

Sexual Harassment & Stalking

Knowledge, Skills & Actions

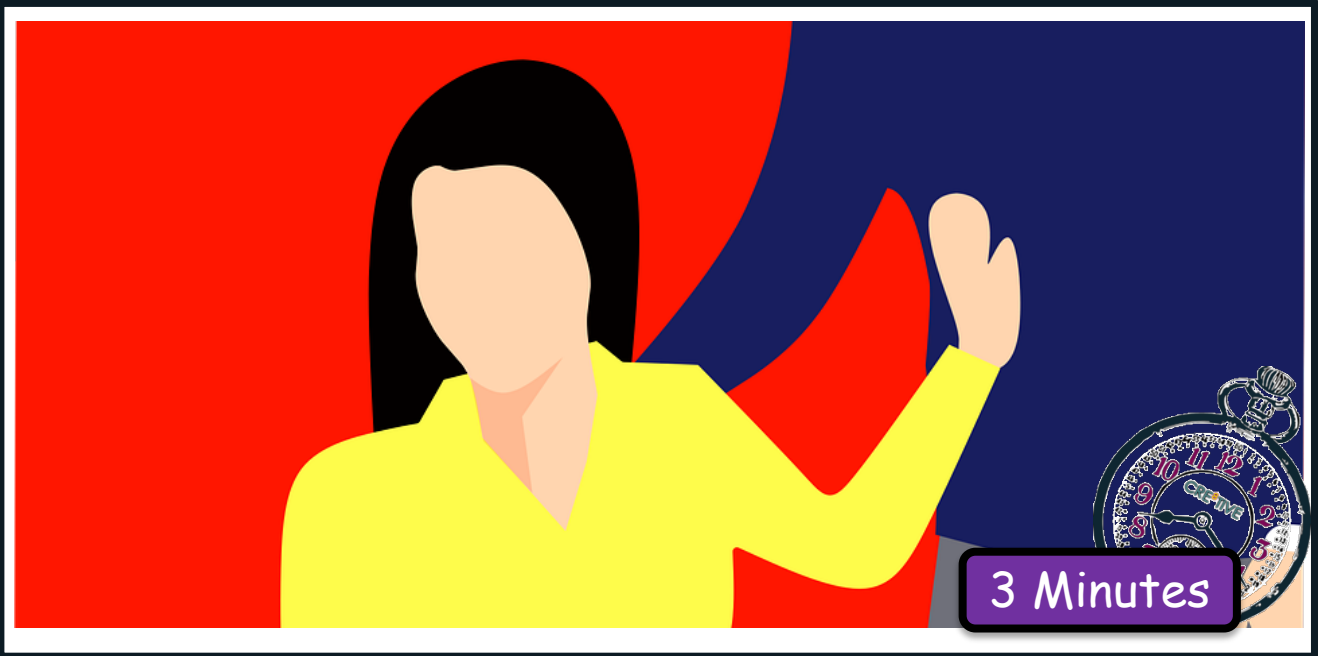
To define the terms stalking and harassment

To explore the differences between flirting and sexual harassment

To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)

New Vocabulary

Stalking, Criminal, Equality Act, Discrimination, Protection from Harassment Act 1997



3 Minutes

In pairs, discuss the following questions:
what does the term flirting mean?
What does the term harassment mean?
What does the term stalking mean?

You have 3 minutes

Go to the front section of your booklet and complete a base line assessment of how confident you feel about the topics below.

ASSESSMENT FOR LEARNING



NOT
CONFIDENT



CONFIDENT



VERY
CONFIDENT



BASELINE CONFIDENCE CHECKER

BEFORE THE LEARNING	1	2	3	4	5	6	7	8	9	10
I can define stalking and sexual harassment										
I know how the law responds to stalking and harassment										
I know the differences between flirting and sexual harassment										

2 Minutes

	DID?	MIGHT?	COULD?	CAN? / WILL?	IS? DOES?
	SECOND				
HOW?	FIRST				
WHAT?					
WHERE?					
WHO?					
WHY?					



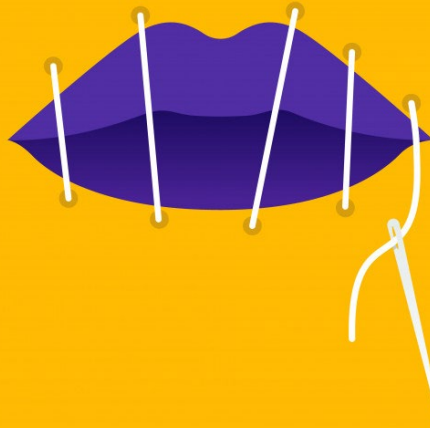
Task: Discuss in pairs and using the grid above come up with three questions about the image. You have 2 minutes.



STOP Harassment & Bullying



**STOP SEXUAL
HARASSMENT**



SPEAK OUT

Against Harassment and Bullying

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment

STOP Harassment and Bullying

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature that tends to create hostile or offensive work environment.

Task:

In pairs, discuss
What are the messages
in these campaign
posters?
What do they not
show?

You have 3 minutes

There will be a small
class discussion after

Sexual Harassment in the work place

KEY ASPECTS OF THE LAW

Sexual Harassment is a form of unlawful discrimination under the *Equality Act 2010*

It is a crime to expose yourself to another person in public.

Sexual harassment is unwanted behaviour of a sexual nature which:

- ☐ Behaviour that makes someone feel intimidated or offended, related to their sex.
- ☐ Showing an employee or co-worker unwanted attention.
- ☐ Spreading malicious rumours.
- ☐ Treating an employee or co-worker unfairly.
- ☐ Regularly undermining a competent employee or co-worker.

THE LAW
EXPLAINED

Task: Independently read the above. You have 3 minutes.

Harassment and the law

KEY ASPECTS OF THE LAW

Protection from Harassment Act 1997

Behaviours include:

Repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.

Types of harassment covered by the law

- *Individual Harassment (A specific victim is being targeted)*
- *Harassment by proxy (Your friends and family are being stalked to get at you)*
- *Collective Harassment (Groups of people are being harassed)*

Protection from Harassment Act 1997

THE LAW
EXPLAINED

Task: Independently read the above. You have 2 minutes.

Flirting or Sexual Harassment

Sexual Harassment



Flirting



Task: You are now going to consider the difference between sexual harassment and flirting. You will need to put the statement into the correct area. Your teacher will then host a class discussion. You have 7 minutes.

UNSURE

Is wanted attention

Is unwanted attention

Makes you feel awkward

Feels degrading

Is fun for both people

Feel trapped and you cannot escape

Is legal

Is complimentary

Feels ok and nice

Is non-threatening and feels equal

A power imbalance

Feels bad and negative

Is fun for just one person

Is one-sided

Is illegal

Can ruin self esteem of receiver

Stalking & Harassment

KEY ASPECTS OF THE LAW

*The Protection of Freedoms Act 2012 created two new offences of stalking by inserting new sections in the **Protection from Harassment Act 1997**.*

Acts which can be associated with stalking:

- (a) following a person,*
- (b) contacting, or attempting to contact, a person by any means,*
- (c) publishing any statement or other material relating or purporting to relate to a person, or purporting to originate from a person,*
- (d) monitoring the use by a person of the internet, email or any other form of electronic communication,*
- (e) loitering in any place (whether public or private),*
- (f) interfering with any property in the possession of a person,*
- (g) watching or spying on a person.*

Section 24 (2) of the PFA 1997

THE LAW
EXPLAINED

Task: Independently read the above. You have 3 minutes.

Stalking & Harassment

KEY ASPECTS OF THE LAW

- ☐ *Harassment can carry a maximum of six months' imprisonment and/or a fine;*
- ☐ *Stalking can carry a maximum of six months' imprisonment and / or a fine.*
- ☐ *Fear of violence involved with the harassment or stalking can carry a maximum of ten years' imprisonment and/or a fine.*
- ☐ *If a person is acquitted the courts can still apply a restraining order.*

Domestic Violence, Crime and Victims Act 2004

Protection from Harassment Act 1997

Crime and Disorder Act 1998

THE LAW
EXPLAINED

Task: Independently read the above.
Complete the Key Aspects of Law box in
your booklet. You have 5 minutes.

I'm Terrified My Stalker Will Kill Me | This Morning



Play video

Task 1: Watch the 6 minute video



How do I feel about this? What don't I like about this? What do I like about this?

FEELINGS

Can something be done? New ideas? What are the solutions/suggestions?

CREATIVITY

What thinking is needed? next steps? Where are we now

THINKING

Male being stalked by a female Obsessed bus passenger who developed a terrifying infatuation with him

Task 2: Pick one or two colours and answer all the related questions in a discussion with a new person in the classroom you have not spoke to this lesson.

Discussion - you have 4 minutes.

SUPPORT & HELP

Task: Complete the mind map at the bottom of your booklet answering the question. You have 5 minutes

What should you do if
you are getting
unwanted attention?

TELL THEM TO
STOP!
BE ASSERTIVE WITH
THEM

Record the behaviour, take
screen shots, collect
evidence

Romeo and Juliet are a new couple after linking for a few months. When they are alone they like to kiss, both enjoy it .Romeo really wants to do more than just kiss and so the next time they're alone together, he tries to slide his hand under Juliet's blouse. She pulls it back down and says, "No," but keeps kissing Romeo.

After a short while he tries again, and Juliet gives the same response. Romeo then tries to slide his hand up her leg . Juliet pushes him off, stops kissing him, and says, "I'm going home" and leaves

Task

Discuss this scenario in pairs, read it and discuss the questions. You have 5 minutes.

- 1) Is this sexual harassment?
- 2) Why is consent important?
- 3) What advice would you give Romeo and Juliet?

Murdered by her stalker - BBC Stories



Play video

**Impact of stalking on the Victims -
Importance of seeking help and supporting
victims**

Task 1: Watch the video

Task 2: Pick one or two colours and answer all
the related questions in your pairs.



**What thinking
is needed? next
steps? Where
are we now**

THINKING



**How do I feel about
this? What don't I
like about this?
What do I like
about this?**

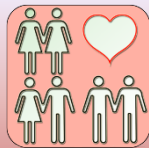
FEELINGS



**Can something be
done? New ideas?
What are the
solutions/
suggestions?**

CREATIVITY

LEARNING OUTCOMES



STOP!



Let us review our learning outcomes for this lesson
Knowledge, Skills & Actions

PAIR & SHARE

ASSESSMENT
FOR LEARNING

Confidence Checker



AFTER THE LEARNING	1	2	3	4	5	6	7	8	9	10
		NOT CONFIDENT				CONFIDENT			VERY CONFIDENT	
I can define stalking and sexual harassment										
I know how the law responds to stalking and harassment										
I know the differences between flirting and sexual harassment										



Complete the confidence checker of where you think you are at for this lesson (Discussion or complete sheet)



3 Minutes



I'm not confident at all



I'm getting more confidence



Confident



Very confident



Super confident

IMPORTANT
INFORMATION

SEEKING SUPPORT

Enjoy the lesson, Challenge
your perceptions and
understand how to seek
further advice and support

IMPORTANT
INFORMATION



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT
WE WOULD ADVISE ONE OF THE BELOW:

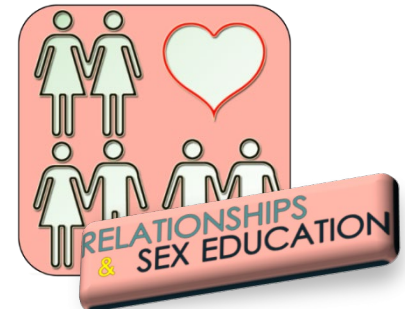
SPEAK TO YOUR PARENTS/GUARDIANS OR HEAD OF YEAR,
TRUSTED ADULT OR FRIEND IF YOU HAVE ANY CONCERNS ABOUT
YOURSELF OR SOMEONE YOU KNOW - IT IS ALWAYS IMPORTANT TO TELL SOMEONE!



VISIT THE BROOKE WEBSITE <https://www.brook.org.uk/> FOR ADDITIONAL SUPPORT ON SEXUAL HEALTH
AND WELLBEING FOR UNDER 25s

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND
HERE:

- ❑ <https://www.gov.uk/government/ministers/minister-for-women-and-equalities--3> Minister For Women and Equalities UK Gov Website
- ❑ <https://www.acas.org.uk/index.aspx?articleid=6078> ACAS
- ❑ <https://www.victimsupport.org.uk/crime-info/types-crime/sexual-harassment> Victim Support Website
- ❑ <https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/how-to-report-rape-and-sexual-assault/> Met Police Website for Reporting Sexual assault and Rape



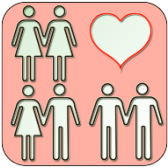
2 Minutes



SIGNPOSTING
SUPPORT

HELP & SUPPORT
SERVICES

FURTHER
INFORMATION



"Sexual harassment mainly happens to girls, boys like the attention"

Talking points

I think that ...
 I don't think... is right because...
 My opinion is...
 I would argue the same because...
 I disagree with... because
 Building on what
 An alternate way of looking at this is...
 I sort of agree, however....
 In my view...
 I would challenge what... said because ...

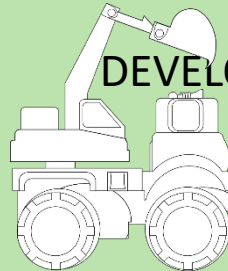
AGREE



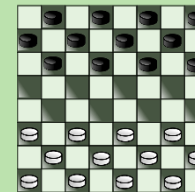
DISAGREE



DEVELOP



CHALLENGE



ALTERNATE
IDEA



REFLECTION PLENARY

I know if I need further support or help I could speak to.... or contact...

Before I could/would say and do ... but now I feel I am able to say

Before I only knew ... now I also know ...

I supported others by...

One thing I didn't realise was... now I know that...

The key words for this lesson are...

I always knew ... but now I can see how it connects to...

The most important thing I have learnt today is...

I'm really proud of the way I have...

I used to feel ... but I now feel ..

I would like to learn...

A question I would like to ask is...

Before I thought that ... but now I realise..

One assumption of mine that was challenged was...

Today I have tried to...

Next lesson I would like to..

Before I would have done... Now I will ...

Before I would have said ... but now I will say...

A problem I overcame today was...

2 Minutes

