Lesson #4 Reporting

What happens when you report online sexual harassment?

13-17 years

🕐1 hour

Lesson outline:
Reporting online sexual harassment
In this lesson students will explore how they can report online sexual harassment, and who they can report to. Using role play, they will consider the challenges and barriers young people face to make a report whilst also learning more about the reporting process itself. In doing so, the lesson aims to increase reporting amongst young people by clarifying why reporting is important and the positive effects it can have on difficult situations.

Lesson objective:
To know how to report online sexual harassment.

Learning outcomes:
Students will be able to…
- Recognise the reporting routes available to them
- Understand their school/setting's reporting process
- Explore the challenges young people face in reporting online sexual harassment
- Identify the positive effects reporting can have

Vocabulary:
'Reporting'
'Advice'
'Anonymous'
'Confidential'

Before the lesson:
- Review the Teaching Guide for information about online sexual harassment and further advice on how to deliver these lessons.
- Work with the group to agree on a set of ground rules. See the Setting Ground Rules Lesson on p.4. Ensure these are clearly visible in the room.
- Refresh your knowledge of your school's reporting procedures. Speak to your Designated Safeguarding Lead (DSL) about how the school supports students who make a report.

Activity		Timing	Resources
Starter	Asking for help	10 min	
Activity 1	People and places to report to	15 min	A4 paper, pens, Blu-tack/pins
Activity 2 Option 1 or 2	Role play / Matching pairs	25 min	Option 1 – Appendix 1 Option 2 – Appendix 2
Plenary	How we make a report	10 min	Appendix 3

Revisit the behaviour expectations students agreed on in the Ground Rules Lesson (#1).
Remind yourself of the sensitive content advice on p.2-3.

Starter
⏱10 mins

It may be useful to recap the key definition and emotions associated with online sexual harassment from Lesson #2, and the ideas discussed in Lesson #3 around victim-blaming.

Ask the group:

Think of some situations or problems where it is easy to ask for help.

Think of some where it is difficult to ask for help.

Discussion questions:
Once the group have thought of a couple of each situation, lead a discussion on the following:
- What sorts of problems are easy or difficult to ask for help with?
- Why?
- What makes them difficult?
- What can others do to make it easy to ask them for help?
- How does asking for help make you feel?
- How do you feel after you have received some help?

 # Supporting students with additional needs: You may wish to provide students with a selection of relevant example scenarios to reflect on such as:
- **Asking for help with homework**
- **Asking for help if you fall out with a friend**
- **Asking for help if someone upsets you online**

Explain that the focus of this lesson is to encourage more young people to ask for help and to report instances of online sexual harassment. Highlight how important making a report is, and how reporting an incident of online sexual harassment as early as possible can make a huge difference to those involved.

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

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

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

Activity 1
⏱15 mins

Ask the group to think of people or places they could report to about an instance of online sexual harassment they either see happening to a friend online or experience themselves.

Write each reporting route on an A4 sheet of paper. If students have not mentioned any of the suggestions below, make sure to include any remaining relevant groups.

Suggestions: a parent/carer, a teacher, the police, the report function on online services, head teacher, head of year etc.

Place the signs for the different people/places you could report to around the room.

Choose a selection of the scenarios below to read aloud to the group. You do not need to discuss all scenarios. Depending on the age and experiences of your group you may feel some are irrelevant or not suitable.

Ask the students to stand next to the sign for the person/route they feel they would advise the person in the scenario to go to for help.

Explain to students that they can stand in between signs if they feel they would suggest more than one reporting route.

Scenarios:
1. "I had a friend, but we fell out, so he made a new profile with my profile picture, added all my friends on Facebook, and posted that "I am gay.""
2. "I finally sent a nude to a boy I really liked, who told me we could be such a great couple. I fell for it. The next day, my pictures were all around school."
3. "A friend of mine was in a seemingly healthy sexual relationship. He noticed things weren't okay, so he decided to end the relationship. That person then retaliated in threatening my friend about sharing nude photos. My friend felt there was no-one to turn to."
4. "Someone recorded my friend during sex and then had gone around showing it to other friends."
5. "A nude was sent and it was screenshot and posted on social media. From there, it was screenshot and posted to this group chat I was in."
6. "Someone I know posted a photo of herself and she kept getting comments to 'take her top off' or other things."

 # Supporting students with additional needs: It may be helpful for your students to have a printed copy of the scenarios you choose to focus on. Talk about each scenario with the students to ensure they understand the context. Once you have discussed who the student would report each scenario to, they could take it to/place it on the sign that shows their chosen route.

Encourage discussions around why students would suggest their chosen reporting route for each scenario. This exercise can help the group explore the positive reasons to report and understand the impact reporting can have.

Students may be reluctant to suggest reporting to teachers/educators in this exercise. This is an opportunity to explain the benefits of reporting to a particular person/ route and clarify how they could help.

Discussion questions:
To open up discussion around the different reporting options, ask the following:
- What could this person/route do to help?
- What help or support do you think they would offer?
- Why would you suggest this route over another route?
- Imagine you have reported one of the scenarios, and action was being taken to help the person/people involved. How would you feel?

You could also show students the Step Up, Speak Up! film "Who would you tell if you saw online sexual harassment?' which explains the different routes they could take to report and what happens after you make a report.

Activity 2 – Option 1
⏱ 25 mins

Split the group into pairs. Explain they will be role-playing the act of reporting and speaking out, exploring some of the fears and concerns young people may have around reporting online sexual harassment as well as the positive reasons to report.

Distribute one role play card from **Appendix 1** to each pair. Each person in the pair chooses a character. They read their role play card and identify their objective. In each role play, each character has opposing objectives linked to reporting.

As well as referring back to the ground rules the group set earlier (see p.4), when introducing the role-play activity, ensure that:
- Students understand the characters are fictional and not meant to represent anyone known to the group.
- Students understand they have been allocated a role at random.
- Students understand they have the right to opt out or not perform in front of the group if they feel uncomfortable.
- Students can write scripts or make notes if they prefer not to perform.

Allow 5 minutes for pairs to practise their role plays. Ask for 2–3 pairs to volunteer to perform their role play in front of the group. You can stop the pair at key moments and prompt discussion from the rest of the group.

 # Supporting students with additional needs: You could role play the act of telling a teacher about seeing something upsetting online. To ensure the 'distancing' technique in the role play is still employed, the students could pick a different persona for themselves and their teacher/ learning assistant.

Discussion questions:
For each role play, prompt discussion using the following questions:
- Who are these characters and what is their relationship to each other?
- What clues do we get from each character about how they are feeling? (both verbal and non-verbal)
- What advice would you give each character at this point?
- What do you think the characters could do or say next? (The students could take these suggestions on and try them out through the role play.)
- How are these characters feeling? Can you sum this up in one word?
- How does the scenario end? If it doesn't have a positive outcome, what else could have been done and said to resolve it?

During the role play, ask the audience to record the 'for' and 'against' arguments for reporting they hear from the characters.

After observing each role play, ask the group if they have been convinced that reporting can help in each scenario. You could take a vote by a show of hands and discuss their reasons further.

🔔 If you feel the role play activity is not appropriate to run with your students, divide them into small groups and use the case studies from each role play to explore in more detail, using the discussion questions. Alternatively, you may wish to use Activity 2 – Option 2.

Reporting Harmful Content Online portal

REPORT HARMFUL CONTENT reportharmfulcontent.com is a service designed to:
- Provide information on sites' and services' community standards
- Give advice on how to report problems online
- Mediate where appropriate or explain why content hasn't been removed
- Provide assistance in removing harmful content from platforms

They provide an online tool that guides you through the reporting processes of different sites and services, offer a way to escalate a report if you feel you have not received an adequate response and offer appropriate advice.

Educator's note: Whilst facilitating and watching the role plays, take a note of any worries students have in regards to reporting. Some common worries young people may have about reporting are shown below:

Worries about reporting	How it should work
If you tell a teacher they will gossip about you in the staffroom with their colleagues	Teachers should always put young people's safety and well-being first. They should not share private information with people who do not need to know. If a student tells a teacher something they feel is putting the student or another student at risk of harm (a disclosure), they have a duty to inform the staff member who is trained and responsible for young people's safety – the Designated Safeguarding Lead (DSL). The DSL will then probably speak to the student who made the disclosure, and may have to involve a small number of other people, for example, the head of year or the students' parents. It depends on the type of report made. If students feel staff are telling other people about your report, they can also report this to a different staff member.
If you tell a teacher/ trusted adult, everyone will find out about it.	Teachers should always put students' safety and well-being first. They should never talk to other students about someone else's report unnecessarily. The teacher may also need to involve a small number of other people, for example, the head of year or the students' parents. If other students have been involved in the incident they would probably need to speak to them too. It depends on the type of incident. They should not involve other students who have no connection to the incident.
If you report someone on social media they will know who did it	Reporting on social media is anonymous. If a report is made, the person being reported may receive an alert if a comment, photo or their account needs to be taken down, but that alert/notification will not tell them who made the report.
If the police become involved they will put someone in jail for taking and sharing nude images.	If it's possible a law has been broken, the police should always be alerted. The police have a duty to investigate when there is reason to believe a law has been broken. They would consider all the other factors that affect the situation before deciding how to handle it. They might decide the school can handle it themselves. The police have publicly stated that they are not seeking to criminalise young people for this type of behaviour. They want to offer support and guidance, and to ensure that any young people involved are being protected. Rather than going to jail, it is more likely that they would first give warnings to those involved, especially if it was the first time something like this had happened. Please see p.14 of the Teaching Guide for information on relevant UK legislation.
If I report to the school or to the police, I could get in trouble myself.	Reporting unacceptable behaviour is a positive thing to do, regardless of who does it. By making a report, a student has shown they want to be part of the solution, not the problem. If a student had contributed towards the unacceptable behaviour, but then realised it was not okay and made a report, the school/police will acknowledge that. Whilst they may still be given a warning about their previous behaviour, and there may still be some consequences, (e.g if a law has been broken) by making the report, the student has already started to help make things better.
If I report to the school, my parents or the police, they won't believe me and they will think I'm lying.	If a student makes a report, the school/police should investigate this and follow it up. It helps to have evidence e.g. a screenshot of a comment. The school/police should not assume students are lying before finding out more about the situation. If parents/carers think their child is lying, their child can speak to someone at school. If students ever feel like they are not being taken seriously, they can report again and ask to speak to a different person.
There's no point in reporting. It's already out there and it won't change anything.	There are lots of good reasons to report; speaking to someone might make people feel better, they may be able to get help to remove upsetting content, and whoever carried out the harassment can be spoken to and shown why they shouldn't do it again. It can also help to stop it getting any worse, and from happening to someone else too.
If I make a report, my phone or laptop will be taken away.	Teachers do not want to confiscate personal devices without a good reason. Instead, they may ask to work with students to help delete or report upsetting content. The police do not want to confiscate personal devices without a good reason, for example, they may need it for evidence. They should be able to give a rough estimate when they can return any personal devices.

It's important to address any worries that arise throughout the role-play.

You may be able to refer to them during the lesson or feel it's more appropriate to find another time to discuss them in more detail. Whichever method you choose, take a note of them and pass these on to your Designated Safeguarding Lead. This could form the basis of further work in school to raise awareness around reporting.

🔔 For advice on how to handle difficult questions or sensitive issues, see point 9. on p.11 of the Teaching Guide.

After the group have watched 2 – 3 other role plays, bring all students together to come 'out of role'. Use a physical action to represent this, such as 'shaking off' the role or 'stepping' out of the characters' shoes.

Conclude each role play by asking the group to think of 3 key pieces of advice for each scenario.

Give the group a clear statement on the school's safeguarding procedure, including who the Designated Safeguarding Lead is, and what their role is.

Highlight to students that they can report to any adult in school they feel comfortable with and that adult may then need to work with the DSL to help offer the best support and advice possible. Ensure students understand that regardless of who they tell, reporting will make a big difference to those affected.

••• **Further challenge:** How can we encourage bystanders to be 'up-standers' and report unacceptable behaviour online?

Activity 2 – Option 2
🕐 25 mins

This activity is an alternative to Activity 2 – Option 1. It focuses on clarifying the reporting process in your school or setting.

This activity can be run in a number of different ways:
1. Using **Appendix 2,** give each student one card at random– either an 'IF' card or a 'THEN' card. Ask students to discuss and compare their cards with each other until they find the person with the corresponding card.
2. In groups of 5 or 6, hand each group a set of cards, and ask them to match the IF cards with the corresponding THEN cards.

\# **Supporting students with additional needs:** You may wish to choose a smaller selection of IF and THEN cards (5 or 6) and work through them by physically connecting them together and reading them aloud.

The cards in **Appendix 2** refer to best practice safeguarding procedures that schools should already follow under government guidance including:

- Keeping Children Safe in Education – Department for Education
- Sexual violence and sexual harassment between children in schools and colleges – Department for Education
- Sexting in schools and colleges: Responding to incidents and safeguarding young people – UKCCIS (UK Council for Child Internet Safety)

📎 **Educator's note:** Safeguarding processes may differ from school to school so it is important to read through **Appendix 2** carefully and check whether or not they apply to your school/setting.

If you feel some statements do not apply, or would not be handled in the way suggested, it is best not to use them in the activity. Some blank cards have been provided if any cards need adapting to suit your school's procedures.

For advice on how to implement an effective whole school policy around online sexual harassment, please see the School Guidance document in this toolkit.

Ask for some pairs to explain their cards and discuss why they match.

This is a point where misconceptions about the reporting process may arise. Show the group the correct answers and focus on any statements that caused confusion. You may feel it would be helpful to find another time to discuss them in more detail. Take a note of any misconceptions and pass on to your DSL – it may be useful for them to be aware.

To sum up this activity, give the group a clear statement on the school's safeguarding procedure, including who the Designated Safeguarding Lead is, and what their role is.

Highlight to students that they can report to any adult in school they feel comfortable with and that adult may then need to work with the DSL to help offer the best support and advice possible. Ensure students understand that regardless of who they tell, reporting will make a big difference to those affected.

Plenary
🕐10 mins

Give each student a copy of **Appendix 3**.

Discuss **Part A** with the group and ask students to record their thoughts. Ask for students' suggestions for **Part B** and ensure they have the correct information around the school's reporting procedures, including names, room numbers and available times.

Separate Part A and Part B. Collect in Part A – you could share these with your DSL. Encourage students to keep Part B to refer back to.

Further challenge: This activity can be extended by reflecting on the points in Part A as a group and creating a list of suggestions to present to your Senior Leadership Team. The reporting flowchart in Part B could be turned into a poster to display around school.

Role play #1

Character 1: You are a **teacher** at school, and a student comes and tells you about a friend of theirs. The friend keeps getting really sexual messages and requests to do sexual things from a certain group at school and its making them feel really anxious.

Objective: Find out the identity of the friend and persuade Character 2 that they and their friend will not get in to trouble if they come to you for help. Find out why their friend doesn't want to come and talk to you.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #1

Character 2: You are a **friend** of someone who keeps getting really sexual messages and requests to do sexual things from a certain group at school. You've tried to convince them to tell someone, but they feel anxious about it and don't want to. You feel you have to help them, but don't want to get you or them in trouble.

Objective: Speak to a teacher and find out what advice you can give your friend. You're not sure if you should reveal your friend's identity.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #2

Character 1: You are a **friend of Character 2**. You are round at their house, both looking through social media when you come across someone mentioning your friend in an indirect way, suggesting they are someone who is 'easy' and says yes to any request for a sexual act.

Objective: Persuade Character 2 to do something about the comment. You want to report it to the app, but your friend says the person who posted it might know it was you.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #2

Character 2: You are a **friend of Character 1**. They are at your house and you are looking through social media together when you come across someone mentioning you in an indirect way, suggesting you are someone who is 'easy' and says yes to any request for a sexual act. Even though it doesn't mention you by name, you're fairly sure it's about you. You want to ignore it, but your friend thinks you should report it.

Objective: Speak to your friend about the comments. You're not sure if the person who posted them would know who reported them if you do it through the app.

! **Things to think about:** Who are you, where are you and why are you there?

Role play #3

Character 1: You are a **teenager**. You got sent a nude photo in a group chat. You suggest that people shouldn't share it on, but nearly everyone disagrees and makes fun of you. Privately, you think you should tell an adult, but don't want your friends to think you're a snitch. You think one other person, **Character 2**, on the chat might agree with you.

Objective: Persuade Character 2 that you should tell an adult about the photo. You're not sure who yet, but you think you might tell a teacher you get on well with.

> **!** **Things to think about:** Who are you, where are you and why are you there?

Role play #3

Character 2: You are a **teenager**. You got sent a nude photo in a group chat. You see **Character 1** suggest to the group that people shouldn't share it on, but everyone else disagrees and makes fun of them. You don't share it on, but you don't stick up for Character 1 either, because you didn't want to be called a snitch too. You're not sure if you should tell someone about the photo, as you've heard a photo like that might break the law.

Objective: Speak to your friend about what's happened. You are really unsure about reporting and don't want to tell anyone.

> **!** **Things to think about:** Who are you, where are you and why are you there?

Role play #4

Character 1: You are a **teenager**. You're at home when your older brother/sister shows you a profile where people in your year, including you, have been rated on how attractive they are. You are really embarrassed, as the photo has emojis and text over it pointing out parts of your body. Your brother/sister is about to go and tell your parents about it but you're worried about telling them.

Objective: Speak to your brother/sister about the profile. You don't think telling your parents is a good idea.

> **!** **Things to think about:** Who are you, where are you and why are you there?

Role play #4

Character 2: You are **the older brother/sister** of Character 1. You find out about a profile where people in your younger brother/sister's year, including your brother/sister, have been rated on how attractive they are. You think your parents should know about it as they could help.

Objective: Persuade your sibling you should tell your parents about the profile. Try to explain why you think they should know and what they could do to help.

> **!** **Things to think about:** Who are you, where are you and why are you there?

Role play #5

Character 1: You are a **teenager**. Your ex-boyfriend/girlfriend has been threatening you, saying that they'll share sexual gossip and rumours about you unless you buy them a new pair of trainers. Your mum/dad sees you are upset, and you tell her what's been going on. He/she is really supportive, and wants to go the police, but you don't want to, because you're worried about the gossip.

Objective: Speak to your parent about what's going on. You don't think reporting to the police will help.

> **!** **Things to think about:** Who are you, where are you and why are you there?

Role play #5

Character 2: You are the **parent** of a teenager. You see that they are upset, and you find out that their ex-boyfriend/girlfriend has threatened that they'll share sexual gossip and rumours about them unless they buy them a new pair of trainers. You want to support and protect your child. However, you think the threats break the law, and want to go the police for help.

Objective: Persuade your child that going to the police is the right thing to do. You know they are scared, so try to explain why you need their help.

> **!** **Things to think about:** Who are you, where are you and why are you there?

IF…	THEN…
If you report to a teacher at school, they have a duty to tell…	…the person in school named as the Designated Safeguarding Lead
If you tell a teacher something in private…	…they should not laugh at you or make you feel embarrassed.
If you report something to a teacher, they should not tell everyone at school, they should…	… only speak to people who have to know e.g the Designated Safeguarding Lead, parents, head teacher, social workers but it depends on the situation.
If you are worried about your friends or classmates finding out you made a report…	…tell this to a trusted adult. They can't guarantee your friends/classmates won't find out but they can help you to manage that situation.
If you are worried you are to blame…	…don't let that put you off reporting. By coming forward you will already be helping to make that situation better.
If the school need to contact your parents about a report you made, they should…	…talk to you about why they need to do that and offer both you and your parents support to make the situation better.
If the school think a law has been broken, they have a duty to…	…inform the police. The police might need to come in to school to speak to those involved. Students can ask to have another adult in the room with them if that happens.
If you make a report to a teacher…	…you should be taken seriously, supported and kept safe.
If you want to report something that didn't happen at school, or involves people from outside of school…	…you can still report it to a teacher at your school.
If you report something that is personal to you…	…you should not be judged for it. Teachers are only interested in making sure you are safe and helping you move forward.
If you report a nude image to a teacher…	…they should not look at the photo. In most cases, the image will not be viewed. There may be times when this is unavoidable, eg: • In order to stop further harm to a child • In order to help a child/parent report it, or report it for them • The image has been found on a school device/network
If you make a report on a website, app or game…	…you can also report it to someone at school. They can help you to feel better and give you further advice.
If you are worried a teacher won't understand the situation…	…remember that they are there to help you and should listen to you to be able to understand the problem.
If the police need to speak to anyone in school…	…students should be able to ask for another adult to be present too.
If something is already online…	…it can still be helpful to report so that you can talk to someone about how you feel.

IF…	THEN…

One thing you think is good about the way our school supports students who make a report:

What would make you feel more confident and comfortable to make a report in school?

If I think I need to report an incident of online sexual harassment, I will:

If I ever need to talk to a member of school staff about something going on online I will speak to:

_____

_____

I know they'll be free at this time:

_____

And I'll find them in this room:

_____

The (DSL) will speak to me about my concerns or worries. They will probably also speak to my parents/carers and can help me to speak to them too. We will think of a solution together.

That member of staff will make a note about what I tell them. For further help, they will speak to:

_____

(who is our school Designated Safeguarding Lead or 'DSL' for short)

If more help is needed, or a law might have been broken, the DSL might contact social services, other children's services or the police. I will be supported by the school at all times.