

# Year 7 Training



SHAPE: being safe and feeling safe

This SHAPE training pack is designed for year 7 students (children aged 11-12). The Year 7 training pack identifies the ways in which students may encounter or experience sexual harassment in their everyday lives.

# **SHAPE (Sexual Harassment Awareness Programme for Everyone): YEAR 7**

The year 7 training pack is focused heavily on the basics of the most common forms of sexual harassment. We will additionally explore online activities and the idea of unwanted advances and saying no and how these make us feel. As the year group progresses through the programme these ideas will be developed further along the 8 key topics of the programme. Hopefully, this encourages some helpful discussions. The PowerPoint to share with students will be shared with teachers prior to the class through the school.

## **What is included in this training pack:**

- Introduction
- Year 7 syllabus
- The teacher version of the PowerPoint with slides, notes, [discussion ideas](#) and [activity ideas](#)
- The SHAPE Year 7 Resource Leaflet
- Conclusion
- Whole programme syllabus

## **How to use the training pack:**

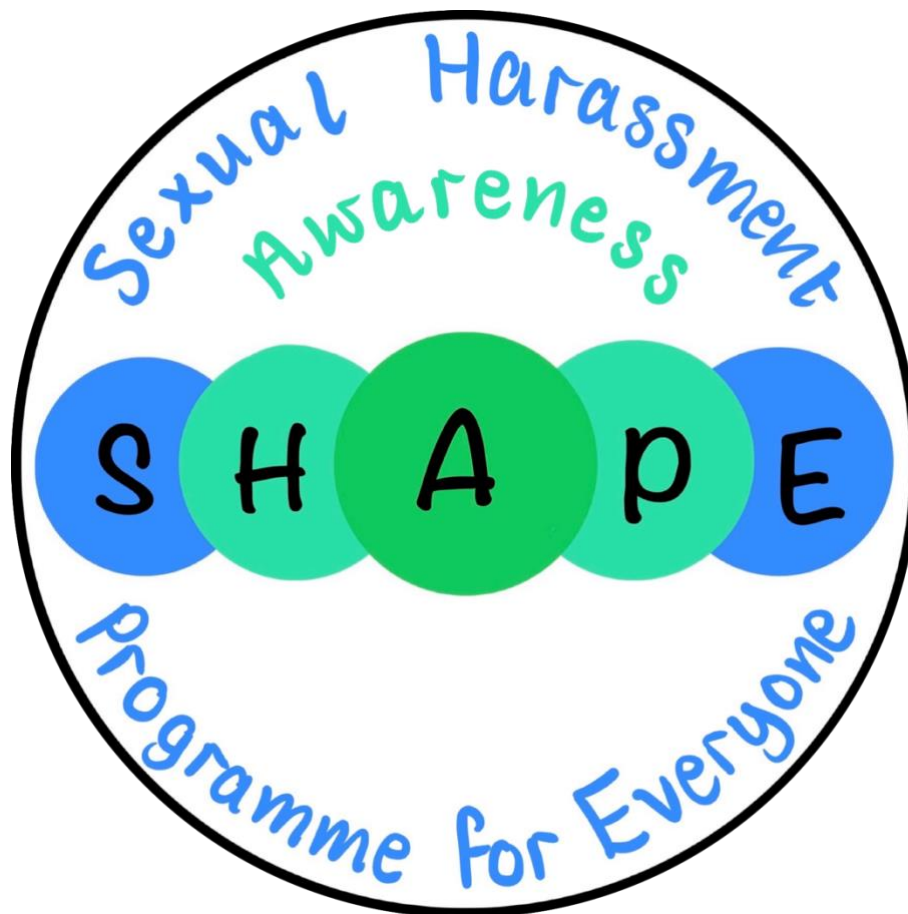
Before you begin, make sure the class is aware that you will be discussing sensitive topics and that if it is too upsetting, they are able to leave. Additionally, you should also discuss confidentiality.

Each slide has notes underneath it with ideas of activities that you and your class can participate in.

- [Activity ideas](#) will be highlighted in green with suggested times for each activity. Do not feel like you have to stick too closely to these timings, as some may lead to more engagement than others. Judge these times depending on your class and how they react to the information and topics!
- [Discussion ideas](#) will be highlighted in blue, again these will have suggested times but do not feel the need to stick to these! Some may not be appropriate for your class, and some may be brought up in discussions from previous slides.

The main goal is to start a discussion about Sexual Harassment as well as give them resources for people to contact if they have any questions or want to talk about their experiences.

At the end of the training pack is a printable/copyable version of the Year 7 Resource Leaflet. This includes helpful resources that you can show your students if discussions are slow or difficult as well as if students ask questions you are not sure the answers to. Additionally, there are resources that you can direct them to at the end by saying if students do not feel comfortable talking to you there are websites and contacts out there. One we would recommend highlighting for year 7s is the Childline's article on how to talk to a trusted adult [<https://www.childline.org.uk/info-advice/bullying-abuse-safety/getting-help/asking-adult-help/>].



## YEAR 7 SYLLABUS

Topics	Learning Objectives	Discussion Points	Activities
Understanding Sexual Harassment	Ensure that they leave the session understanding what sexual harassment means.	Their understanding of Sexual Harassment. Different types of Sexual Harassment	Asking students anonymously if they have ever felt uncomfortable or been harassed.
Catcalling	Ensure that they understand what catcalling is and that it is unacceptable.	Discuss what catcalling means and their understanding of it. Talk about how catcalling would make someone feel.	
Slurs and hurtful language	Make sure that it is clear that language like this is not tolerated.	Discuss how even though they might hear people using this language, it doesn't mean that they should.	
Online abuse and safety	Make sure that it is clear that online activities can be fun, but they need to stay safe and be respectful.	Discuss online gaming and language that they may have heard or experiences that they have had online.	Think of some of the phrases the students may have heard while gaming. There are some on the slides as well. Talk about whether they would say these in person to their friends.
Unwanted advances/ touching	Make it clear that they always have the right to say no.	Consent and their understanding of this.	
Being Followed	Introduce what being followed means and how to stay aware of your surroundings.	Discuss ways of ensuring that everyone gets home safely.	

# Year 7 Training



SHAPE: being safe and feeling safe

## What is Sexual Harassment?

Sexual harassment occurs when a person engages in unwanted conduct of a sexual nature that has the purpose or effect of:

violating  
someone's  
dignity

or

creating an intimidating, hostile,  
degrading, humiliating or  
offensive environment for them.


Sexual harassment is unlawful under the Equality Act 2010.

<https://www.equalityhumanrights.com/sites/default/files/sexual-harassment-and-the-law-guidance-for-employers.pdf>

**Discussion:** Ask students before beginning if they have any ideas of what sexual harassment entails.

Then discuss the clear definitions that will appear - easy definition for year 7s to understand - sexual harassment is any behaviour of a sexual nature that makes you or someone else feel uncomfortable. (Shouldn't take any more than *5 minutes*)

Make it clear that sexual harassment does not have a gender.



Can you name some types of sexual harassment?

**Discussion:** Answering the question on the slide.

**Activity:** some activity ideas could be mindmapping on a white board or discussing in groups and coming back together, could be a simple raise your hand activity. (shouldn't last for any longer than a *few minutes*.)

# Types of sexual harassment

1

Catcalling

2

Misogynistic and homophobic slurs

3

Online abuse

4

Unwanted advances/  
touching

5

Being followed

6

Staring

7

Groping

8

Sexual language

**Activity idea:** get everyone in the room to close their eyes. (This activity and its results should remain completely anonymous) Read out the questions below, and ask people to raise their hands for yes and keep their hands down for no. Make a note of how many hands go up - don't comment on who does raise their hand or not - although if more boys put their hands up or no boys put their hands up these could be good discussion techniques, but do not call out specific people. Talk about percentages of the class - if nearly everyone put their hand up for one of the questions discuss this! Talk about people who didn't put their hands up, did they have people around them putting their hands up?

Questions to ask:

Have you ever felt uncomfortable when your friend or classmate has made a joke?

Have you ever felt unsafe on your way to school?

Do you think you would know what to do if you experienced any of these things?

Have any of your friends ever confided in you about these things?



# Catcalling

What is catcalling?

**catcalling** noun

Save Word

cat-call·ing | \ ˈkɑt-, kɑ-lɪŋ \

**Definition of catcalling**

**1** : the act of shouting harassing and often sexually suggestive, threatening, or derisive comments at someone publicly



**Discussion:** Ask the class if they know what catcalling is. Have a discussion; if any students feel comfortable sharing their experiences, then encourage the discussion, but if not then discuss some hypothetical examples or experiences.

An add on to this discussion is the emotions that people feel when they have experienced these scenarios. Though the students may think that it is okay to say some of these things, it can make people feel unsafe and uncomfortable.

# Catcalling

Do you think that catcalling is a compliment?

How do you think being catcalled would make you feel?



**Discussion:** Talk about these questions either as a class or in groups and then come together and talk about findings. (Should take between *5 and 10 minutes* ideally)

Validate feelings - some people may comment on it being a compliment - explain boundaries and the idea of objectification.



# Online and Gaming

How many of you have slayed an ender dragon?

How many of you have TikTok?

How many of you play Rocket League?

Ask these and try and engage in what online platforms they are using - can apply this then to the discussion and activities for later slides.

# Gaming



## Have you ever felt angry while playing a video game?

It's easy when you feel angry to use hurtful words that can upset your friends.

It's okay to joke with your friends, but there are words that you should not use.

There will times when you're talking to people you don't know and being respectful and cooperative is far more likely to end in a win than resorting to hurtful language and tearing each other down.

You should have fun while playing video games, but be respectful at the same time.

**Discussion:** Before clicking for the next slide ask your class - what have they heard when online? Has anybody ever said anything hurtful to them? Have they ever said anything hurtful to their friends? To a stranger? Do they talk to others online or do they type? How does it make you feel when you hear these things? You can choose to do this activity anonymously (for example pieces of paper). (Should take around 5 minutes)

If your class is struggling to come up with some ideas the next slide will show some examples - these will appear one by one, these can be used as prompts for discussion or just examples if your class has been very engaged!

Introduce the topic of misogynistic language and homophobic slurs after asking these questions and talk about how you might not see examples of this in your day to day life but that its much more common online

# Gaming



Have you heard any of these phrases before?

"Get back in the kitchen"

"You throw like a girl"

"Grow some balls"

"Man up"

"Make me a sandwich!"

With these phrases, ask your class to discuss them and how it would make them feel to be on the receiving end of these comments. Just because they have heard or said these phrases before, doesn't mean that they are acceptable.

**Discussion:** Are there others that you have heard? How did they make you feel? How do you think people would feel if you used them? (Should take around 5 minutes.)

**Activity idea:** turn to the person next to you and use some of these insults from the slide above - do you feel silly? Did you like having someone say this to you? Why is it different online? (Should take around 5 minutes)

# Online Abuse

What is Online Abuse?

The NSPCC defines online abuse as “any type of abuse that happens on the internet”

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>



Online Abuse can happen to anyone, and it is important to make clear to the students that even though they may feel anonymous online, they should not take that opportunity to say hurtful things to others. Anonymity is also not the reality online, and cyber bullying is a serious problem that the perpetrators will be punished for.

# Online Friends

Often, we're told that talking to strangers online is dangerous, and it can be!

But we can also make friends online and talk to our friends from school

It is important to be able to tell the difference between people we can be friends with and people who don't have the best intentions

It is also important to be aware of the impact you're having on other people online

**Activity:** break into groups and discuss what are ways to tell if someone has bad intentions; ways to stay safe if you can't tell; websites they use and how they stay safe on them; what shouldn't they do; what shouldn't they share?

Some ideas for staying safe online could include:

- Not sharing any information about your location or where you live
- Not sharing any bank information or sending any money.
- If you are receiving hurtful or threatening messages, then tell a trusted adult.

# Unwanted Advances

You always have the right to say no to any advances.

The clue is in the title, you know when something doesn't feel right and you can say no to anything that you are not comfortable with.

It can be difficult when these advances may come from your friends, but that doesn't change that you should only do what you feel comfortable with.



You can give examples of situations that could be applicable. For example, a friend asking them to go on a date and they want to say no, but don't want to lose their friend.





This is an important quote, as everyone has the right to say no, without needing to justify it.

# Being followed

What would you do in this situation?

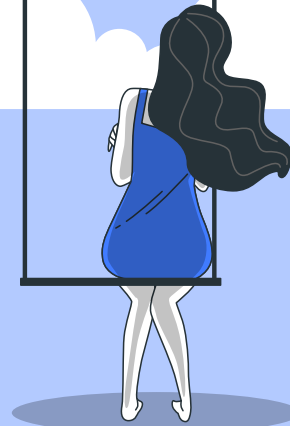
Remember that there are resources available to you to help.



**Discussion:** Open up a discussion about how to get home safe if you are in this situation and offer them advice.

There are resources in our teacher pack, such as Strut Safe, that you can provide to the students. Strutsafe phone number: 0333 355 0026 Hours: Fridays and Saturdays 19:00 - 03:00 Sundays: 19:00- 01:00. Email: [www.strutsafe.org](http://www.strutsafe.org)

We want to  
create a world  
where everyone  
feels safe and is  
safe.



At the end of the presentation it may be worth showing students the resource leaflet that has been included at the end of the training pack. This is year group specific. You could use an example and follow the flowchart to demonstrate how students would use it. It may also be worth talking about the meaning of a trusted adult, and you may want to direct them to the childline site where there is a helpful article about how to talk to trusted adults about any problems you may have. Explain the flowchart is a good starting point but most of the resources listed are good choices if the one on the flowchart does not work for them. There are a mixture of online chat rooms, counsellors, emails, phone numbers etc so maybe talk about what the children would feel more comfortable using and direct them to the relevant resources.

## USEFUL RESOURCES

### Childline

Website: [www.childline.org.uk](http://www.childline.org.uk)  
Instagram: [Childline\\_official](#)  
Phone Number: 0800 1111

### NSPCC

Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
Instagram: [Nspcc\\_official](#)  
Contact: 0808 800 5000 for adult  
0800 1111 for under 18

### Scarleteen

Website: [www.scarleteen.com](http://www.scarleteen.com)  
Instagram: [Scarleteenorg](#)

### Sexual Harassment Helpline

Phone Number : 0800 138 8724  
Email : [support@edsupport.org.uk](mailto:support@edsupport.org.uk)

### Survivors UK

Website: <https://www.survivorsuk.org>  
Instagram: [Survivorsukcharity](#)  
Phone Number: 02035983898

### Report Harmful Content

Website: [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)

## USEFUL RESOURCES

### National Stalking Helpline

Website : [www.stalkinghelpline.org](http://www.stalkinghelpline.org)  
Phone Number : 0808 802 0300

### The Mix

Website: [www.themix.org.uk](http://www.themix.org.uk)  
Facebook: [The Mix](#)  
Phone Number: 08088084994

### Own it, The Basics

Website: [www.bbc.com/ownit/the-basics](http://www.bbc.com/ownit/the-basics)

### Stonewall

Website: [www.stonewall.org.uk](http://www.stonewall.org.uk)  
Instagram: [Stonewalluk](#)  
Phone Number: 0800 050 2020

### Young Minds

Website: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Instagram: [Youngmindsuk](#)

### Youth Access

Website: [www.youthaccess.org.uk](http://www.youthaccess.org.uk)  
Facebook: [Youth Access](#)  
Phone Number: 020 8772 9900



Where can you  
go for help?  
Year 7 Resources

You can find more  
resources on our  
Instagram:



This flowchart may offer some helpful advice but is by no means exhaustive and some of the resources on the other side may be more useful!  
Use this as a first step!



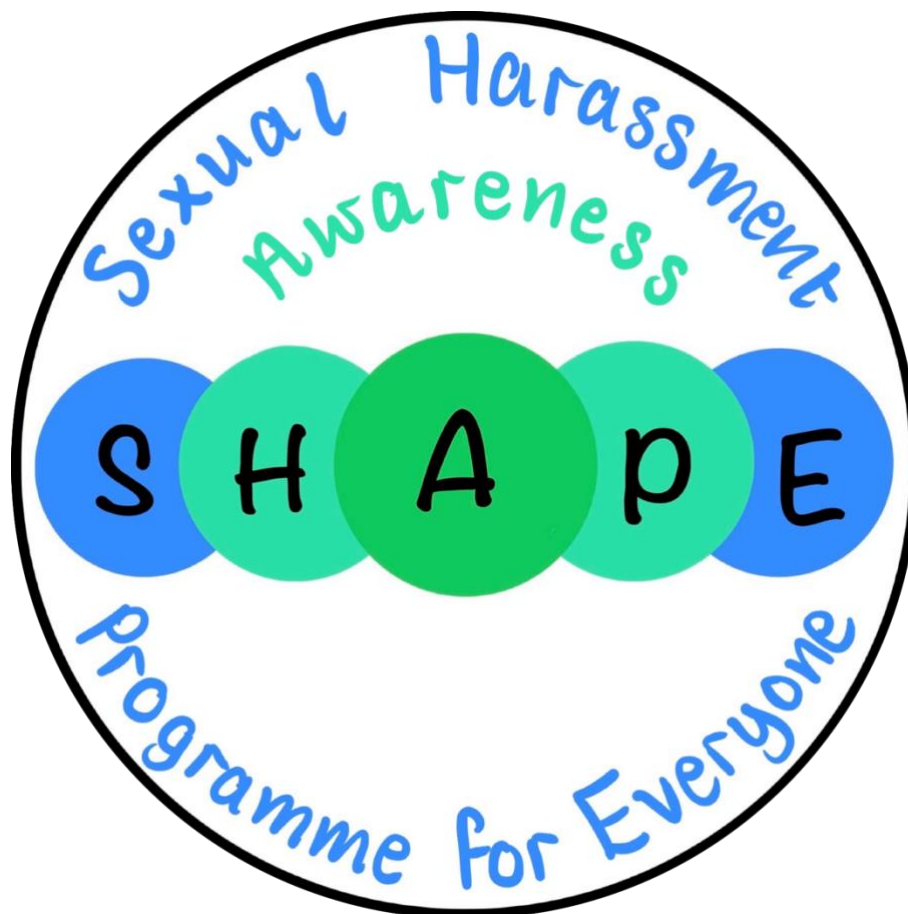
## CONCLUSION

The Year 7 Teacher Training pack is designed to equip teachers with the resources they need to start their students on a 5-year learning journey. Our syllabus is catered towards students from Year 7 to Year 11 with a structured approach to raise awareness and encourage discussion about sexual harassment at an age when most young people are beginning to enter an age of sexual awareness or maturity.

It may benefit you, and your class, to familiarize yourself with the complete syllabus so you are aware of how your sessions will fit into the wider framework progression.

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Instagram, Twitter: @shapegcexeter



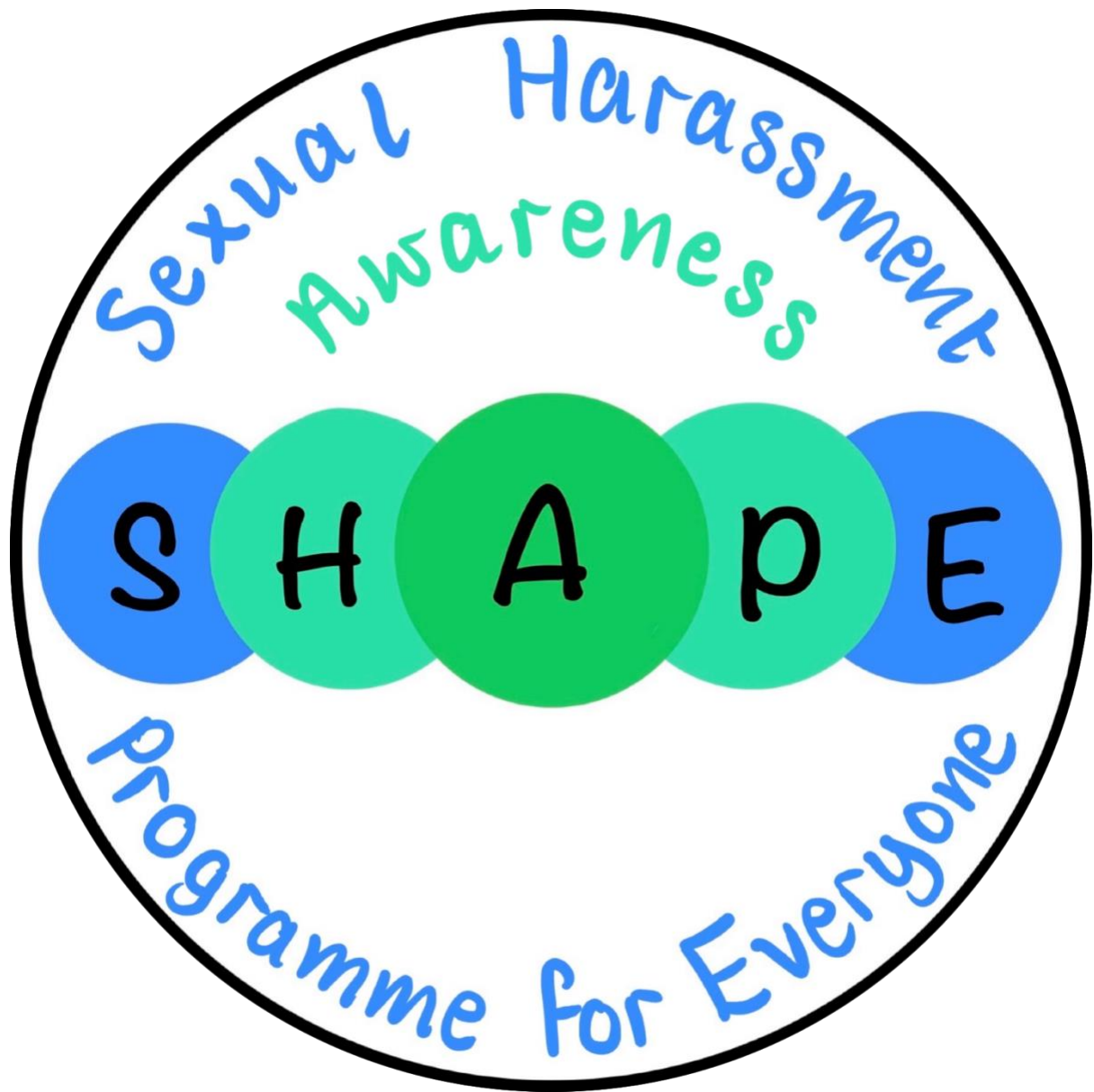


## Our full five-year syllabus:

\*Topics highlighted in green are the focus topics for the relevant age-range.

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Catcalling</b>	Unacceptable behaviour and the basics of compliments versus harassment.	How catcalling can impact others. Empathy for the people who experience or have experienced this behaviour. How some phrases have offensive connotations and meanings	Discussion of more sexualised and explicit catcalling. Talk about group dynamics and peer pressure to catcall. How to talk to other about the importance of not catcalling.	Should reiterate discussions from previous years.	Should reiterate discussions from previous years.
<b>Groping</b>	To be introduced in year 8.	What groping is and why it is wrong. How groping can make a survivor feel.	How to report it when someone has groped you. Resources available to students who have experienced this form of sexual harassment. Inform class about the school's punishment for groping.	Groping is classed as sexual harassment and can be pursued by the police. How to talk to others about groping being unacceptable. How to report witnessing, perpetrating or experiencing groping.	Inform the class about school and legal repercussions for groping someone, and the support the school can provide for those who have experienced groping.
<b>Sexual language</b>	To be introduced in year 8.	To be introduced in year 9.	Discussion of sexual language and how uncomfortable this can make people feel. This topic will also be talked about in terms of online safety.	A more in depth discussion of sexual language, and ideas for them of ways to create boundaries with their friends and classmates.	Should reiterate discussions from previous years.
<b>Slurs</b>	Misogynistic and homophobic slurs will be talked about in the context of online activities including gaming and social media.	This topic will be developed from the year 7 programme by looking at uses of slurs in every day life. How people would feel will be a key discussion on this topic.	Should reiterate discussions from previous years.	Where previous years will have talked about feelings and online experiences of slurs this will be a much more in depth discussion topic where students can reflect on examples from the media/ own life/ movies.	Should reiterate discussions from previous years.
<b>Unwanted advances/ touching</b>	Basic keeping hands to yourself and how it can feel when this happens between friends.	Saying no - this will cover both how to say no and how to react when being told no - this will be in regards to asking each other out etc	The basics of consent will be covered for this topic and again talk about the difficulties of friends and saying no to friends.	Consent will be reaffirmed for this year group and discussions around alcohol and drugs will be vital. Ideas of illegality to be included here.	Talk about more serious examples of consent and build on previous years discussions.
<b>Staring</b>	To be introduced in year 8.	Talk about experiences and how it has made people feel.	Talk about what is and isn't acceptable - similar to the discussion on compliments versus harassment seen in year 7.	Should reiterate discussions from previous years.	Should reiterate discussions from previous years.
<b>Online Abuse</b>	Making friends online and knowing how to talk to people you meet as well as discussions on how to stay safe when meeting new people.	This will be a continuation of the previous years with a particular focus on social media - what they should/ should not share as well as how to cope with any bullying on these platforms.	There will be a focus on pictures shared between friends and relationships, what is healthy, what can you do if trust is broken. Discussion topics will include comments/ group chats/ private pictures and mob mentality.	This year will reiterate the previous years discussions on trust and mob mentality online as well as reaffirming the basic ideas of what is ok to share and should not be shared.	Whilst this year will reaffirm the same principles as the previous two an important addition to this topic will be discussions around meeting people from online, particularly dating apps and how to stay safe.
<b>Being followed</b>	Introduce concept of being followed and how to be aware of your surroundings. Ways of ensuring you get home safely.	Discuss how students can help others by being aware of how they may make others feel uncomfortable by walking behind them (appearance of following)	Reaffirm the discussion from the previous year, talk about how students will feel, as well as how you can help others if you notice something isn't right.	Should reiterate discussions from previous years.	Should reiterate discussions from previous years.

If you would like further information about our syllabus, the subjects it raises or the way it should be delivered, please do not hesitate to contact our team at: Email: [shapegcprototype@gmail.com](mailto:shapegcprototype@gmail.com); or on Instagram, Twitter: @shapegcxeter



Sexual Harassment  
Awareness

S H A P E

Programme for Everyone



## References for data and slide template:

- [https://www.unwomenuk.org/site/wp-content/uploads/2021/03/APPG-UN-Women-Sexual-Harassment-Report\\_Updated.pdf](https://www.unwomenuk.org/site/wp-content/uploads/2021/03/APPG-UN-Women-Sexual-Harassment-Report_Updated.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)
- <https://slidesgo.com/>
- <https://www.ilr.cornell.edu/worker-institute/blog/research-and-publications/ilr-and-hollaback-release-largest-analysis-street-harassment-date>
- <https://www.youtube.com/watch?v=Lev9zK5JWvg>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.Scarleteen.com](http://www.Scarleteen.com)
- [www.ucu.org.uk/article/9316/Sexual-Harassment-Support-Helpline](http://www.ucu.org.uk/article/9316/Sexual-Harassment-Support-Helpline)
- [www.survivorsuk.org](http://www.survivorsuk.org)
- [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- [www.stalkinghelpline.org](http://www.stalkinghelpline.org)
- [www.themix.org.uk](http://www.themix.org.uk)
- [www.bbc.com/ownit/the-basics](http://www.bbc.com/ownit/the-basics)
- [www.stonewall.org.uk](http://www.stonewall.org.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.youthaccess.org.uk](http://www.youthaccess.org.uk)