

ANIMATION SERIES FACILITATION MANUAL 2018



'Don't be a bad apple'

R4Respect has collaborated with Griffith Film School to produce a series of colourful engaging films for young people that promote respect in relationships.

R4Respect™

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'Don't be a bad apple' Animation Series Facilitation Manual 2018
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FACILITATION NOTES

'Don't be a bad apple'

ANIMATION SERIES

“Work designed and led by young people is a fantastic way to reach other young people, and speak peer-to-peer in an accessible way on issues of gender based violence, equality and respect.”

*Comments on the animations series
from OurWatch – Letitia York and Cara Gleeson, 2017*

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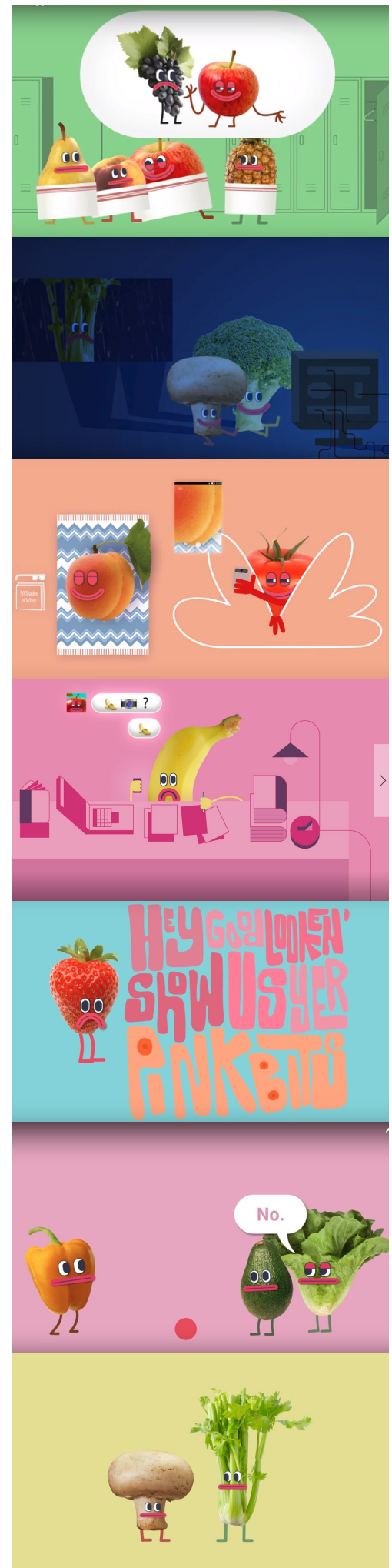
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INTRODUCTION

R4Respect has collaborated with Griffith Film School to produce a series of animated videos that prompt thinking on what is respect in relationships and what crosses the line into harm. We acknowledge the creative talent of Griffith University student Will Pietsch, and the Producer, Dr Peter Moyes.

These animated videos are designed by young people as a peer-to-peer awareness raising and education strategy. These facilitator notes are prepared by R4Respect to guide discussion amongst young people. The notes are prepared in a Q&A format. The notes are consistent with the gender-based analysis in the Change the Story national framework (Our Watch, 2016). This was not a funded project. It is developed with good-will and time from our youth team. We welcome your feedback on any changes we could consider for future development of DBABA as an educational resource.

ENDORSEMENTS

“I was amazed and excited to see the standard of the work produced for the Don’t Be a Bad Apple animated film. I think they ticked all the boxes in the brief and made a piece of entertaining content that appeals to a wide audience, covering difference age, gender and ethnic groups. In today’s digital and social age, this is the kind of thing that could be adapted across many different platforms, reaching a target audience the world over with the right strategy and help behind it.”

Takeshi Takada – co-founder and Executive Producer of Altvfx

“R4Respect’s Bad Apple animation is great example of transferring evidence to action in preventing violence against women. The R4Respect team and collaborators drew on the best available evidence to define the problem and create a strategy to effectively reach its target audience to end coercive control and sexual harassment. The Bad Apple campaign is fruity, wise and witty.”

Dr Heather Nancarrow - CEO, Australia’s National Research Organisation for Women’s Safety (ANROWS)

“Work designed and led by young people is a fantastic way to reach other young people, and speak peer-to-peer in an accessible way on issues of gender based violence, equality and respect. R4Respect have picked some important issues to address and talk to other young people about, and should be commended on their work to combat unhealthy and abusive behaviours.

These films support the strengths-based approach of the Australian Curriculum HPE as they give students an opportunity for thoughtful reflection and development of their own relationship skills.

They would bode well as a young person led element of a comprehensive whole school approach to the primary prevention of gender-based violence, commonly known as Respectful Relationships Education.

These films could be used in Respectful Relationships Education to support a variety of learning activities that develop social skills, decision-making skills, communication skills, ethical understanding, abuse understanding, bystander skills and gender inequality understanding.”

OurWatch – Letitia York and Cara Gleeson

ABOUT R4RESPECT

R4Respect is a youth participation model of domestic violence prevention. It features young people as peer educators to promote respectful relationships and gender equity among young people. YFS Ltd in Logan, Queensland was prompted to set up R4Respect as a youth participation model on the basis of evidence showing that:

- **Youth wellbeing and social development can improve when young people are active in social change** (UNICEF, 2012; Walker et al., 2014; Wong, Zimmerman & Parker, 2010, Zeldin et al., 2014).
- **The impact of domestic violence prevention programs can be enhanced when developed in collaboration with young people, with robust evaluations to determine which interventions work and which specific groups they work for** (Stanley et al., 2015).
- **Peer-led interventions can be effective in influencing young people** (Denison et al., 2012).
- **Young people are most engaged in a space where they are most comfortable, which is often online. Using digital technologies can help foster young people's active participation** (Anker, Reinhart & Feeley, 2011).

R4Respect engages with young people through face-to-face educational activities, community events and social media.

RESPECTFUL RELATIONSHIPS EDUCATION

Available evidence on violence prevention and respectful relationships initiatives among young people indicate that these activities can improve understanding and foster attitudes and behaviours that are more respectful.

These educational activities will be most effective when they are enduring as part of a whole school, whole of community and when they are grounded in an analysis of gender-based violence.

It is acknowledged that whole of school, whole of community approaches—that address the culture that enables disrespect and violence in relationships to flourish and that promote gender equity— will better enable students to form relationships that are safe, respectful and equal (Our Watch, 2015).

R4Respect is designed to contribute to more comprehensive school and community educational activities, rather than develop and lead these. It's unique feature is that young people are trained and supported to be peer-peer educators and to use social media to engage young people. Evidence on the benefits of peer-peer educational models is emerging in public health fields internationally (UNICEF, 2012). Further evidence is needed on the utility of peer-peer models in respectful relationships education. R4Respect is currently conducting research funded by ANROWS on the impact of the R4Respect educational work. The experience of R4Respect and feedback from young people in the program provides encouraging signs that peer-peer education can be effective in engaging young people.



USE OF THE VIDEOS AND FACILITATOR NOTES

R4Respect is aware that schools and youth organisations vary in their capacity to implement respectful relationship education. The Don't Be a Bad Apple animation series is a useful tool to engage young people in discussion. Consistent with standards promoted nationally by Our Watch (www.ourwatch.org.au), we recommend that any respectful relationship education is supported by a whole of school/ whole of organisation approach and that young people have access to multiple learning opportunities rather than a one off session. There is an association between intensity or duration of respectful relationships education and program impact (Vic Health, 2007). To achieve real attitude and behaviour change young people need to be exposed to respectful relationship education multiple times to reinforce learning and skill development.

The videos are purposefully designed to be fun and colourful in their portrayal of disrespectful behavior to engage young people. The discussion that follows can then explore the more serious and complex issues underpinning gender-based abuse and violence. R4Respect recognises that exposure to the videos and discussion may prompt unease in some young people. Some young people may also disclose their own experiences of being harmed, of witnessing harm, causing harm to another or causing harm to themselves. R4Respect has a 4 step protocol to listen, reassure, respect and refer young people. We encourage facilitators to provide upfront messages of support to the young people and to offer contacts for follow up support if they require this.

Helpful services for young people are:

- **Kids Helpline 1800 55 1800**
- **The National Sexual Assault, Family & Domestic Violence Counselling Line 1800 737 732**
- **Headspace (03) 9027 0100**

A link to our 6 animations is available [here](https://www.youtube.com/channel/UCfv6Lb7Opm5LW01dW4wruWg) on Youtube.

<https://www.youtube.com/channel/UCfv6Lb7Opm5LW01dW4wruWg>

Video 1	Locker Room Talk
Video 2	Stalking
Video 3	Sexting
Video 4	Coercion
Video 5	Control
Video 6	Cat Calling

The Don't Be a Bad Apple animations are the property of YFS Ltd, 376 Kingston Rd Slacks Creek Queensland Australia. YFS Ltd encourages use of the videos in accordance with the principles of respectful relationships education that underpin the National Plan to Reduce Violence Against Women and their Children (2012-2022). When using the Don't Be a Bad Apple animations YFS Ltd requires acknowledgement that Don't Be a Bad Apple was created by Griffith Film School and R4Respect.



CONTACT THE R4RESPECT TEAM

R4Respect aims to build four pillars of action: (1) recruitment, training and mentoring of young people from diverse backgrounds to understand and promote respect in relationships; (2) engagement of young people through educational sessions and the development of digital communication strategies; (3) outreach and community awareness activities with a goal to build a youth movement; and (4) evaluation of the strategy. Peer support and education, that R4Respect is based on, is a health risk model in which peers engage with peers to effect health-risk-related attitude and behaviour change. Amongst youth, peer support and education programs such as peer-led sexual health education (e.g., Chambers, Boath, & Chambers, 2002; Layzer, Rosapep, & Barr, 2014 cited in Scott-Parker & Fox, p.2, 2015) are not only popular with recipients of such programs, reductions in risky behaviours are apparent post-intervention.

There is a national commitment through the Council of Australian Governments (COAG) to provide respectful relationships education to all students in Australia. This is a major strategy in a national effort to improve understanding among young people of what is respectful and what crosses the line into harm in relationships, and to overcome the gender inequality that contributes to violence against women and girls.



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VIDEO 1 LOCKER ROOM TALK

BACKGROUND INFORMATION

The purpose of this activity is to prompt discussion among the students about the harmful effects of “Locker Room Talk”. Ensure to convey that this type of talk is disrespectful as it **treats women like sexual objects**. In the clip the Apple walks into the locker room and tells the other fruits that he squeezed the Grape. The Grape looks very unhappy in the image. The fruits in the locker room look upset at the Apple. The message displayed after the video clip is “Trash talk belongs in the compost”.

FACILITATION PROMPTS

- What story was the **Apple** sharing with the other fruits in the locker room?
- What is ‘locker room talk’?
- How would the **Grape** feel about the Apple telling people this?
- What if the fruits do not say anything? Are they just as bad?
- What should the other **Fruits** say?



FACILITATION ANSWERS

1. What story was the Apple sharing with the other Fruits in the locker room?

Encourage the students to share their perspective and ask students in the room what they believe occurred.

After small discussions, clarify that the Apple was bragging to friends about touching the Grape **without consent**. This constitutes **sexual assault**. Judging by what we can see in the Apple’s thought bubble, the Grape did not **consent** to being touched. This is reinforced by the fact we can also see that the Grape was clearly **unhappy** and **uncomfortable** with being grabbed.

2. What is ‘Locker Room Talk’?

Start off by asking students to define Locker-room talk...

- What is it?
- Can you give an example?
- What does locker room talk look or sound like, and have you ever heard it yourself?

Give students time to discuss the concept amongst themselves before providing the following definition. ‘**Locker Room Talk**’ is usually when a boy or man speaks in a degrading about someone — usually a girl or woman. It is in an environment where only other men are present. Locker-room talk is negative talk that often takes place in male friend groups, male sporting teams, in the playground or ‘in the sheds’.



Locker Room Talk includes making crude, derogatory or sexual comments regarding the body or physical appearance of another person. Locker Room Talk also includes bragging about one's sexual relations. Ensure students understand that such degrading talk is extremely damaging because it reinforces **toxic masculinity** and **harmful attitudes towards others—most usually young women**. In this video we can see the Apple is clearly bragging about how he grabbed the **Grape** and shares this with mates to boost his own ego and confidence.

Emphasise to your group that this form of behaviour views women as possessions and sexual objects to be taken advantage of, rather than actual human beings with human rights. Make it clear that **locker-room talk** does NOT show respect towards others: it **degrades** them, **humiliates** them and makes them feel **undervalued**.

End the discussion by stating that in today's society, there is no room for locker room talk.

3. How would the Grape feel about the Apple telling people this?

Discuss with students how the Grape would be feeling in this scenario. The Grape may have left feeling objectified and hurt as the Apple did not ask for consent. By bragging about touching the Grape, the Apple makes the Grape feel embarrassed and ashamed about the situation. Public humiliation can also ruin someone's social life, work life or reputation amongst their peers. It can cause them to self-harm. Explain to students that the Apple's actions clearly humiliated the Grape and that this type of behaviour is not okay.

4. If the other Fruits in the room do not say anything, are they just as bad?

In this scenario the Pear, Peach and Pineapple are all bystanders who have the power to challenge the Apple's message and say "hey man, that's actually not cool" or "that wasn't really funny".

Even though they may not have directly **harmed** or **engaged in locker-room talk** themselves, acknowledging the Apple and letting speak negatively makes them a **bystander** and an **enabler**. Without any intervention, the perpetrator will feel confident in expressing disrespectful views. By not saying anything, Apple's friends send the dangerous message that locker room talk is normal, that 'boys will be boys' and that degrading women is ok.

Give students time to reflect amongst themselves and tell them that at the end of the day you don't want to be 'that guy'. End the discussion by stating that one person can make all the difference.

5. What should the other Fruits say?

Encourage the students to feel empowered to say phrases calling out the Apple's disrespectful behaviour. Tell the students that the apple's teammates have the ability to either call out the disrespectful behaviour or allow the behaviour to hurt someone.

VIDEO 2 STALKING

BACKGROUND INFORMATION

The purpose of this activity is for students to explore what healthy behaviours and attitudes look like after a relationship ends. The students are encouraged to explore concepts of personal space, privacy and a person's right to freedom. This video also emphasizes the importance of respecting a former partner's wishes and the right to feel safe at all times. This video also prompts students to think about potential solutions to tackle obsessive patterns of behaviour that constitutes stalking.

In the clip the Mushroom ends its' relationship with the Celery with the phrase, "It's not you, It's me". The Mushroom can be seen with the Broccoli watching a movie inside a home, whilst the Celery can be seen loitering outside the window watching the Mushroom interact with another vegetable. The Mushroom and Broccoli see the Celery watching them from outside their window and feel scared, uncomfortable and that their privacy has been violated.

FACILITATION PROMPTS

- What's happening here - How did the Celery react to the breakup?
- How would the Mushroom feel about being stalked by the Celery?
- Is jealousy okay after a breakup?
- Is stalking illegal? (For this question, refer to attached legal factsheet)
- What should the Celery have done instead?
- How can you help your friend who is being stalked? (For this question, refer to attached legal factsheet)

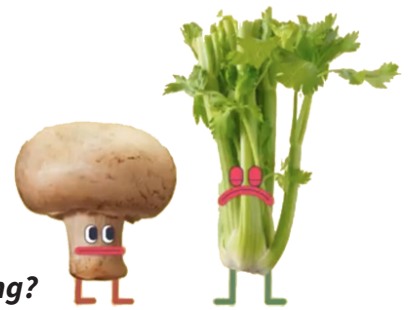


FACILITATION ANSWERS

1. What's happened here: How did the Celery react to the breakup?

Begin by asking students what they think is happening in this video – how did the Celery react to the news of the breakup? Give students time to voice their opinions before directly jumping in to answers. Emphasize to students that emotions of sadness and heartbreak after breaking up with someone is a normal experience, however this should never make **stalking** the person okay.

In this scenario, the **Mushroom** had clearly moved on with another after the breakup. By stalking, following and constantly watching the **Mushroom**, the **Celery** is essentially invading their ex's privacy and not respecting their wishes. Make it clear to students that truly loving and caring for someone means having mutual respect for one another and their wellbeing, even after the relationship has ended.



2. How would the Mushroom be feeling because of the Celery's stalking?

Start off by asking students in the room about how the Mushroom might be feeling. After hearing various answers, explain that the Mushroom is made to feel **uncomfortable, wary or even unsafe** by the Celery's actions. Elaborate that the Celery's displayed pattern of behaviour of constantly following and watching the Mushroom is essentially **stalking**.

Ensure students understand that **no matter how much you care or love someone**, stalking them is **never** okay. Even within a current relationship, stalking demonstrates a severe lack of trust that is fundamental to a healthy, respectful relationship. Summarize that stalking equates to harassment.

By the end of the discussion, students should understand that the Celery's behaviour is both unacceptable and disrespectful and that the Mushroom has a **right to safety and privacy at all times**, and that these rights apply within and outside the context of a relationship.

3. Is jealousy okay after a breakup?

Feelings of **jealousy and resentment** towards your ex's partner are pretty normal feelings to have after a breakup. However, prolonged feelings of jealousy are a sign of an unhealthy obsession with an ex-partner. Although you may have good intentions, being jealous is essentially unhealthy and harmful to the wellbeing of both people. Being jealous can motivate an ex-partner or even a current partner to be **invasive, controlling** and potentially **violent**.

Ensure students understand that feelings of sadness and heartbreak are very real but only temporary, whilst following, stalking and controlling someone can leave devastating long-term effects on the person you care about. No matter how you feel, stalking someone is never acceptable.

4. Is stalking illegal?

Ensure that students are aware that stalking is an offence under the Queensland Criminal Code. Stalking is defined by the law as intimidating behaviour that causes a person fear of violence. The maximum penalty for stalking is **five years imprisonment**. In more serious cases e.g. where the stalker has used violence, has a weapon, breached a domestic violence order or another restraining order the maximum penalty is **seven years imprisonment**. Judges can also consider making a restraining order if needed.

(For more information on Queensland law regarding stalking, see the legal factsheet attached to help explain legal penalties and where to get help if you are a victim of stalking.)

5. What should the Celery have done instead?

Despite being understandably upset and heartbroken, the **Celery** shouldn't have followed the Mushroom and waited outside their window as this is clearly **harassment** and an **invasion of privacy**. The **Celery** should have respected the **Mushroom's** decision to end the relationship and no longer see them.

We know that ending relationships (whether romantic or friendship) can be extremely hard to do, but it's important to respect the persons' wishes and give the person as much space as they need. Explain to students that in a healthy relationship, your basic right to feel safe and your wellbeing should never have to be compromised.

(For information on legal resources and where to find help, see the attached legal factsheet.)



STALKING

LEGAL FACTSHEET

Sources: Legal Aid Queensland (2017)
and Queensland Police Service (2018)

HOW DOES THE LAW DEFINE STALKING?

Stalking is when a person deliberately focuses their unwanted attention to another person by following, loitering, watching, contacting or messaging the person which leads them to feel harmed, threatened and unsafe.

Examples of stalking can include:

- Phone calls and text messages
- Leaving notes or messages on person's belongings or at their personal residence
- Constant following and watching of person's actions, interactions, daily life and work life
- Threats of violence, abuse or humiliation

UNDER OLD LEGISLATION, WHAT ARE THE PENALTIES FOR STALKING?

In Queensland, stalking is a criminal offence that violates a person's right to freedom and safety and puts them at risk of domestic violence.

Legal Aid Qld (2017) states that the **maximum penalty** for stalking in Queensland is **5 years imprisonment**. Legislation and penalties may differ between states.

Depending on the severity of the case, e.g. where the perpetrator has used violence or a weapon, has breached a domestic violence order (DVO) or a restraining order the stalker can receive a maximum sentence of **7 years imprisonment**.

Please turn the page for more information



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BUILDING INDEPENDENCE & PARTICIPATION

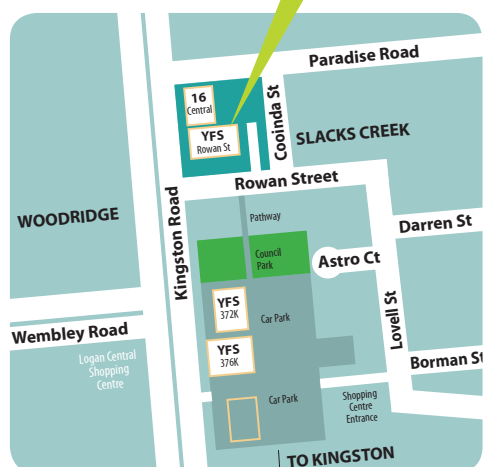




RESPECT THE LEGAL LINE



WE
ARE
HERE



STALKING

WHAT CAN I DO IF I THINK I'M BEING STALKED?

If you think you are being stalked, the best thing to do is to contact your local police station immediately. You can call **Policelink** on **131 444** or dial **000** in emergency situations.

You can lodge a formal complaint to your local Police and press charges against the stalker with sufficient evidence. You may also be asked to provide proof in court if the person accused does not admit to stalking.

If the stalker is your current or former partner, you can seek legal advice about a domestic violence order or restraining order.

WHO CAN I GO TO FOR HELP/WHERE CAN I OBTAIN LEGAL ADVICE?

Women's Legal Advice offers free legal advice on a range of issues regarding domestic violence, stalking and assault and can be contacted on **(07) 3392 0670**.

To report any suspicious activity you can contact your local police station, call **Policelink** on **131 444** or **Crime Stoppers** on **1800 333 000**.

WANT MORE INFORMATION?

Contact YFS Legal on **(07) 3826 1500**
or email us at legal@yfs.org.au
www.yfs.org.au/yfs-legal/



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BUILDING INDEPENDENCE & PARTICIPATION



VIDEO 3 SEXTING

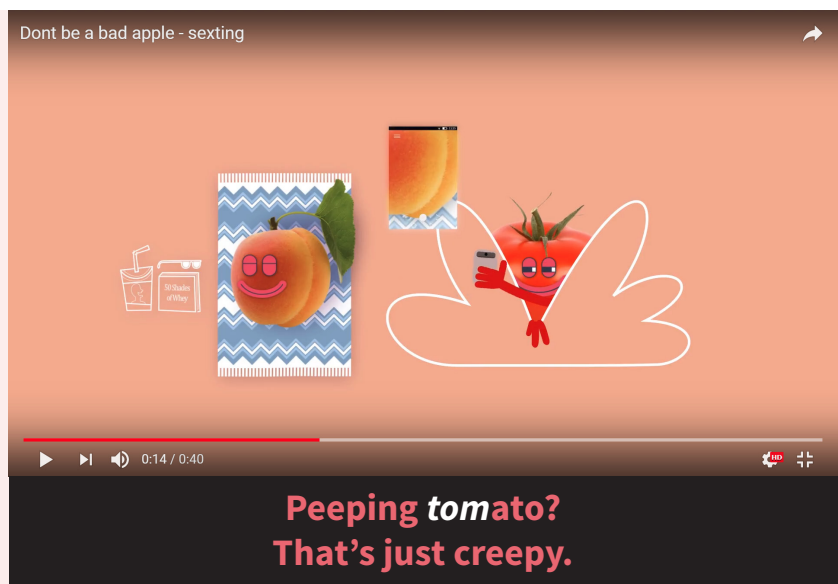
BACKGROUND INFORMATION

The purpose of this activity is to encourage students to consider the **negative consequences** of sending, receiving or forwarding sexual images, with an emphasis on possible **child pornography charges** for minors (persons under 18) who send and receive sexually explicit images.

In the video the **Peach** is tanning, with eyes closed, on the beach. The **Tomato** sneaks up in the bushes and takes a sexual photo of the **Peach**. The peach is unaware and the tomato sends it off via text messages. The message after the video clip is “**Peeping tomato? That’s just creepy. Don’t be a bad apple (or tomato)**”. Ensure you emphasize to the students that the responsibility is on the perpetrator sending sexual images without consent, rather than the person in the image however both will be held liable for child pornography charges.

FACILITATION PROMPTS

- What did the **Tomato** do in this clip?
- How do you think the **Peach** will feel?
- Where could the photo of the **Peach** end up?
- Can the **Tomato** go to jail for this?
- Would it be okay if the **Peach** had taken a photo of the **Tomato’s** body?
- What would you do if you were friends with the **Tomato**?



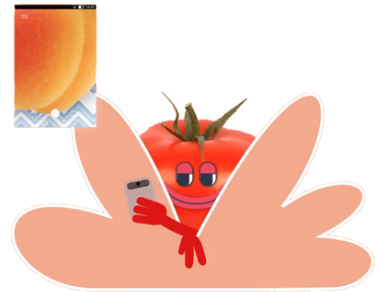
FACILITATION ANSWERS

1. What did the Tomato do in this clip?

Ask the students what are their initial thoughts on Tomato’s behaviour. Ensure that the students place responsibility on the Tomato for taking a sexual photo of the Peach without consent, and for forwarding the image onto others. Make it clear to the students that the Tomato’s behaviour is a violation of privacy.

2. How do you think the Peach will feel?

Allow the students to direct the conversation about where they see harm for the Peach. Draw on real life examples to illustrate the **dangers of sexting**: Share a story with the students about how young women can feel socially isolated and humiliated if these photos are distributed. The embarrassment and social stigma associated with revealing pictures can seriously affect someone’s school life, work life and relationships with friends and family. Make sure to raise issues such as **cyber-bullying, self-harm and suicide** and how ‘sexting’ or ‘revenge’ images are seriously harmful.



3. Where could the photo of the Peach end up?

Discuss that the photo of Peach could be seen by her teachers, family, future partners or even future employers. Ensure to emphasise that once the photo is shared on the internet, it can travel anywhere, and even strangers will see it.

4. Can the Tomato go to jail for this?

Explain that Tomato could be charged with Cyber-Bullying or Creating Child Pornography. If the Peach is under 18:

- a. Any nude or sexually explicit photos of the Peach will be child pornography.
- b. If Tomato sends these he could be charged for distributing child pornography.
- c. If someone he sends them to saves them, they would be charged for storing child pornography.
- d. If someone asks for the nude photo, they would be soliciting child pornography.

If Tomato is charged:

- They could be sentenced to up to 7 years in jail if they are under 16, or up to 14 years if they are 17 or older.
- They will be reported on the Sex Offender Registry (Qld).

Tell the students the safest option is for people under 18 to delete all nude photos on their phones or computers, and make sure not to take or send any more photos.

5. Would it be okay if the Peach had taken a photo of the Tomato's body?

Often students will ask “what about boys?” or “what if a girl acted that way?” - Explain that anybody can be victims of sexting, but most cases dealt by Police see young women as victims. Ensure the students know that it is not okay to take sexually explicit photos of someone without their consent regardless of gender.

6. What would you do if you were friends with the Tomato?

Encourage the students to call out their friends, as well as advise them of the legal risks and how they could even be ruining someone's life.



SEXTING

Matt:

"I have naked photos of my girlfriend Emily on my phone. We are both nearly 16 years old. I sometimes show them to my friends, but I don't send them to people."

WHAT IS SEXTING?

Sexting is creating, having or sharing naked, semi-naked, sexual or sexually suggestive photos or videos on a mobile phone or on the internet. This includes sharing through social media sites such as Facebook or Instagram.

IS SEXTING A CRIME?

All States and Territories in Australia have laws which make it **illegal** to create, have or share naked or sexual images of **underage** people. A person is underage if they are younger than **18 years of age** (or who appear to be under 18).

WHY 18?

Even though we are in Queensland, when we use the internet or a mobile phone, the national law of Australia applies. The national law is the Commonwealth Criminal Code. **The Commonwealth Criminal Code bans sexting for anyone under 18.**

IN QUEENSLAND...

In Queensland, **sexting** is a **serious criminal offence**. Sexual images are classified as **child pornography** or **child exploitation** material.

Illegal images of a young person can be:

- sexual images of the young person – for example, if the image shows the young person involved in a sexual activity;
- images that show the young person in an offensive or demeaning way;
- images showing the young person being abused, tortured or treated with cruelty.

It is **against the law** to have these kinds of images on your phone or computer, even if you do not show them to anyone else or share them on the internet.



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SEXTING

IS MATT'S BEHAVIOUR AGAINST THE LAW?

Matt could be charged under the Queensland Criminal Code and the Commonwealth Criminal Code for having a naked photo of Emily on his phone. Even if Emily is happy for Matt to have the photo, the fact that she is 15 years old means that Matt having possession of the photo is illegal.

Matt could be charged for:

- Having the naked photo on his phone (possessing child pornography);
- Showing the naked photo to his friends (distributing child pornography); and
- If Matt took the photo of Emily (producing child exploitation material).

These are serious criminal offences with serious penalties.

HAS EMILY DONE ANYTHING WRONG?

If Emily sent the photo to Matt, she could also be charged with a serious criminal offence; namely distributing child pornography.

If Emily took the photo she could be charged with producing child exploitation material.

If Matt or Emily are found guilty of these offences, they could also be placed on the **Child Protection Offender Reporting Register** (Register).

A person who is on the Register has to report to the police regularly and may have to give the police information about their personal situation, such as where they live and whether they have contact with underage people.

If Matt or Emily are placed on the Register, they would have to give the police information about any contact they have with other underage people, such as friends, brothers or sisters. This will allow the police to make sure that any underage people they have contact with are **safe**.

It is a **criminal offence if a person does not comply** with their reporting obligations while they are on the Register. Matt and Emily's eligibility to hold a blue card could also be affected

WANT MORE INFORMATION?

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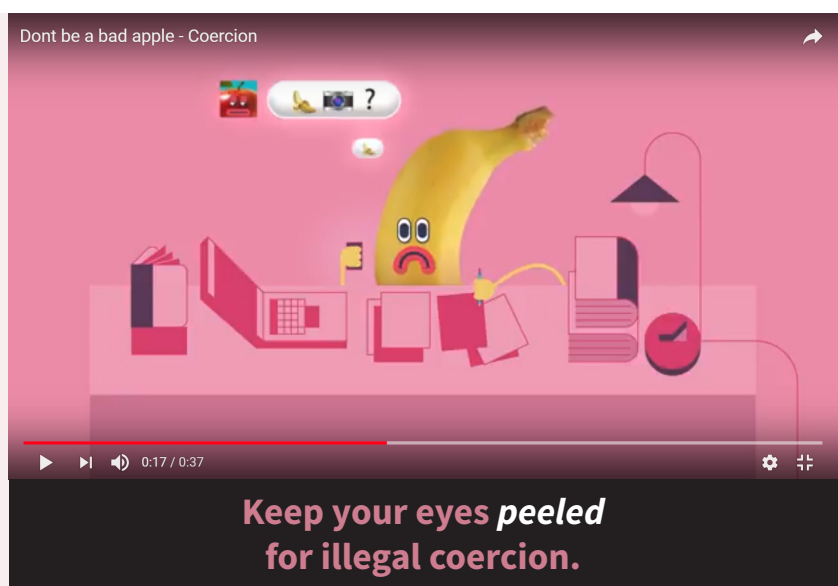
VIDEO 4 COERCION

BACKGROUND INFORMATION

This video aims to prompt discussions amongst participants about the dangers of social pressure, sexual harassment and the responsibility to ensure people feel safe and respected. In the clip the Banana receives multiple unwarranted requests to send photos of an 'unpeeled banana' from the Apple. The Banana feels sad and uncomfortable whilst the Apple continues harassing them for a nude picture. The message displayed at the end of the animation reads 'Keep your eyes peeled for illegal coercion. Don't be a Bad Apple.'

FACILITATION PROMPTS

- Does the Banana want to send the photos to the Apple?
- What is consent?
- What is the difference between COERCION and CONSENT?
- Does this behaviour RESPECT or PUT DOWN women?
- What would you say to Apple?



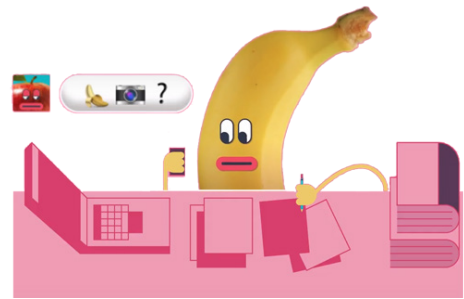
FACILITATION ANSWERS

1. Does the Banana want to send the photos to the Apple?

Ask the students what they think is happening here. Explain to the students that coercion is forcing or manipulating a person to carrying out a certain act, usually through threats or peer pressure. State that the Apple's behaviour is coercive. Coercion or peer pressure involves intimidation and is often used to assert power, control and authority over another person.

2. What is consent?

Allow students to discuss their current understanding of consent amongst themselves, before clarifying that consent is an agreement between participants to engage in doing something. Consent can be both verbal and physical. Someone consents when they clearly show in actions or words that they agree to do a certain act, they haven't been coerced or threatened in any way, they are old enough to legally agree, AND they have the physical and mental ability to say yes or no.



3. What is the difference between coercion and consent?

Give time for students to discuss the differences between coercion and consent. Ask 1-3 students to give their own definition to the class. Then explain that there's a huge difference between **coercion/peer pressure** and **consent**:

Peer pressure involves persistent harassment from one party to another; it can be physical, emotional (e.g. blackmail) or financial. When **coercion** occurs, a person's basic rights to safety and freedom are abused. In situations of **coercion** and **peer pressure**, individuals are usually not given the choice to refuse or say 'no'. If doubt or lack of clarity regarding someone's wishes is present, this means that **consent** is absent.

Consent is the clear expression of willingness and must be expressed by both parties. A 'yes' that is forced by threats or peer pressure is not consent as it CANNOT be given under pressure. Consent is an ongoing and active agreement and can be withdrawn at any time if a person feels uncomfortable.

4. What would you say to Apple?

It's simple: yes = yes and no = no. If ever in doubt, ask. The Apple's behaviour of assuming the Banana wants the picture or harassment is dangerous and disrespectful. Tell students that in the video, it is clear that mutual consent is absent and that the Apple's harassment of the Banana represents an unhealthy and disrespectful relationship.

5. Does this behaviour respect or put down women?

The absence of **consent** negatively impacts girls and women as it enables sexual assault and allows for victim-blaming, whilst normalizing harmful behaviour and attitudes. Issues of consent are not only limited to women and can be equally harmful for young men also. **Consent and mutual understanding** of a person's wishes must be present in any healthy relationship.

6. Is consent trivial? For example: Can a person give consent if they've consumed drugs or alcohol?

Students often give circumstantial scenarios as a way to 'shift' blame and responsibility from perpetrator to victim. Often students will say 'but what if she was drunk...' and 'she shouldn't have dressed like that...' etc. Allow students to vocalize their opinion, and then **make it clear THAT...**

Consent is not trivial: sexual acts without **clear consent** from both parties are sexual assault or rape. People who are incapacitated by alcohol or drugs cannot give consent as they lack the capacity to make rational, informed decisions. People under the influence of drugs or alcohol are also unaware of what may be happening to them.



AGE OF CONSENT

**"My name is Brandon,
I am an 18 year old guy, and
my girlfriend Nina is 15.
We have been together for a
couple of years and started
having sex soon after we
started dating. Is this ok?"**

Sex without consent is illegal. Consent means that individuals agree to freely and voluntarily have sex, but they must have **capacity to give consent**. In determining if a person has capacity, the **Age** of the people who want to have sex is considered.

Age of consent is the age at which the law says that a person is old enough to legally consent or agree to have sex with another person.

The law says a person **under the Age of Consent does not** have the **capacity to consent to sex**.

In Queensland, a person is not old enough to consent to sex if they are **under the age of 16**. This includes all types of sex.

It is **illegal** for an adult to have sex with a person who is under the **Age of Consent**. It is also illegal for persons to have sex if both are under the **Age of Consent**.

Sex includes oral sex, vaginal or anal penetration with a penis, fingers or another object.

IS BRANDON COMMITTING A CRIME?

In Queensland, Brandon is considered to be an adult because he is over 18. Nina is considered to be a child because she is under the age of 16.

Brandon is breaking the law by having a sexual relationship with Nina, even though she is happy and consents to have sex with him. This is because Nina has not reached the age of consent and therefore, **she is not old enough to agree to have sex**.

By having a sexual relationship with Nina, Brandon could be charged with indecently dealing with a child under the age of 16; sexual penetration of a child under the age of 16; and other serious criminal offences.

Please turn the page for more information





AGE OF CONSENT

IS BRANDON COMMITTING A CRIME? (CONTINUED)

Brandon could also be charged with an offence if he has **any other kind of sexual contact with Nina**.

These offences have serious penalties, including a **jail sentence**.

If found guilty of a sexual offence, Brandon could also be placed on the **Child Protection Offender Register (Register)**.

A person who is on the Register has to report to the police regularly and may have to give the police information about their personal situation, such as where they live and whether they have contact with underage people.

If Brandon is placed on the Register, he would have to give the police information about any contact he has with Nina and other underage people such as his friends, brothers or sisters. This will allow the police to make sure that any underage people he has contact with are **safe**.

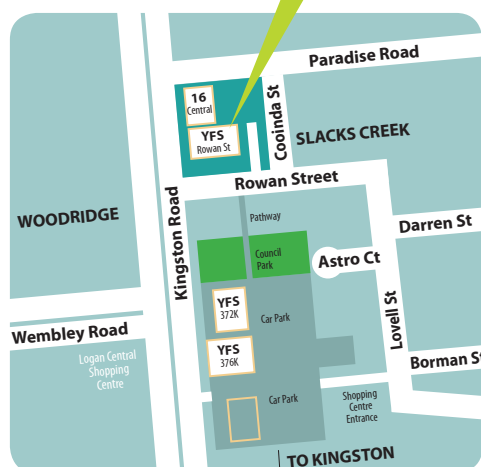
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VIDEO 5 CONTROL

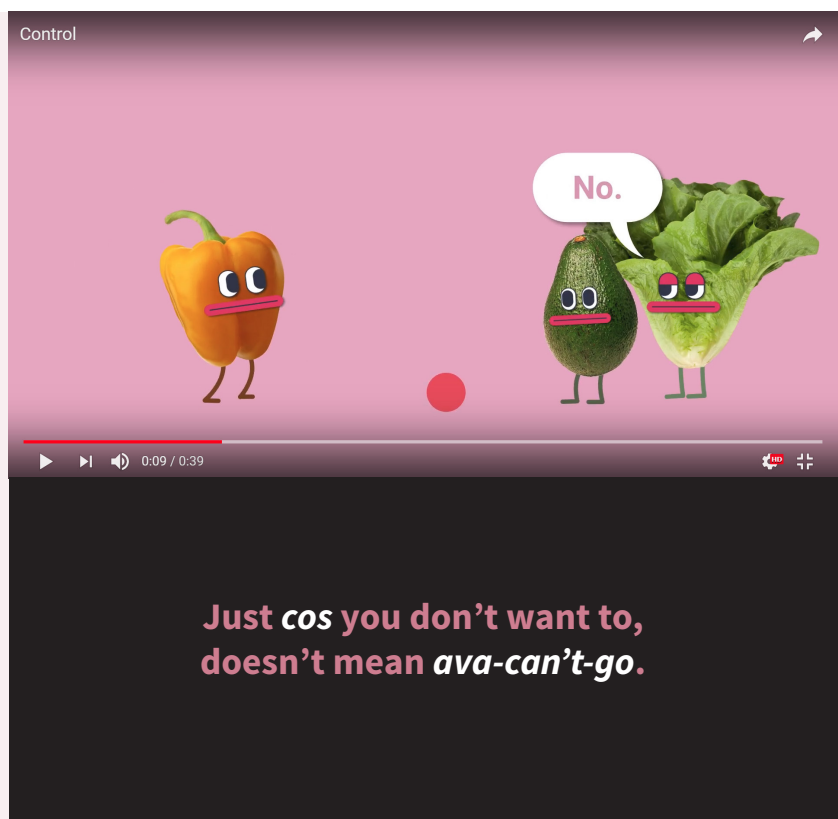
BACKGROUND INFORMATION

This video aims to identify **controlling behavior** and discuss how **control** in a relationship is socially harmful and can even contribute to **violence**. This purpose of this video is to explore the harmful consequences of control and coercive behavior within relationships.

In the video the Capsicum invites the Avocado to join in on a game of soccer, kicking the ball towards them. Avocado's partner, the Cos Lettuce, sees the gesture and becomes jealous. The Cos Lettuce tells the Avocado that they cannot socialize with the Capsicum, controlling the Avocado's actions and whereabouts. The message displayed at the end of the video reads 'Just cos you don't want to, doesn't mean ava-can't-go. Don't be a bad apple.'

FACILITATION PROMPTS

- Start off by asking students 'What is happening here?'
- What is **control**?
- What is the difference between **control** and **care**?
- Do you think controlling behaviour is common?
- Why is the Lettuce's behaviour and attitude **harmful**?
- How does **control** impact on young people?
- Do you think controlling behaviour is **justifiable**? Is it **illegal**?
- How does **control** contribute to harm to girls and women?
- How can you **stop** controlling behaviour?



FACILITATION ANSWERS

1. What is controlling behaviour?

Controlling behaviour is often a reoccurring pattern of behaviour which can take various forms and is used by a person to exert power and control over another. **Controlling behaviour** makes a person subordinate and/or dependant by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means of independence and regulating their everyday behaviour. **Controlling behaviour** in relationships often develops over time and is violation of one's trust, freedom and safety.

2. What is the difference between control and care?

When you're in a relationship, the difference between **caring** and **controlling** can be a very fine line, making it hard to distinguish between the two. While **genuine care** for an individual comes from a place of selflessness and love, controlling behaviour usually comes from a place of resentment or insecurity. So how can we tell the difference?

THE WARNING SIGNS:

Patterns of isolations

A controlling person often discourages or forbids their partner from spending time with others. They may speak badly of their partner's friends and family or act jealous when their partner sees other people. If the person tells you their partner doesn't approve of their friends or social life, it could be another red flag.

Excessive criticism

Controlling people try to gain the upper hand over their partner by breaking down their self-esteem. One way they do this is by criticising their partner's appearance, or abilities. Criticism may be over, or it may take the form of backhanded compliments or hurtful 'jokes'. Notice if the person's partner says things like "You'd look so great if you lost some weight" or "Why are you going back to school? You were no good at school before."

Manipulative behaviour

Does the person's partner get them to do things they normally wouldn't do? Using guilt, threats or pressure to control a partner's behaviour is a common tactic in unhealthy relationships.

3. Do you think controlling behaviour is common / Do you know of examples?

Encourage the students to think about this question and share their answers. Use social media as an example of how **controlling behaviour** can occur- for example: your partner not wanting you to be friends with someone on social media or not wanting you to like or comment on someone's picture.

Ask students if they can give any examples of **controlling behaviour** or what controlling behaviour may look like.

After they've provided examples, mention the following examples: obsessive texting, emailing, or dictating clothing choices, telling your partner who they can and can't socialise with, demanding passwords and access to social media accounts, demanding to see their phone, constant surveillance through apps or dictating what they wear in public. Elaborate on how these actions are **harmful**.

For example: constant checking up on someone can be interpreted as love, but it is controlling and a sign of jealousy and insecurity = contribute to acts of violence.

4. How does control impact on young women and young men?

Controlling behaviour has a negative impact on victims. It can impact all areas of the victim's life including health, education, the development of relationships, and social activities. Controlling behaviour can make victims feel intimidated, humiliated or worthless. It can prevent victims from living their life- stopping them from socialising or going to work.

5. Do you think it is trivial? Is it illegal?

Controlling behaviour is a form of **emotional and psychological abuse** and can be just as harmful to a partner as physical abuse. **Control** often leaves victims feeling emotionally drained, distressed, and depressed. Although controlling behaviour is currently not recognised as a criminal offence under the Criminal Code, it is a clear sign of an **unhealthy and abusive relationship**.

6. How can peers stop controlling behaviour?

Peers can stop controlling behaviour by calling out harmful patterns of behaviour they may see occurring within their circle of friends, family or own relationship. By standing up and letting the person whom is controlling their spouse or partner know that this type of behaviour is **harmful, unacceptable** and **disrespectful**, students can break the cycle of violence against women and girls. Clarify with students that multiple signs of control (**isolation, excessive criticism and manipulative behaviour**) represent a **toxic and dysfunctional relationship**.

If you have concerns about a friend or family member who may be in a controlling relationship, it is important you voice your concerns to that person: often people in controlling situations are unaware of their situation. You can also help locate resources to deal with their situation or contact community service providers who freely offer support for individuals experiencing abusive relationships and domestic violence.



DOMESTIC VIOLENCE IN INTIMATE RELATIONSHIPS

"I've been going out with Aaron for 3 months, but it's getting really creepy. He won't let me see my friends. He pins me against the wall and yells at me."

Aaron's behaviour is considered as domestic violence under the **Domestic and Family Violence Protection Act 2012 (Qld) ("The Act")**.

WHAT IS DOMESTIC VIOLENCE?

Domestic and family violence is **abusive or violent behaviour** used by one person to control, intimidate or dominate another person in personal relationships. The relationships include, intimate and family relationships, or informal care relationships.

An intimate personal relationship could be a relationship between a husband and wife, same-sex or heterosexual couple, defacto partners, and even people who have divorced or broken up.

Domestic and family violence also includes emotional and psychological harm and abuse.

IS AARON'S BEHAVIOUR AGAINST THE LAW?

By preventing his girlfriend from seeing her friends, Aaron's behaviour may be regarded as **emotional and psychological abuse** which is a form of domestic violence. Depending on the circumstance, this behaviour could also amount to a criminal offence under the **Criminal Code Act 1899 (Qld)**:

- Threatening to harm someone to prevent or hinder that person from doing something they are legally entitled to, is a criminal offence.
- Threatening someone could carry a **prison sentence of up to 5 years**. Yelling and pinning his girlfriend against the wall could amount to an **assault** under the Criminal Code.
- Hitting, striking or applying physical force to a person without their consent is an assault.
- It is also an assault to threaten to apply force to a person (for example by yelling at them in a threatening way and causing them to be fearful of physical harm).
- A common assault could carry a **prison sentence of up to 3 years**.

Please turn the page for more information



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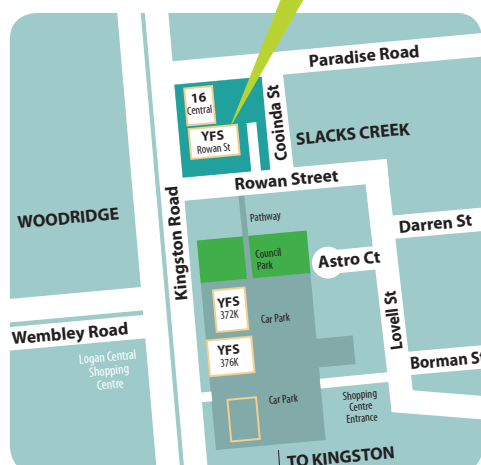


DOMESTIC VIOLENCE IN INTIMATE RELATIONSHIPS

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HOW CAN PEOPLE PROTECT THEMSELVES FROM DOMESTIC AND FAMILY VIOLENCE?

The **Act** aims to protect people from domestic and family violence.

A person who is a victim in a violent relationship can apply to the Court for a **Domestic Violence Order** to prevent the respondent (the perpetrator) from contacting or harming them.

The **Order** can be either a:

- Protection order (the order made by a court when a final decision is made); or
- Temporary protection order (an order made by a court before a final decision about whether a protection order should be put in place).

The **Act** gives police immediate powers to respond to domestic and family violence. Police have the power to immediately issue a **protection notice** to protect a victim of domestic violence with or without the victim's consent.

WHO CAN APPLY FOR A DOMESTIC VIOLENCE ORDER?

An **application** for a Domestic Violence Order may be made by the person affected by the violence, an authorised person for the victim (including a friend or relative), a police officer, a legal guardian under another Act, or a party to a child protection proceeding in the Children's Court.

Breaching a Domestic Violence Order is a criminal offence. As a result of some recent changes to the law, domestic violence offenders may receive greater punishments and longer prison sentences from the Courts for breaching a Domestic Violence Order.

Courts will also treat an offence of domestic violence as an **aggravating factor** which increases the seriousness of the offence and could lead to more serious penalties.

WANT MORE INFORMATION?

There are support services available to both victims and perpetrators of domestic violence.

**Contact YFS Legal on (07) 3826 1500
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VIDEO 6 CAT CALLING

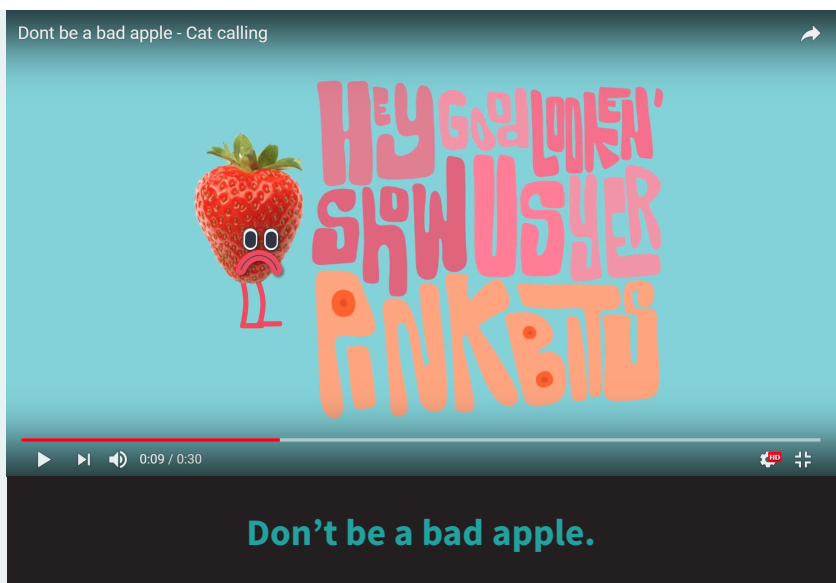
BACKGROUND INFORMATION

The purpose of this activity is to prompt discussion among the students about the harmful effects of “**Cat calling**” and clarify that ‘cat calling’ is classified as sexual harassment. The central message to take away from this video is that sexually suggestive remarks towards people in public spaces are disrespectful. It primarily objectifies women.

In the clip the **Apple** drives past the strawberry that is walking and yells out “Hey good looking, show us your pink bits”. The **Strawberry** looks very unhappy and uncomfortable in the image. The fruits in the locker room look upset at the Apple. The message displayed after the video clip is “**Cat Calling - Gross**”.

FACILITATION PROMPTS

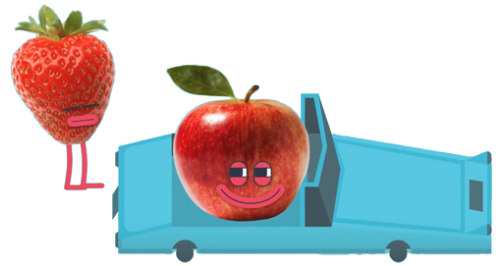
- Start off by asking students what they thought happened in the video... then ask:
- What is ‘**Cat calling**?’
- How would the **Strawberry** be feeling after this incident?
- How is ‘**cat calling**’ harmful to young girls and women?
- What do you do if you see some one being **cat called**?
- What can the **Strawberry** do?



FACILITATION ANSWERS

1. What is “Cat calling”?

After asking students what they think happened in the clip, ask the class what cat calling is – some students may be able to provide a definition or have a rough idea. Explain to students that **cat calling** is a loud, sexually suggestive call or comment directed at someone publicly (as on the street). Generally, people will catcall others because they want to get their attention. This is behavior is most commonly performed by men towards women and young girls who they think are attractive as they pass by. Sexual harassment on the streets is not just verbal and can also include wolf-whistling, winking and staring intensely while a person walks by in a way which makes the person feel uncomfortable and objectified. Cat calling and sexual harassment in public places has become so common for women and girls in particular that some consider the harmful behavior as ‘normal’ and ‘a part of everyday life’.



2. How would the strawberry be feeling after this incident?

Discuss with the students that the Strawberry clearly felt uncomfortable and unsafe while walking down the road. The Strawberry might have also felt powerless as the Apple was able to harass them before driving off in their car. Explain to the students that cat calling is not a compliment but a form of sexual harassment. Also explain that it's never the victims fault as some perpetrators might use the excuse of being 'provoked'. E.g. "She was wearing a short skirt, which led me to...", "Well, she shouldn't have been walking alone at night..." or "Boys will be boys..."

3. How is 'cat calling', wolf whistling and harassment on the streets harmful to young women and girls?

Cat calling is harmful because it displays a sense of entitlement to a person's body. Clarify with students that what might seem like a 'nice compliment' can actually make women and young girls feel unsafe and at risk of sexual assault in public.

In these scenarios some students often ask "what about boys?" or "what if a girl does it?" Mention that every human has the right to be safe and free of harm, regardless of gender and that catcalling is never okay as it infringes on a person's fundamental right to safety. Emphasize that **cat calling** is not flattery or an impressive compliment, but respecting someone is.

4. What do you do if you're in public and you see or hear someone being cat called?

Tell students that If they witness someone receiving comments about their body in public, the best thing to do is to take a stand and call out behaviour that disrespects women and young girls. Making sexually suggestive comments about a stranger's body is **never** okay. Emphasise that this type of behaviour treats women like sexual objects rather than human beings. Mention that a survey conducted by Our Watch revealed that currently **1 in 4 young people** think that it's **not serious** when guys verbally harass or insult girls in the street. Sometimes speaking out can be difficult, however if nothing is said the perpetrator will believe their behaviour is acceptable and will most likely disrespect another person on the streets. Standing up and speaking out can also make the victim feel supported and valued rather than humiliated and ashamed. Explain to students that by remaining silent, you enable the harasser and send the harmful message that his or her behaviour is ok.

5. What can the Strawberry do in this situation?

As the Strawberry clearly felt uncomfortable and unsafe in this situation, the best way to inform the harasser of their inappropriate behaviour is to tell them that you don't appreciate their comments. Explain to students that unfortunately many women and young girls who are in this situation feel powerless or are too afraid to speak out in case the harasser responds and the situation escalates.

Make sure that students understand the blame and responsibility is on the harasser (the Apple), not the victim (Strawberry). Whilst the strawberry is limited in what it can do, the Apple has the ability to change his behaviour and stop harassing the Strawberry. Any bystanders in the situation who have witnessed the Strawberry being **cat called** can and should speak up as sexual harassment in any shape or form is unacceptable. Ensure to remind the class that the strawberry might be feeling very emotional and unsafe, and should speak to a counsellor or teacher for further support.



The R4Respect team appreciate your interest in the 'Don't be a bad apple' program. We trust that you find it really helpful and engaging with young people on challenging topics. We welcome your feedback and we encourage you and the youth participants to follow us on our social media.



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