief' for facilitators, where the peer team gets together to reflect on how the day went, any issues that arose and how these issues could be addressed better next time (this might be in relation to any aspect of the workshop, including team-working issues).

CHAPTER 8: FURTHER INFORMATION AND RESOURCES

8.1 The ASBAE project team and contacts for delivering the facilitator training

The ASBAE project has been implemented by a consortium of six partners from five different countries (the UK, Bulgaria, Slovenia, Latvia and Italy). Each partner is able to provide on-site training for young people and adults who would like to become a facilitator for the ACT workshops. If you are interested in facilitator training for young people and adults in your organisation, please contact one of the organisations below to discuss your needs and associated training costs.

LEAP (UK)

Leap Confronting Conflict is one of the UK's leading experts on youth and conflict. They work with young people and the professionals who work with young people to give them the skills, confidence and understanding to prevent the escalation of everyday conflict into destructive behaviour and violence. For 26 years, Leap has worked in partnership with young offenders' institutes, youth offending services, the police, schools and alternative education providers, and youth community groups to provide dynamic training programmes on conflict resolution, leadership, working with challenging behaviour, peer mediation, identity, prejudice and belonging, working with gangs and group offending, and preventing knife crime.

Key contact: Carey Haslam. *Email:* info@leapcc.org.uk
Website: http://www.leapconfrontingconflict.org.uk/

LEEDS BECKETT UNIVERSITY (UK)

Dr Kate Milnes, Dr Tamara Turner-Moore and Professor Brendan Gough are psychologists who work within the School of Social, Psychological and Communication Sciences at Leeds Beckett University, UK. Psychology research at Leeds Beckett University has an applied focus, and the main users of the group's research are practitioners and policymakers working in areas related to health and wellbeing, including the National Health Service, public health and local authorities, forensic services and occupational health. The group's research has made a positive impact throughout the UK, Europe and beyond. Drs Milnes, Turner-Moore and Gough's research to date reflects their commitment to understanding marginalisation, victimisation and domination, and intersections with gender, sexuality and culture.

Key contacts: Kate Milnes and Tamara Turner-Moore.
Email: k.milnes@leedsbeckett.ac.uk and t.turner-moore@leedsbeckett.ac.uk
Website: http://www.leedsbeckett.ac.uk/

DEMETRA (Bulgaria)

The Demetra Association is a Bulgarian non-governmental organisation working on women's and children's issues, with a main focus on domestic violence and discrimination. The association includes a shelter for women and child victims of violence and trafficking, and support services and consultations for victims of domestic violence. Demetra has an established reputation in the field and has developed a number of social-psychological interventions, as well as legal counselling for victims of violence and discrimination, and people at risk.

Key contact: Teodora Taneva. *Email:* demetra@unacs.bg
Website: http://demetra-bg.org/

PAPILOT (Slovenia)

The Papilot Institute for the Enhancement and Development of Quality of Life in Slovenia works to improve people's quality of life using a holistic, interdisciplinary approach that emphasises the social inclusion of people with varied needs. Their main activities are focused on the promotion of social entrepreneurship, education, training and guidance for people with disabilities, people who are unemployed, disadvantaged youth and other vulnerable groups. Papilot aim to assist these groups in finding employment opportunities and being treated fairly and equally, and facilitate their successful reintegration into the labour market and society.

Key contact: Tom Zajsek. *Email:* info@papilot.si
Website: www.papilot.si

MARTA Centre (Latvia)

MARTA Centre is a Latvian non-governmental organisation that aims to provide support to women, with a particular focus on non-citizens and migrants, women with low income and unemployed women, and female victims of human trafficking and domestic violence. MARTA Centre works to combat female poverty, female exclusion and violence against women, and to promote women's rights.

Key contact: Liene Gatere. *Email:* centrs@marta.lv
Website: www.marta.lv

PEPITA (Italy)

Pepita is an Italian social cooperative that aims to help children and young people to develop their skills and potential by means of peer education projects. Pepita has realised more than 400 training courses with teachers, trainers and parents, and more than 100 educational projects with young people. Pepita also runs summer schools, camps and theatre shows involving young people, and works with universities to conduct social surveys and research within the youth field.

Key contact: Ivano Zoppi. *Email:* info@pepita.it
Website: www.pepita.it

8.2 Useful multi-media links

Please be aware that the links below are in English.

Media clip	Link
Young people talk about sexual bullying in schools. An informative introduction to the issue of sexual bullying, this video is designed to get students thinking about what sexual bullying is, and how it can make others feel.	http://www.youtube.com/watch?v=bmKcsBJgfW0
A recorded online panel discussion at Creative Sexuality Education about sexual bullying and 'slut shaming' from five leading sexuality experts.	http://www.youtube.com/watch?v=DH0MSZyttPM
A video on confronting sexual harassment and bullying.	http://www.youtube.com/watch?v=jAMNzJbF6xM
CEOP's Thinkuknow programme provides a range of free educational resources (e.g. films, lesson plans, presentations, practitioner guidance, games and posters) to professionals working with children and young people. Their focus is on empowering and protecting young people from the harm of sexual abuse and exploitation, both online and off.	https://www.thinkuknow.co.uk/Teachers/Resources/

8.3 References and further reading

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WOMANKIND Worldwide. (2010b). *Stop sexual bullying: Preventing violence, promoting equality: Act now*. London: Author. http://www.womankind.org.uk/wp-content/uploads/2011/02/published-YP-report-Nov-2010.pdf

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APPENDICES

Appendix A: Tools to evaluate your school or educational context

This appendix includes:

- A school-level (or other educational context) evaluation form;
- A staff self-evaluation form;
- A classroom-level (or other educational group) observation form;
- A questionnaire pack for young people.

The school-level evaluation form, staff self-evaluation form, and classroom-level observation form have been adapted from Gusmano and Mangarella (2014). The questionnaire pack was developed by the ASBAE team as part of the ASBAE project.

School-level (or other educational context) evaluation form

This form provides a checklist of points to consider in relation to the wider school (or other educational) context.

- Do staff hold sexist, homophobic, biphobic or transphobic attitudes or display related behaviours?
- Does the school documentation and curriculum respect difference and diversity?
- Does the school documentation and curriculum respect different sexual orientations and gender identities?
- Do the books and educational materials address gender identity and sexual orientation in a positive manner?
- Does the school/organisation have a policy on sexual bullying and clear procedures for reporting and dealing with incidents?
- Does the school/organisation provide training for teachers/educators and other staff on bullying related to gender and sexuality?
- Does the school/organisation provide information to families on bullying related to gender and sexuality?
- Has the school/organisation carried out campaigns to raise awareness of sexual bullying and how to prevent it?
- Is there a counselling or support service within the school/organisation for young people who experience sexual bullying?

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Staff self-evaluation form

This self-evaluation form provides a checklist of points to consider in relation to your current working practices with young people.

- Do I use gender-neutral language?
- Do I treat young women and young men differently? If so, how and why?
- Do I treat young people differently depending on their presumed sexuality, gender identity and/or gender presentation? If so, how and why?
- Do I (intentionally or unintentionally) make sexist, homophobic, biphobic or transphobic comments or jokes?
- Do I challenge sexist, homophobic, biphobic and transphobic jokes and incidents?
- Do I share knowledge and promote awareness of gender and sexual discrimination, and challenge related stereotypes?
- Do I share knowledge and promote awareness of sexual bullying?
- Am I aware of the different types of sexual bullying and harassment among young people (e.g. physical, verbal, social, technology-assisted)?
- To what extent am I able to detect signs of psychological or interpersonal distress among young people (e.g. isolation, withdrawal, symptoms of social anxiety, decreases in performance, prolonged absences, etc.)?
- To what extent am I able to detect changes in the climate of the group that I work with (e.g. silences, lack of collaboration, aggression, conflict, formation of separate subgroups, etc.)?
- Am I familiar with my organisation's anti-bullying policy?
- Do I know what to do if I see or hear an incident of sexual bullying?
- Do I intervene if I see or hear an incident of sexual bullying?
- Do I know who can provide me with support in broadening my awareness and understanding of sexual bullying and in tackling incidents of sexual bullying?
- Do I know anyone who can provide me with support in broadening my awareness and understanding of technology-mediated sexual bullying (i.e. how sexual bullying can take place via smartphones and social media and networks)?
- Am I reading up on these issues?
- Do I need to request further information and education on these issues within the context of my working environment?

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Classroom-level (or other educational group) observation form

This observation form is designed to aid in assessing how young people in your classroom or other educational group are currently behaving and interacting with each other.

- Are there noticeable signs of psychological or interpersonal distress in the class or group (e.g. isolation, withdrawal, symptoms of social anxiety, decreases in performance, prolonged absences, etc.)?
- Have there been any changes in the climate of the classroom/group (e.g. silences, a lack of collaboration, aggression, conflict, formation of separate subgroups, etc.)?
- Have there been incidents of sexual bullying? If so, what form has this taken (e.g. physical, verbal, social, technology-assisted)?
- Have there been incidents of young people making sexist remarks or comments?
- Have there been incidents of bullying someone due to their gender identity or expression?
- Have there been incidents of bullying someone because they're believed to be gay, lesbian or bisexual?
- Have there been incidents in which words such as 'gay' or 'lesbian' have been used as insults?
- Have there been incidents of sexist, homophobic, biphobic or transphobic graffiti (e.g. on furniture, the board, walls, etc.)?
- Have there been reports of these types of comments or bullying happening via technology (e.g. mobile phones, social media/networks, internet forums, etc.)?

Questionnaire pack for young people

The questionnaire pack below is for young people to complete. It covers their awareness of sexual bullying; attitudes supportive of sexual bullying (e.g. sexist, homophobic and transphobic attitudes); experiences of sexual bullying; and young people's perceptions of what they're likely to do if they witness sexual bullying. You might wish to ask the young people in your school or organisation to complete this questionnaire pack before and after the ACT workshop to evaluate your initial school or other educational context and any changes following the implementation of the workshop.

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Questionnaire for young people aged 13 – 18

Please do not write your name on this questionnaire – we want you to feel comfortable enough to answer the questions. If there are any questions that you do not want to answer, do not write anything for that question.

We are interested in your thoughts on the following…

Please tick the box that is closest to your view (Strongly agree, Agree, Don't agree or disagree, Disagree or Strongly disagree). Please tick only one box for each statement. This is anonymous. We are interested in what you think, rather than 'right' or 'wrong' answers.

		Strongly agree	Agree	Don't agree or disagree	Disagree	Strongly disagree
1	It's ok to spread rumours about ex-girlfriends and ex-boyfriends if they dump you					
2	It's ok for boys to make jokes about girls' breasts					
3	Calling someone a 'sket', 'slag' or 'whore' is sexual bullying					
4	It's ok to share sexy photos of your girlfriend or boyfriend as long as you only share them with your friends					
5	Making mean comments about photos that people post online is an acceptable part of everyday life					
6	Sexual bullying always involves pressuring someone to have sex					
7	Boys messaging girls all the time about doing sexual things is a type of sexual bullying					
8	Spreading a rumour that someone is gay as a joke is sexual bullying					
9	If a boy whistles at a girl, it's like giving her a compliment					
10	Boys can't be victims of sexual bullying					

Please continue with your thoughts on these statements too…

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		Strongly agree	Agree	Don't agree or disagree	Disagree	Strongly disagree
1	Gay and bisexual men should keep their sexuality quiet					
2	Girls get offended by sexual jokes too easily					
3	Girls should make sure they always look pretty					
4	If a couple have been going out for a while, it's only natural the boy will pressure the girl to do something sexual					
5	Boys should always have a say about what their girlfriends wear					
6	If someone doesn't report being bullied, it's their own fault if it continues					
7	Straight, lesbian, gay and bisexual people should all be treated equally					
8	Boys should not dress or act like girls					
9	A boy isn't a real man until he's had sex					
10	It is up to the girl to make sure that a boy doesn't go "too far"					
11	Boys who talk about how they feel are weak					
12	Some girls and boys bring bullying on themselves					
13	Girls should not dress or act like boys					
14	It doesn't matter whether your friends are straight, gay, lesbian or bisexual					
15	If a girl sleeps with whoever she wants, it shouldn't affect her reputation					
16	If a boy likes a girl, he should let her know by touching her body					

Please look at the following situations…

For each situation, please tick a box to show how likely it is that you would respond by:

- Doing nothing (Very likely – Very unlikely)
- Joining in (Very likely – Very unlikely)
- Telling them to stop (Very likely – Very unlikely)
- Getting help from others (Very likely – Very unlikely).

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Please tick one box for Doing Nothing, one box for Joining In, one box for Telling Them To Stop and one box for Getting Help From Others.

1. Imagine that a girl takes a photo of her friend with no make-up on and posts it on Facebook. Lots of classmates then post comments saying that she is really ugly.					
How likely is it that you would ...	Very likely	Likely	Not sure	Unlikely	Very unlikely
Do nothing					
Join in (post similar comments)					
Tell them to stop					
Get help from others (e.g. friends, adults)					

2. Imagine that your male classmate tells you that he has been texting his girlfriend a lot to ask for photos of her in her bikini and videos of her undressing.					
How likely is it that you would ...	Very likely	Likely	Not sure	Unlikely	Very unlikely
Do nothing					
Join in (also pressure the girlfriend)					
Tell him to stop					
Get help from others (e.g. friends, adults)					

3. Imagine that it's lunchtime and you see a boy joking with a group of friends. A girl walks past the group and he reaches out and grabs her bottom.					
How likely is it that you would ...	Very likely	Likely	Not sure	Unlikely	Very unlikely
Do nothing					
Join in (laugh or cheer him on)					
Tell him to stop					
Get help from others (e.g. friends, adults)					

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4. Imagine that you hear that a girl in your class has had sex. Your classmates are spreading this rumour and calling her names like 'sket', 'slut' and 'whore'.					
How likely is it that you would ...	Very likely	Likely	Not sure	Unlikely	Very unlikely
Do nothing					
Join in (spread the rumour or call her names)					
Tell them to stop					
Get help from others (e.g. friends, adults)					

5. Imagine that a group of boys is teasing another boy and saying that he is 'queer' and 'gay' because they think he acts 'girly'.					
How likely is it that you would ...	Very likely	Likely	Not sure	Unlikely	Very unlikely
Do nothing					
Join in (tease him)					
Tell them to stop					
Get help from others (e.g. friends, adults)					

6. Thinking about situations 1-5, if someone was doing these kinds of things to you…					
How likely is it that you would ...	Very likely	Likely	Not sure	Unlikely	Very unlikely
Do nothing					
Do something back to them					
Tell them to stop					
Get help from other young people					
Get help from an adult					

How often has a young person or group of young people done these to you in the LAST 3 MONTHS…?

When we say 'young person' we mean someone 18 or under.
Please tick only one box for each statement (Never, Once, Rarely, Sometimes or Often).
Please answer as honestly as you can. There aren't any 'right' or 'wrong' answers.

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A young person or group of young people…

		Never	Once	Rarely	Sometimes	Often
1	…stare at your body in a way that makes you feel uncomfortable					
2	…say sexual things to you about your body or the way you look that offend or upset you					
3	…pretend to act out sexual acts in front of you that offend or upset you					

They call you mean <u>names</u> (to your face, by mobile phone or using the internet) because…

4	…of the way you dress					
5	…they think you aren't good-looking					
6	…they think you have had sex					
7	…they think you haven't had sex					
8	…they think you are lesbian, gay or bisexual					

They spread mean <u>rumours</u> about you (behind your back, by mobile phone or using the internet) because…

9	…of the way you dress					
10	…they think you aren't good-looking					
11	…they think you have had sex					
12	…they think you haven't had sex					
13	…they think you are lesbian, gay or bisexual					

They use mobile phones or the internet to…

14	…try to take a photo up your skirt or down your trousers when you don't want them to					
15	…pressure you to send sexy photos or videos of yourself to them					
16	…upload, send or show other people sexy photos or videos of you without your permission					

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		Never	Once	Rarely	Sometimes	Often
They use mobile phones or the internet to show/send you <u>unwanted</u>…						
17	…sexual jokes					
18	…pornographic photos or videos					
19	…messages about your body or what you're wearing					
20	…messages about having sex with you					
They…						
21	…brush up against you in a way that makes you feel uncomfortable					
22	…flash their bottom or private parts to you when you don't want them to					
23	…touch your breasts, chest or muscles when you don't want them to					
24	…touch your bottom or private parts when you don't want them to					
25	…make you do something sexual when you don't want to					

How often have you done these to another young person in the LAST THREE MONTHS…?

When we say 'young person' we mean someone aged 18 or under.
Please tick only one box for each statement (Never, Once, Rarely, Sometimes or Often).
Please answer as honestly as you can. There aren't any 'right' or 'wrong' answers.
YP = young person.

Either on your own or with a group of young people, how often have you…

		Never	Once	Rarely	Sometimes	Often
1	…stared at a young person's (YP's) body in a way that you knew was making them feel uncomfortable					
2	…said sexual things to a YP about their body or the way they looked to offend or upset them					
3	…pretended to act out sexual acts in front of a YP to offend or upset them					

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		Never	Once	Rarely	Sometimes	Often
Called a YP mean <u>names</u> (to their face, by mobile phone or using the internet) because…						
4	…of the way they dressed					
5	…you thought they weren't good-looking					
6	… you thought they'd had sex					
7	… you thought they hadn't had sex					
8	… you thought they were lesbian, gay or bisexual					
Spread mean rumours about a YP (behind their back, by mobile phone or using the internet) because…						
9	…of the way they dressed					
10	…you thought they weren't good-looking					
11	… you thought they'd had sex					
12	… you thought they hadn't had sex					
13	… you thought they were lesbian, gay or bisexual					
Used mobile phones or the internet to…						
14	…try to take a photo up a YP's skirt or down their trousers when they didn't want you to					
15	…pressure a YP to send sexy photos or videos of themselves to you					
16	…upload, send or show other people sexy photos or videos of a YP without their permission					
Used mobile phones or the internet to show/send a YP <u>unwanted</u>…						
17	…sexual jokes					
18	…pornographic photos or videos					
19	…messages about their body or what they're wearing					
20	…messages about having sex with them					

You have…

		Never	Once	Rarely	Sometimes	Often
21	…brushed up against a YP in a way that you knew was making them feel uncomfortable					
22	…flashed your bottom or private parts to a YP when they didn't want you to					
23	…touched a YP's breasts, chest or muscles when they didn't want you to					
24	…touched a YP's bottom or private parts when they didn't want you to					
25	…made a YP do something sexual when they didn't want you to					

Is there anything else you'd like to tell us about the topic of bullying?

_____

_____

_____

_____

Background information about you

1. How old are you? _____ years-old.

2. Are you a young woman or a young man? Please circle one of the options below:

☐ Young woman ☐ Young man

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Appendix B: Workshop planning sheets

Names of young facilitators: _____

Name of adult facilitator: _____

Date and time of workshop: _____

Location of workshop: _____-_____

Expected number of workshop participants: _____

Details about the group (age, gender, ethnicity, background): _____

_____

Purpose of the workshop in your own words (think about the discussion you had about this as part of Training Activity 1):

_____

_____

_____

_____

Complete the timetable for the delivery of the workshop in the table below. A completed example can be found in Section 7.1 of the ACT pack (the materials you need to prepare are already listed in the example in Section 7.1). Remember to include any breaks / lunch breaks, and time for facilitators to debrief with each other at the end of each day (e.g. 15 minutes).

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Day/ date	Start time	What to do / activity name	Length	Materials to prepare

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Check that the adult facilitator will prepare all of the materials in advance of the workshop.

Which facilitator is going to make sure that participants come back from breaks and lunch on time?

_____

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Plan for "welcome and introduction to the day"

Read Sections 7.2 and 7.3 of the ACT pack as a peer team.

Which facilitator is going to do the welcome at the beginning? _____

If this is you, write a script/plan for this: _____

_____

_____

_____

_____

_____

_____

How will you introduce yourself (every facilitator should introduce themselves)?

Write a script/plan:

_____

_____

_____

_____

Which facilitator is going to ask the participants to introduce themselves?

_____

Which facilitator is going to introduce the purpose of the workshop and the plan for the session?

_____

If this is you, how will you adapt the introduction in Section 7.3 to engage this group? Write a script/plan below:

Which facilitator is going to be timekeeper during this section of the workshop (closely monitor the timing and remind the facilitator running this activity when it's time to move on to the next section)?

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Plan for "ground rules"

Read Section 7.4 of the ACT pack as a peer team.

Which facilitator will run this activity? _____

If this is you, how will you introduce the ground rules / explain why we have them? Write a script/plan:

_____

_____

_____

_____

_____

_____

How will you present/share the list of ground rules and check participants' understanding? Write a script/plan:

_____

_____

_____

_____

How will you check that the participants agree with these ground rules? Write a script/plan:

_____

_____

_____

_____

How will you present/share what happens when the rules are broken and check that participants agree with this? Write a script/plan:

_____

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Which facilitator is going to be timekeeper during this section of the workshop (closely monitor the timing and remind the facilitator running this activity when it's time to move on to the next section)?

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Plan for "icebreaker"

As a peer team, read through the different icebreaking activities in Section 7.5 of the ACT pack.

Which icebreaker have you chosen? _____

Which facilitator will run this activity? _____

If this is you, how will you introduce the icebreaker? Write a script/plan:

_____

_____

_____

_____

Record the key instructions on how to participate:

_____

_____

_____

_____

_____

What is the name of the next activity? _____

How will you link to the next activity? If possible, include a link relating to the goals of the next activity.

_____

_____

_____

Which facilitator is going to be timekeeper during this section of the workshop (closely monitor the timing and remind the facilitator running this activity when it's time to move on to the next section)?

_____

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Plan for workshop activities 1 - 7 (*Photocopy these pages and complete separate sheets for each workshop activity)*

Refer to Sections 7.6 – 7.10 of the ACT pack when completing this sheet.

Name of activity: _____

Which facilitator will introduce this activity? _____

If this is you, how will you introduce the activity? Write a script/plan:

_____

_____

_____

_____

Record the key steps on how to participate:

Step number	Summary of what to do	Time for this step	Which facilitator will lead this step?

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If there are small group activities, which facilitators are going to go round the groups and check how they are doing?

_____

Which facilitator is going to close the activity? _____

If this is you…

…what key learning points do you want to make (i.e. Are there points that are covered during the activity that you want to repeat to make sure that the participants remember them? Is there a particular thing that you think participants should have learned from this activity that you want to point out to them?)? Write a script/plan:

_____

_____

_____

_____

_____

…what is the name of the next activity? _____

…how will you link to the next activity? If possible, include a link relating to the goals of the next activity.

_____

_____

_____

_____

Which facilitator is going to be timekeeper throughout this activity (closely monitor the timings for each step and remind the other facilitators when it's time to move on to the next step)?

_____

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Plan for "wrapping up" on the first day (and all days except the final day)

Read Section 7.11 of the ACT pack as a peer team.

Which facilitator is going to do the "wrapping up"? _____

First, ask the participants if they have any questions on the day's material.

Follow this with a go-round, asking each participant to share:

- One thing they particularly enjoyed about the day;
- One thing that they've learned from the day.

What final words will you say to end the day?

_____

_____

_____

_____

Which facilitator is going to be timekeeper during this section of the workshop (closely monitor the timing and remind the facilitator running this activity when it's time to end the day)?

_____

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Plan for "wrapping up" on the final day

Which facilitator is going to do the closing of the workshop? _____

First, ask the participants if they have any questions on the day's material.

What is the aim of your closing? What effect do you want the closing to have on the group? Write a script/ plan for this:

_____

_____

_____

_____

_____

Follow this with a go-round, asking each participant to share:

- One thing they particularly enjoyed about the workshop overall;
- One thing that they plan to do differently after participating in the workshop.

What final words will you say to end the workshop?

_____

_____

_____

Are you going to give out a Feedback Form to the workshop participants at the end of the workshop (see Appendix C of the ACT pack for an example)? If so, which facilitator is going to give these out?

_____

Which facilitator is going to be timekeeper during this section of the workshop (closely monitor the timing and remind the facilitator running this activity when it's time to end the workshop)?

_____

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Pre-workshop checklist

What time will all the facilitators meet before the workshop? _____

Tick when done	Action	Which facilitator will do this?
	Check for any up-to-date information about the participants (e.g. a change in the number of participants attending).	
	Check the procedure if you need to ask a participant to leave – where should you send them?	
	Set-up the room (e.g. moving chairs into a circle, moving tables out of the way).	
	Check / bring all materials (e.g. flipchart, paper, pens, PowerPoint slides, handouts, etc.).	
	Write information on flipchart (e.g. workshop plan, ground rules, activity questions) / set up PowerPoint slides on the computer.	

All facilitators should get together as a group before starting the workshop to:

- Briefly go through the plan for the day (content, timing, who is doing what);
- Make any last minute changes (if needed) to fit the group and context (e.g. if you have fewer workshop participants than expected or if one of the facilitators is ill and unable to attend).

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Appendix C: Feedback form for workshop participants

How old are you? _____ years-old.

Are you a young woman or young man? Please circle one of the options below:

☐ Young woman ☐ Young man

Please complete the feedback form on the next page. You might like to use the list of workshop activities (below) when giving your answers.

List of workshop activities

- What's sexual bullying?
- Identifying and exploring norms and stereotypes
- Questioning norms and stereotypes
- Sexting
- Effects and consequences
- Working together to stop sexual bullying
- Experiencing sexual bullying: Help and support

Which two activities did you **learn** the most from? 1. 2.
What did you learn from these two activities? (For example, have you found out something that you didn't know before the workshop? Do you have a better understanding or know more about something than you did before the workshop? Have you gained any practical skills from doing the workshop?)
Which two activities did you **learn** the least from? 1. 2.

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What did you **like** the most about the workshop? Why?
What did you **like** the least about the workshop? Why?
Did you feel comfortable joining in the activities? Why/why not?
What would make the workshop better?
Is there anything you're going to do differently because of the workshop? (Please circle your answer) Yes No If yes, what will you do differently?
Would you recommend the workshop to others? (Please circle your answer) Yes No

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Why would you recommend it / why wouldn't you recommend it?
How much of the workshop content was new to you? (Please circle your answer) None A little Quite a lot A lot
How easy was it to follow the activities? (Please circle your answer) Not at all easy A little bit easy Mostly easy Very easy
How relevant were the activities to you? (Please circle your answer) Not at all relevant A little bit relevant Mostly relevant Very relevant
Was the workshop…? (Please circle your answer) Too short Just right Too long
How good were the trainers? (Please circle your answer) Not good at all Ok Good Very good
How confident do you feel about putting what you have learned into practice? (Please circle your answer) Not at all confident A little bit confident Mostly confident Very confident
Overall, how good was the workshop? (Please circle your answer) Not good at all Ok Good Very good
Is there anything else you would like to say…?

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Appendix D: Supplementary workshop activities

This appendix includes a number of supplementary workshop activities. These activities can be used in addition to, but not instead of, the workshop activities in Chapter 7. The activities in Chapter 7 have been carefully designed to meet all of the goals of the ACT workshop, whereas the supplementary activities are narrower in focus.

You may wish to use these supplementary activities in conjunction with the delivery of the workshop activities (particularly if you feel that the group you are working with are 'struggling' to grasp the key concepts or would benefit from further exploration of a particular theme), or use the supplementary activities at a later date, as a 'booster' to the workshop.

The purpose of these supplementary activities is to:

- Reinforce key concepts;
- Aid in consolidating what participants have learned during the workshop;
- Explore particular aspects of the workshop themes in further depth using complementary learning techniques and approaches.

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Title	Five words for sexual bullying
Theme	Awareness of sexual bullying
Goals	• To check participants' understanding of what sexual bullying is. • To identify the key features of sexual bullying. • To generate a shared definition of sexual bullying.
Duration	60 minutes
Materials	• Paper and pens.

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has five steps.

Step 1 (10 mins)

The facilitator starts a discussion by asking participants what they think sexual bullying is, including what kinds of things it involves, who might be involved, and the different forms that sexual bullying can take (e.g. physical, psychological, cyber).

Step 2 (5 mins)

The facilitator should invite each participant to write down individually five points or phrases that explain what they think sexual bullying is. From this, they should then create a list of five words that summarise these points.

Step 3 (10 mins)

Participants should pair up, and each person in the pair should share their list with the other person in the pair. The pair should discuss their lists and develop a list of five words that summarises the two individual lists.

Step 4 (15 mins)

The pairs should form groups of four (i.e. two pairs in a group) and continue the process: each pair should share their list with the other pair, the group should then discuss the two lists and develop a list of five words that summarises the two pair lists. At the end of this step you will have 3 groups of 4 people and a total of 15 words.

Step 5 (15 mins)

This is the final step. Each group reads out their five words and they are compared and discussed. How similar are the three lists of words? Have the participants within and across groups come to a shared understanding of what sexual bullying is? What do the participants see as the key features of sexual bullying?

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

Comments

We suggest using the results from this activity for further awareness-raising activities, such as developing posters on sexual bullying that are to be displayed around the school or youth centre.

Title	Surviving sexual cyberbullying (for UK groups)
Theme	Sexting and tackling sexual bullying
Goals	• To reinforce that participants should always ask the sender's permission before sharing a person's personal messages/photos. • To apply what participants have learned about tackling sexual bullying to a sexual cyberbullying media clip.
Duration	45 minutes
Materials	• Computer with internet connection and a projector. • List of questions on flipchart or PowerPoint (see below).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has four steps.

Step 1 (7 mins)

Show the participants the media clip "Exposed" up to 7.03 minutes and then pause the clip.

You can find the media clip here:

http://youtu.be/4ovR3FF_6us
http://youtu.be/4ovR3FF_6us

Step 2 (15 mins)

Display the following questions on a flipchart or slide and invite the participants to discuss them:

- What do you think the girl should do next?
- What do you think the boyfriend should do next?
- What do you think her friends and classmates should do next?

Step 3 (3.5 mins)

Play the rest of the media clip.

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Step 4 (15 mins)

This is the last step. Display the following questions on a flipchart or slide and invite the participants to discuss them:

1. Who do you think was responsible for what happened to the girl?
2. What do you think about what happened next?

Note to facilitator:

Question 1: Try to encourage the participants to think about both the boyfriend and the girl's friends and classmates. For example, the boyfriend should have asked for her permission to share the photos.

Question 2: Encourage participants to think back to the ideas that they came up with in Step 2 and to consider how similar these ideas are to what actually happened. For example, did the participants' solutions involve the girl getting more support from other people?

Finish this step by highlighting that the clip ends with the girl getting support and looking a lot happier. It is important to emphasise that, although it might feel like the problems will never go away, with support, those who experience sexual bullying can overcome what happens and get on with the rest of their lives.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

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Title	Sexual cyberbullying (for Slovenian groups)
Theme	Sexting and effects of sexual bullying
Goals	• To identify the different perspectives of the people involved in sexual cyberbullying scenarios. • To consolidate learning about the emotional impact that sexual cyberbullying can have on the person being bullied. • To apply what participants have learned about protecting themselves and their friends online to a sexual cyberbullying media clip.
Duration	20 minutes
Materials	• Computer with internet connection and a projector. • List of questions on flipchart or PowerPoint (see below).

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has two steps.

Step 1 (10 mins)

Show the media clip "Spletno nadlegovanje ni zabavno. Ustavimo ga!" (1 min):

http://www.youtube.com/watch?v=n0z1pDABpy4

Display the following questions on a flipchart or slide and invite the participants to discuss them:

- Why do you think the boy modified the pictures of the girl?
- How do you think the girl feels?
- How do you think the boy feels?
- How do you think the other people in the clip feel?
- How could this situation be prevented?

Step 2 (15 mins)

This is the last step. Show the media clip "Hipster Bedanc: Ne zatipkaj si dostojanstva" (1 min):

http://www.youtube.com/watch?v=WsACnTSPWSQ

Display the following questions on a flipchart or slide and invite the participants to discuss them:

- Why do you think the boy sent his photo to the girl?
- How do you think the girl feels?
- How do you think the boy feels?
- How do you think the other people in the clip feel?
- How could this situation be prevented?

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

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Title	The suggestion box
Theme	Tackling sexual bullying
Goals	• To encourage participants to share different points of view on how to tackle various sexual bullying scenarios. • To recognise that there is no one, single 'right' way to tackle sexual bullying. • To consolidate what participants have learned about tackling sexual bullying using another learning approach.
Duration	65 - 70 minutes
Materials	• Four cardboard boxes wrapped in plain parcel paper. Write one sexual bullying scenario on one side of the box (see below for scenarios); each box should show a different scenario. • Pens.

Introduction

Briefly introduce the activity (2-3 mins).

Activity instructions

This activity has five steps.

Step 1 (2 mins)

Divide the participants into four groups and give each group a box.

Step 2 (9 mins)

Ask the participants to read the scenario on their box, discuss possible ways in which the situation could be tackled, and then choose one shared solution to write on a free side of the box.

Step 3 (1 min)

Ask the groups to rotate their box clockwise so that each group receives a new box with a new scenario.

Step 4 (30 mins)

Repeat Steps 2 and 3 until each group has written on each box (10 minutes per box).

Step 5 (20 mins)

This is the final step. Read out the four suggestions on the box for Scenario 1 and then ask the participants to discuss which idea is the best. Repeat this process for the other scenarios (5 minutes discussion per box/scenario).

Note to facilitator: You might find that participants make unsuitable or inappropriate suggestions (e.g. suggestions such as retaliating against the bully or suggestions that blame the victim in some way). These should be discussed as a group; participants should be invited to discuss the problems with these suggestions and to identify alternatives.

Closing

Briefly highlight two or three key learning points from this activity (2-3 mins). You might wish to pre-prepare one or two points, and then add an extra point on the day, tailored to what the participants say during the activity itself.

Comments

If needed, this activity can be reduced to 45 minutes by forming only three groups and using only three boxes.

Scenarios *(Print this page and cut it up so that each scenario is on a separate slip of paper)*

Scenario 1

Elenka gives her mobile phone number to a classmate, Simon, because they have been asked to prepare a seminar together as homework. Simon gives Elenka's number to his friends at handball club, and the friends decide it would be funny to send Elenka lots of text messages, including sexual invitations and links to pornographic photos and videos. Elenka finds these messages very upsetting.

Scenario 2

Gabriella had been dating Ivan for a few months, but recently decided to split up with him because he was too possessive. Since the break up, Ivan has started going up to Gabriella at school and touching her and her body as if they are still together. Gabriella has found this really unpleasant and has told him to stop, but he won't.

Scenario 3

Tom has been bullied for a while by his classmates. They kick and punch him. One day, in the changing rooms, one of his classmates pulled down his boxer shorts in front of everyone. Since that incident, his classmates have started to make jokes about his body and call him names.

Scenario 4

Maria and Giovanna see Daria at the cinema with a girl who looks like a 'tomboy'. They start to spread rumours about Daria on Facebook, saying that she's a lesbian and that other girls shouldn't get too close to her. Daria sees these messages and starts to post her own messages saying that Maria and Giovanna have had sex with nearly all of the boys in their class and calls them 'slags'. Maria's friends have started to notice that she seems upset and teachers at school have noticed that Daria seems lonely and her friends are avoiding her.