

Exploring Sexual Harassment + The Bystander Effect

A workshop series for youth groups

# LEADER'S HANDBOOK



# KIA ORA

This Leader's Handbook is designed to accompany each of the four sessions in the series, **Exploring Sexual Harassment & The Bystander Effect**. Read on for delivery tips, advice for dealing with disclosure, and some recommendations of further resources that may be helpful. There is also a glossary with some quick definitions of terms that come up throughout the series.

Some of the content in these sessions may raise emotions, and participants may share deeply personal stories. Be prepared to support people who find these subjects difficult to discuss, by familiarising yourself with Parish and Dio policies, as well as professional support services you can direct people to if need be (see [www.whoareyou.co.nz](http://www.whoareyou.co.nz) for an up-to-date list of services). You may also want to consider approaching someone with experience to help run these sessions.

Please note that the aim of these resources is not to teach about sex and theology, sex before marriage, or identity. Resources on these topics can be found elsewhere. This series is designed to help people in our youth groups gain skills to engage with a serious issue in Aotearoa.

This handbook - as well as some content throughout the series - has been informed by the free resources at [www.whoareyou.co.nz](http://www.whoareyou.co.nz). We would also like to acknowledge staff at the Ministry of Social Development for contributing feedback and advice.

# TIPS FOR DELIVERING THESE WORKSHOPS

- Begin by letting your group set their own rules. Some examples of rules you should encourage when discussing sexual harassment are:
  - Confidentiality (what's said in this space stays in this space)
  - No judgement of anybody else (for disclosures of receiving and perpetrating abuse, or for expressing opinions)
  - One person speaking at a time (so that no points are lost and everyone gets to speak)
  - Be sensitive. If it hasn't happened to anybody in the room, it could still have happened to someone they love.
  
- Apply a three-staged approach to discussion questions:
  1. "What?" (What is wrong here, what has happened?)
  2. "So what?" (What does that mean, what is the impact?)
  3. "What now?" (What are the consequences, what does this mean for the future, what might we do differently?)

## TIPS FOR DELIVERING THESE WORKSHOPS (CONT'D)

- To encourage behaviour change, approaching the topic of sexual violence prevention from a 'social norm' or social expectation perspective can be helpful. I.e. approach the subject as if others are already ethical bystanders, and your group intends to match them.
- Tell your group they have a certain amount of time to discuss a topic (e.g. ten minutes), but always bring them back early (e.g. after seven minutes). This will focus concentration and not allow for boredom or frustration.

# HANDLING DISCLOSURE: BRIEF OVERVIEW

What to do if someone in your group discloses that they have experienced, perpetrated or witnessed sexual harassment

- 1. Acknowledgement:** Support the person, let them know you believe them, they are brave, thank them. It is not your role to investigate the disclosure, just to acknowledge.
- 2. Safety & Confidentiality:** Is the person at ongoing risk of harm or harming? Are there children at risk? What are the limits of your confidentiality?
- 3. Support:** Give the person the information needed to access support. Refer to specialist agencies and have their contact details close at hand. Do not do nothing following a disclosure.
- 4. Your own wellbeing:** Speak to someone, debrief and reflect on your handling disclosure practice.

# HANDLING DISCLOSURE: CHECKLIST

## **Before receiving a disclosure:**

- Make contact with local sexual violence services, and gain advice on making a plan for disclosures
- Understand confidentiality and explain this to your group
- Have information about local sexual violence services on hand

## **During receiving a disclosure:**

- Take a pause before you react – “If in doubt, breathe out”
- Acknowledge – Thank - Believe
- If the discloser leaves the room, check on them
- Remind the group about confidentiality

## **After receiving a disclosure:**

- Follow up with the discloser: what do they need, who can give it to them?
- Debrief – what was my reaction like?
- Check in with your own supervisor or support person.

# HELPFUL RESOURCES

- An up-to-date list of sexual violence support and service providers in New Zealand can be found at [www.whoareyou.co.nz](http://www.whoareyou.co.nz)
- 'Who Are You' is a short NZ film about a group of young people out partying with a deteriorating situation that implies rape. It is quite confronting and will not be appropriate for all groups. However, the film does an amazing job of showing how people could have chosen to be Samaritans rather than Bystanders at various points, and prevented a terrible outcome as a result.
- The Who Are You website also has a free, downloadable toolkit for educating young people about the prevention of sexual violence and ethical sexual decision making. Some of the content in this series is based on this, but there is lots more which may be useful for those wanting to delve deeper.
- This animated video uses a cup of tea as a helpful (and humourous) analogy to explain consent: [www.youtube.com/watch?v=pZwvrXVavnQ](http://www.youtube.com/watch?v=pZwvrXVavnQ)
- [www.icon.org.nz](http://www.icon.org.nz) is an online tool for assessing and dealing with online harassment.
- Rainbow Youth is a charity that supports queer & gender diverse young people in Aotearoa. They have loads of helpful resources and information about support services on their website: [www.ry.org.nz](http://www.ry.org.nz)

# QUICK DEFINITIONS

**Non-complementary behaviour:** Behaviour that does not match or mirror the actions of another. Meeting aggression with aggression or fear is complementary - a natural and expected response. Meeting aggression with honesty or a stray puppy is non-complementary - it changes the script.

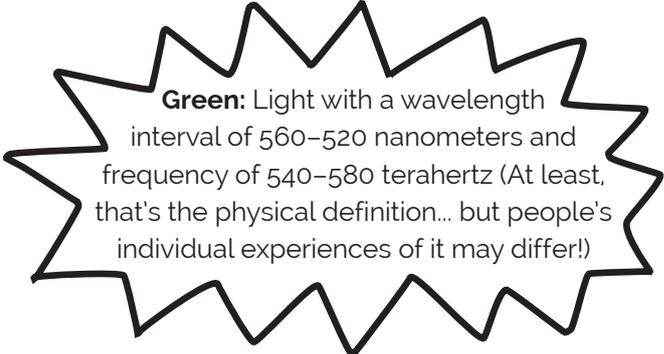
**Marginalised Group:** A group of people at risk of being subjected to discrimination or disadvantage - intentional or otherwise - due to sex, gender, age, ethnicity, religion, health status, disability, education, class or even even accent.

**Bias:** Preference, often unconscious, for one group over another. We all have many biases from anchoring bias (preference for first piece of information we hear) to confirmation bias (preference for information that confirms our current position). Even if someone is not overtly sexist, they may still respond to things in a way that demonstrate unconscious sexism.

**Privilege:** An advantage granted or available to a particular person or group. The thing that any number of cognitive biases make it hard to recognise you have (and no one said it was your fault, but come on... it's a thing).

**Sex:** The classification of people as male, female, or intersex. Typically assigned at birth based on the appearance of reproductive anatomy.

**Gender:** The word used to talk about sexual identity, sex-based social constructs, stereotypes, social roles and self identity. Sex is often caught up in definitions of gender, but the words are not interchangeable.



**Green:** Light with a wavelength interval of 560–520 nanometers and frequency of 540–580 terahertz (At least, that's the physical definition... but people's individual experiences of it may differ!)

# QUICK DEFINITIONS (CONT'D)

**Internalisation:** Internalization involves the integration of attitudes, values, standards and the opinions of others into one's own identity or sense of self. Growing up in a sexist society may result in women internalising values and behaviours that advantage men.

**Power imbalance:** A gap between different people's ability to act, control or influence others.

**Mansplaining:** The explanation of something by a man, typically to a woman, in a manner regarded as condescending or patronizing, but in all cases, not asked for.

**Compliment:** A polite expression of praise or admiration, which is given for the benefit of the receiver. Compliments can be genuine and positive, or they can be given in a manner which do not actually compliment the receiver and are more for the benefit of the person giving the compliment. For example when someone gives a compliment to manipulate the other person, or to poke fun, belittle or harass the other person.