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Work Package 2

Digital Storytelling & Rights Awareness Platform

Module 1

Recognizing Harassment and Building Awareness

1. Module Overview

Module title: Recognizing Harassment and Building Awareness

Target Group: Adult women at risk of gender-based violence, digital exclusion and social isolation.

Estimated Duration: 90 minutes total (can be delivered as 2 × 45 min if needed)

Delivery format:

- In-person group session recommended for trust building, 6-10 participants/pairs, small group
- Blended: live session platform and anonymous reflection.



2. Learning Objectives

After completing this module, learners will be able to:

- Identify at least two common forms or warning signs of harassment in everyday life, both online and offline.
- Recognise basic rights in relation to dignity, safety and non-discrimination; as well as know that protection options exist.
- Apply one simple self-protection strategy using practical safety skills when they experience harassment or witness it.
- Reflect on personal boundaries and what having respectful behavior means to them through shared experiences.
- Feel more informed and confident about naming harassment and seeking support, without pressure to act.



3. Safety Note

This module is preventive and educational, not a form of therapy. Participation is entirely voluntary, and learners are free to pause, skip, or stop at any time. No participant is expected to share or describe personal experiences of harassment. Support contacts are provided at the end of the module.

This module does not replace professional or emergency support.



4. Trainer / Facilitator Notes

For optimal trust-building, a group size of 6 to 10 participants or pairs is recommended. Facilitators should remain attentive to moments that may stir strong emotions, such as discussions around violence, discrimination, or online experiences. Should emotions arise, the appropriate response is to offer a pause, validate how participants are feeling, avoid dwelling on specific details, and always keep in mind that sharing is voluntary. If a major conflict emerges, it may be necessary to pause or stop the session entirely. It is essential to never ask participants to share personal trauma.

Trainers can repeat the key messages at the beginning and end of the session and refer to them during activities. Participants can also be invited to translate the messages into their own languages or adapt the wording to make it sound natural and meaningful to them. This helps

foster a sense of ownership and ensures the messages are understood and remembered by the group.



5. Introduction

Harassment is not always easy to name. Sometimes it looks like a joke, a compliment, or something people call "normal." Sometimes it happens so often that it starts to feel like something we simply must accept. This module is here to support you in recognising what harassment is, understanding your right to safety and dignity, and exploring simple ways to respond at whatever pace feels right for you.

You do not need to have experienced harassment yourself to take part. This is a space for learning, reflection, and building awareness together.



6. Key Messages

- a. "Harassment is never your fault, support is available."
- b. "Your safety and dignity always matter."
- c. "Understanding your boundaries is a strength."
- d. "You are allowed to say no."

These messages will also be used for visuals, chatbot responses, and social media micro-content.



7. Educational Content

See Annex 1.



8. Practical Tools for Module 1: Recognizing Harassment and Building Awareness

See Annex 2.



9. Rights Awareness and Support

Women have the right to dignity, safety, and non-discrimination in all spaces: public, private, online, and offline. These rights are protected through national law, EU law, and international human rights standards. Support may be available through women's organisations, helplines, social services, schools, workplaces, and trusted community networks. Local details are provided in the country section. Participants can also consult the HERizon chatbot or rights guide for further information and support options.

Support is available through women's organisations, helplines, social services and trusted community networks.

Swedish national contact points that are most relevant for women:

- **Kvinnofridslinjen (National Women's Helpline)**
Open 24/7, free and anonymous. It can be reached at 116 016 (and it is also still reachable via the older number 020-50 50 50).
- **Victim Support Sweden (Brottsofferjouren / BOJ)**
National support line 116 006, with local victim support centres and trained volunteers.
- **BRIS (for children and young people)**
Support line 116 111, including phone/SMS/chat.
- **Terrafem**
Helpline 020-52 1 10, known for multilingual support and support to women with migrant backgrounds.
- **Brottsoffermyndigheten (Swedish Crime Victim Compensation and Support Authority)**
Provides information about criminal injuries compensation and support; contact phone 090-70 82 00 (English information is available).

In addition to these national structures, local support often happens through women's shelters and girls' shelters, youth centres, student health services, and municipal or regional counselling services. Where a person turns first often depends on what feels safest: anonymity, language, trust, and the need for practical help (housing, legal guidance, accompaniment, or access to healthcare).



10. Reflection prompts (for trainers)

- How would I respond to this situation in my training context?
- Which aspects of this topic challenge me the most, and why?
- How can I create a safer learning space around this issue?



11. Evaluation

See Annex 3.



12. Ethical and Safety Checklist

- ✓ The module follows a trauma-informed approach.
- ✓ No graphic or triggering content is included.
- ✓ Participation is entirely voluntary.
- ✓ No participant is expected to share or describe personal experiences of harassment.

13. Real-life Micro-scenarios

See Annex 4



14. Instructional video

Harassment can take many forms. It can happen in public, at work, at school, online, or in close relationships. It can be physical, verbal, or digital. Sometimes it is direct and obvious. Other times it is subtle disguised as a joke, a compliment, or something people call "just the way things are."

One reason harassment can be hard to name is that we are often taught to question our own reactions. We may wonder whether we are overreacting, whether it was really that serious, or whether speaking up is worth the risk. These doubts are common and understandable. They do not mean that what happened was not real or that it did not matter.

It is important to know that harassment is never the fault of the person who experiences it. No matter what someone was wearing, where they were, or how they responded, the responsibility always lies with the person causing harm.

This module explores what harassment looks like in everyday life, your rights, and how you can respond in ways that feel safe and realistic for you. There is no single right way to react, and this module does not expect you to follow a fixed path. It offers tools for reflection and practical steps you can adapt to your own situation.

Take what feels useful, and set aside what does not. If anything in this module brings up difficult feelings, it is okay to pause and reach out for support in whatever way feels right for you.

Annex 1

1. What is harassment?

Harassment is unwanted behaviour that makes a person feel uncomfortable, disrespected, or unsafe. It can happen through words, gestures, messages, or actions, and it is often linked to power and disrespect rather than to misunderstandings or compliments. Women may experience harassment for many reasons, including their gender, origin, age, or other characteristics.

Harassment often involves a power imbalance, even when this is subtle, for example, when one person has greater social influence, authority, or control over the setting, making it harder for the other person to speak up or leave. In intimate relationships, this imbalance may be reinforced through controlling behaviours such as monitoring, isolation, financial control, emotional manipulation, or restricting access to support. These behaviours can gradually reduce a person's sense of freedom, autonomy, and safety, making it more difficult to set boundaries, seek help, or leave the relationship. Some behaviours are normalised as jokes, flirting, or advice, even when they repeatedly cross boundaries and cause discomfort. Repeated behaviour that ignores a person's limits is a warning sign that should always be taken seriously.

Harassment can be clear and direct, but it can also be disguised as "tradition", "humour", or "concern", for example, comments about how a woman should dress, behave, or use social media. Comments such as "you're too sensitive" are often used to silence women and minimise their feelings. In abusive intimate relationships, controlling behaviours are often presented as signs of love, care, or protection. Excessive jealousy, constant checking of a partner's whereabouts, monitoring phone or social media use, or discouraging contact with friends and family may appear caring at first, but can be warning signs of coercive control.

When discussing harassment, it is important to remember that impact matters more than intent. A person may say they meant no harm, but if their behaviour is repeated and makes someone feel scared, embarrassed, or unsafe, it may be harassment. Women are never responsible for the harassment they experience, regardless of what they were wearing, where they were, or how they responded. The same applies to abusive and controlling behaviour in intimate relationships. Responsibility always lies with the person choosing to use power, control, intimidation, or violence, never with the person experiencing it.

Myth/Statement	Reality
If it is not physical, it is not serious.	Harassment can be verbal, non-verbal, digital, or physical. Non-physical harassment can still cause fear and harm.
If you smile, answer, or don't react, you are encouraging it.	People respond in different ways to stay safe, by freezing, smiling, or remaining silent. Responsibility remains with the harasser.
It's just humour; women are too sensitive.	Humour does not justify repeated disrespect. Impact matters more than intent..

Key reminder: Women are never responsible for the harassment they experience, regardless of what they were wearing, where they were, or how they responded.

Trainers can invite participants to reflect on these myths and discuss whether they have heard similar messages in their communities or everyday environments.

Activity (8-10 min)

Card sort: In pairs, participants receive 8–10 short example cards and sort them into three groups: *harassment*, *not harassment*, and *not sure / needs more context*.

Debrief questions:

- What makes this situation feel unsafe?
- What boundary is being crossed?

Reflection question (1 min): What behaviours do people often call "normal" that can actually be harassment?

Optional activity: The facilitator writes the words *respect*, *discomfort*, and *fear* on a board. Participants are given brief examples such as "a co-worker repeatedly sends you heart emojis after work", "a stranger greets you politely once", or "a teacher comments on your body in front of your classmates" and place each under the word that best describes how they think someone might feel. This helps connect behaviour to emotional impact.

2. Common forms in daily life

Harassment can happen anywhere: in public spaces, workplaces, educational settings, on transport, in family or social circles, and online. Some situations are harder to respond to because of power dynamics, dependence, isolation, or fear of being blamed.

Examples include:

- **On the street or in public spaces:** unwanted "compliments", being followed, being blocked, or sexual gestures.

- **At work or in education:** comments about appearance or clothing, unwanted flirting from classmates or supervisors, or requests for personal favours in exchange for opportunities.
- **On public transport:** someone sitting deliberately too close, unwanted touching, or taking photos without consent.
- **In families or close circles:** controlling behaviour, criticism of clothing choices, minimising women's opinions, or sexist jokes at family gatherings.
- **Online and on social media:** repeated messages after a "no", requests for photos, sending sexual images without consent, or sharing private information or images without permission.

These examples are intended to support recognition, not to replace participants' own experiences. Women may choose to refer to situations they have seen around them or in the media, without discussing personal trauma.

Activity (10–12 min)

Daily life map: Draw a simple day timeline on a board: *home* → *travel* → *work/school* → *shops* → *online*. Participants place sticky notes with general examples under each location. No personal stories are needed. They then add a second colour for "safer places" where support may be available.

Reflection question (1 min): Which place feels most difficult to stay safe in, and what would make it safer?

Optional activity: The facilitator and participants create a simple map of a typical day together, using symbols for places such as home, bus, school, shop, workplace, and phone. Participants add small stickers or marks where they think harassment is most likely to occur and where they feel safest. This can open a discussion about risk, safety, and support across different settings.

3. Your boundaries and consent

Boundaries are your personal limits and what feels safe and respectful to you. Consent means a clear “yes”, given freely and without pressure or fear. Healthy relationships respect both boundaries and consent. Saying, “I feel uncomfortable, please stop,” is your right. It is not rude.

There are different types of boundaries:

- **Physical boundaries:** how close someone may come to you, whether they may touch you, hug you, or have any physical contact.
- **Emotional boundaries:** what kinds of jokes or comments you accept, and how others speak about your body, clothes, feelings, or private life.

- **Digital boundaries:** who may contact you on social media, who can see your photos and content, when you respond to messages, and what information you choose to share.

Consent is not limited to romantic or sexual situations. It can also mean agreeing or refusing to share your story, appear in a photo, or take part in a digital project. A clear and enthusiastic “yes” is different from a “yes” given out of fear, pressure, or confusion. Silence, uncertainty, or feeling blocked is not consent.

Activity (8–10 min)

Three circles: Participants draw three circles: green, yellow, and red.

- In the **green** circle, they write behaviours they consider safe and respectful.
- In the **yellow** circle, they write situations that feel confusing or uncomfortable.
- In the **red** circle, they write behaviours they consider clearly unacceptable.

This can be done individually or in small groups and then discussed together. Participants are not expected to share personal examples general or observed situations are equally valid.

Reflection question (1 min): When is it most difficult to say no or to set a boundary, and what makes it harder in those moments?

Optional activity: The facilitator reads short, general scenarios and invites participants to respond with green, yellow, or red to indicate how the situation feels. This can be done by raising a coloured card, placing a hand signal, or simply calling out a colour. The focus is on building shared awareness of where boundaries are often tested, not on personal disclosure.

Activity (8–10 min)

Short role-play: In small groups, participants receive a short everyday scenario — for example, comments on the bus or repeated jokes from a classmate. Each group assigns roles: the person experiencing harassment, the harasser, and a witness. They act out the situation and prepare two short responses — one from the person experiencing harassment and one from the witness.

The focus is on practising simple phrases through general examples. No personal cases are needed.

Reflection question (1 min): What kind of support from others would help you feel safer in a difficult situation?

Optional activity: The facilitator prepares three cards labelled *Name it*, *Move*, and *Ask for support*. Participants work in small groups and receive brief scenarios. For each one, they choose one possible action:

- **Name it:** suggest a phrase that could be used.
- **Move:** describe how to leave the situation, change seats, or find a safer place.
- **Ask for support:** identify someone they could speak to afterwards — a friend, teacher, women's organisation, or helpline.

Annex 2

Practical tools

The following tools are simple guides that participants can use in their daily lives. They are not strict rules, and there is no single correct way to use them. Participants are encouraged to adapt the language, add their own phrases, or create personal symbols that feel meaningful to them. Trainers may consider printing the checklist on a small card or sharing it as an image that can be saved on a phone.

Tool 1 - Safety Checklist

This checklist can be used before, during, or after a situation to help you notice how you are feeling and whether something feels safe.

- My body feels relatively calm, not frozen, tense, or scared.
- I do not feel pressured, threatened, or guilty.
- The other person's behaviour feels respectful.
- I can leave or change the situation if I want to.
- I feel I could talk about this with someone I trust.

If you answer "no" to more than one of these questions, consider which support option feels safest and most realistic for you right now. You do not have to do everything at once, and there is no single correct response.

Tool 2 - Decision Tree

This tool offers a step-by-step guide for moments when you experience or witness harassment. Move through the steps at your own pace and stop at whichever step feels right for your situation.

Step 1 - Notice your feelings

Do I feel comfortable, or does something feel wrong?

- If something feels wrong, continue to Step 2.

Step 2 - Can I speak safely?

Do I feel safe enough to say something?

- Yes: try a clear, simple phrase:
 - "Please stop. Your comments make me uncomfortable."
 - "This is not respectful. I want you to stop."
- No: continue to Step 3.

Step 3 - Can I leave or move away?

Is it safe for me to leave, change seats, or move closer to other people?

- Yes: do so. Stay near others if possible.
- No: continue to Step 4.

Step 4 - Can I document what happened?

When it is safe to do so, write down what happened — where, when, and what was said or done. Keep any evidence such as messages or photos only if it feels safe and useful.

Step 5 - Do I need support?

- Talk to someone you trust.
- Contact a women's organisation or helpline.
- Refer to the support contacts at the end of this module.

Remember: your safety always comes first. There is no right or wrong way to respond, and any step you take, including choosing to say nothing and seek support later, is valid.

These practical tools are simple guides that participants can use, not strict rules. Participants can adapt the checklist and decision tree to their own language and context, for example, by creating their own phrases or symbols. Trainers may consider printing the checklist on a small card or sharing it as an image that can be saved on a phone, so participants can use it in their daily lives if they wish.

Annex 3. Evaluation Test

The following questions are related to the content of this module. Their purpose is to support your understanding of the key ideas covered, such as what harassment is, how it can appear in everyday life, and what you can do when you experience or witness it.

These questions are not intended to assess you personally. They serve as a short conclusion to the module and an opportunity to reflect once more on the main messages you have explored.

1. Harassment is mainly about:

- a) Compliments that women do not understand
- b) Power and disrespect**
- c) Romantic interest
- d) Lack of communication

2. Which of the following can be a form of harassment?

- a) Respectful comments at work
- b) Unwanted and repeated comments about someone's body**
- c) Saying "no" to a request
- d) Asking for help

3. Which is a basic right related to harassment?

- a) The right to live free from violence**
- b) The right to always agree
- c) The right to remain silent
- d) The right to harass others back

4. Which of the following is an example of setting a boundary?

- a) Saying, "I feel uncomfortable when you do this. Please stop."**
- b) Ignoring your discomfort to be polite
- c) Staying alone with the person
- d) Blaming yourself for the situation

5. A person says a behaviour is “just a joke”, but it continues after someone has said it makes her uncomfortable. What might this indicate?

- a) A harmless misunderstanding
- b) A possible boundary violation or harassment**
- c) A normal disagreement
- d) A compliment taken too seriously

A note for trainers: These questions can be used as a written test, a group discussion, or a quick verbal round at the end of the session. There is no need to formally mark answers. The goal is to encourage reflection and consolidate the key messages from the module, not to evaluate participants.

Annex 4

Real-Life Micro-Scenarios

Scenario 1 - "The Joke That Crosses the Line"

Situation

The woman joined a retraining course, hoping for a fresh start. The group was mixed, the sessions were twice a week, and for the first time in a while, things felt possible.

From the second session, one male participant began making jokes about women drivers, about what women are "always" like. Some people laughed. The trainer said nothing.

Over the following weeks, the comments became personal. He imitated the woman's accent, remarked on her clothes, and told the group she was "too serious" and needed to loosen up.

When the woman did not laugh, he shrugged: she would understand the culture eventually. Others looked away.

The woman started arriving late, sitting near the door, and spending breaks at her desk or in the bathroom. She told herself it was not that serious, nothing physical had happened. But her concentration was gone, her body tensed before every session, and she had begun quietly wondering whether to quit.

Then a message arrived from another woman in the group: *"I noticed what's been happening. I don't think it's okay either. I just didn't know what to do."*

It was a small thing. But it confirmed what the woman already knew, she was not imagining it, and she was not alone. Now she had to decide what to do next.



Opening reflection question

What are some safe and realistic steps when repeated "jokes" feel disrespectful, become normalised by the group, or continue despite visible discomfort?

Possible response options (*there are no right or wrong answers*)

- The woman says: "Please stop. Those comments are not respectful."
- She chooses to sit near supportive people and, where possible, avoids being alone with him.
- She speaks privately with the trainer and explains how the repeated comments are affecting her.
- She asks the trainer to restate the group rules on respectful behaviour and to address the comments directly.

These responses can be adapted or combined. The aim is to explore small, realistic steps that consider safety, support, and group dynamics.

Roles

ROLE	ACTION
Woman	Wants to learn or work in peace. She feels embarrassed, irritated, and uncertain about what to do. She may also feel guilty or fear social isolation if she speaks up.
Harraser / commenter	Seeks attention and influence, hides behind "joking", and may dismiss the impact of his behaviour. He may not describe himself as harmful, but his behaviour has a negative effect on others.
Witness	Feels uncomfortable but is unsure how to intervene. They may fear conflict, exclusion, or being blamed for creating tension in the group.
FACILITATOR	The facilitator is responsible for maintaining a safe learning environment and setting clear group boundaries. This scenario can also show how repeated "humour" may function as harassment, especially when silence or laughter normalises the

	behaviour.
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The trainer or facilitator is responsible for maintaining a safe learning environment and setting boundaries and rules. They can model respectful behaviour and show that humiliating comments are not accepted.

Activity flow (15 to 20 minutes)

ACTIVITY PHASE	TIME	ACTION
FACILITATOR	2 min.	Explain briefly that the scenario is fictional but realistic. Remind participants that nobody is expected to share personal experiences.
ROLE-PLAY	5-6 min.	One participant makes one or two “jokes”. Others respond as in the scenario by laughing, remaining silent, or looking away. Act out the comment and the group response.
PAUSE	3-4 min.	Invite participants to identify warning signs, discuss the impact of the repeated behaviour, and consider whether any rights or boundaries are being affected.
REPLAY	4-5 min.	Repeat the scene, but this time the woman and/or a witness tries one boundary-setting response and one support action.
DEBRIEF	2-3 min.	Emphasise that there is no perfect response. Discuss what feels safest and most realistic in this type of group setting.

Reflection questions

- What signs show that this is more than a single uncomfortable joke?
- How do laughter, silence, or the person's popularity make it harder to speak up?
- What could a witness, coach, or facilitator do to interrupt the behaviour safely and respectfully?
- Which response might feel safest and most realistic for the woman in this setting, and why?

Scenario 2 - "Jokes During the Lunch Break"

Situation

The woman has worked at the small grocery store for two years. As a single parent, the job matters because it is steady, local, and close to home. The team is four people, which means there is nowhere to hide.

One male colleague has been there far longer. He is friendly with the owner and comfortable in his place. During lunch breaks, he makes jokes about customers' bodies, about how women behave, about what they are and are not good at. The owner occasionally laughs. The younger colleague stares at her phone. Nobody says anything.

Over time, the comments turn toward the woman directly. Her shelf organisation, her lunch smells, and once, in front of a customer, the remark that women "always" take too long to decide. Her face goes red. She says nothing. The customer looks away.

She starts eating faster, volunteering for the till during breaks, and finding reasons to step outside. Lunchtime becomes something to get through. She tells herself it is not serious enough to raise, he has never threatened her, never touched her. But she feels less respected than when she started, and something in the daily atmosphere has quietly shifted.

She says nothing to anyone. She worries the owner will take his side. She worries about making things worse in a team this small.

Then one afternoon, the younger colleague finds her in the storage room and says quietly, *"I know those comments are not okay. I should have said something sooner. I didn't know how."*

The woman feels something loosen. She had started to wonder if she was the only one who noticed.



Opening reflection question

What are some safe and realistic steps when repeated "jokes" at work create discomfort, pressure, or fear of consequences?

Possible response options *(there are no right or wrong answers)*

- The woman says: "Those jokes make me uncomfortable. Please stop."
- She speaks privately with the supervisor: "Some comments during lunch make me feel uncomfortable. Could we talk about how we treat each other at work?"

- She uses an "I" statement: "I feel uncomfortable when you make jokes about women's bodies."
- She asks a trusted colleague whether they have noticed the behaviour and whether they would be willing to support her if she decides to speak up.

These responses can be adapted or combined. The focus is on practical, proportionate options that respect the woman's safety, dignity, and employment situation.

Roles

ROLE	ACTION
Woman	A shop assistant who wants to feel respected and keep her job. She feels uncomfortable and conflicted. She may feel torn between staying silent to avoid conflict and speaking up to protect her dignity.
Male coworker	Wants to appear funny and relaxed. He assumes that others accept his "jokes". He may describe this behaviour as part of his personality and fail to recognise the harm he is causing.
Female coworker	Feels that the jokes are wrong, but is afraid of becoming isolated or of being the only person to speak up..
FACILITATOR OR	The trainer or facilitator should ensure that the learning space remains safe and respectful. This scenario can also be linked to workplace dignity, respectful communication, and the right to a working environment free from repeated sexist or humiliating behaviour. The module already frames harassment as connected to power and disrespect rather than misunderstanding, and links women's experiences to dignity, safety, and non-discrimination.

The trainer or facilitator is responsible for maintaining a safe learning environment and setting boundaries and rules. With this scenario, the facilitator can also link it to real workplace rights and support systems.

Activity flow (15 to 20 minutes)

ACTIVITY PHASE	TIME	ACTION
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FACILITATOR	2 min.	Clarify that participants may choose their roles. Remind them that the scenario is fictional and that no personal stories are needed.
ROLE-PLAY	5-6 min.	Show a typical lunch break in which one person makes jokes and others respond differently. Act out the comments and the group reactions.
PAUSE	3-4 min.	Discuss what might happen if the behaviour continues, identify warning signs, and reflect on the impact on dignity, comfort, and participation at work.
REPLAY	4-5 min.	Repeat the scene, this time trying one boundary-setting response and one support action from a colleague or supervisor.
DEBRIEF	2-3 min.	Highlight that indirect or collective strategies may sometimes feel safer, such as involving a colleague or supervisor. Discuss what feels safest and most realistic in a small workplace.

Reflection questions

- What signs show that these “jokes” are creating a disrespectful or unsafe work environment?
- How do dependence on the job and fear of isolation affect the woman’s choices?
- What could a colleague do to support her safely in a small workplace where everyone knows each other?
- What role should a supervisor play when repeated comments about women’s bodies become normalised at work?

Scenario 3 - "Persistent Messages from an Acquaintance"

Situation

The woman is raising her son alone and keeps her life deliberately small: work, school, and a few trusted friends. When her son started at a new school, it felt like a fresh start for both of them.

At a parent-teacher evening, she met another parent. He was friendly and easy to talk to. When the teacher suggested parents exchange numbers for school updates, it seemed perfectly normal.

The first few messages were about the school. Then gradually they were not. He asked about her weekends, mentioned a café nearby, and told her she had seemed "really warm" when they met. She kept her replies short, hoping the tone would settle.

It did not. The messages came more often and grew to include more personal comments about her appearance, questions about her evenings, and long messages about his own feelings. When she did not reply quickly, he followed up: *"Did you get my message?"* or *"You've gone quiet."* She started feeling a flutter of anxiety every time her phone lit up. She checked the parents' group chat less often, not wanting to see his name.

She told herself she was probably overreacting. He was connected to her son's school. She did not want to cause awkwardness. She tried replying less, keeping things brief and practical. He did not adjust.

Then one morning: *"You're the kind of woman who deserves to be looked after. Would you like to have dinner, just the two of us?"*

She read it twice and put the phone face down on the table. She could now name what this was. Not friendliness. Not a misunderstanding. Something she had not invited and did not want.

That afternoon, she told her closest friend, who listened and said simply, *"You are not overreacting. He kept going anyway. That is not okay."*

Opening reflection question

What are some safe and realistic steps when repeated messages continue after a polite refusal and begin to affect a person's sense of safety?

Possible response options (*there are no right or wrong answers*)

- The woman sends one final clear message: "I am not interested in meeting. Please do not contact me for personal reasons."
- She blocks his number while keeping screenshots of the messages, if this feels safe and useful.
- She adjusts her social media privacy settings so that he has limited access to her information and photos.
- She informs a trusted teacher or school contact that she is experiencing uncomfortable behaviour from another parent and asks for advice on managing contact at school events.
- If contact is still necessary for school matters, she keeps communication brief, written, and limited to school-related topics only.
- If the behaviour escalates or becomes threatening, she considers contacting a women's organisation, helpline, or other support service for advice.

These responses can be adapted or combined. The purpose is to explore realistic digital and community-based safety options without pressure.

Roles

ROLE	ACTION
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Woman	A single mother who wants calm communication around school matters and feels that her boundaries are not being respected. She may feel ashamed or guilty for “making it an issue” and may worry about her child’s social situation at school.
Male parent	Believes that persistence shows interest. He may see his behaviour as normal or romantic, or choose to ignore the woman’s clear signals..
A woman's friend	A trusted person who wants to support her without taking over her decisions. The friend may also have their own experiences or concerns that influence their response.
Facilitator	The facilitator is responsible for keeping the learning space safe and for setting clear boundaries. This scenario can be used to discuss digital harassment, repeated unwanted contact, and the role of messaging apps, privacy settings, and community support. The current module already identifies repeated messages after a “no” as a common form of harassment in everyday life and online spaces.

The trainer or facilitator is responsible for maintaining a safe learning environment and setting boundaries and rules. This scenario can be used to start a discussion about online and digital forms of harassment and how to set boundaries through phone and messaging apps.

Activity flow (15 to 20 minutes)

ACTIVITY PHASE	TIME	ACTION
FACILITATOR	2 min.	Clarify that participants may choose their roles. Remind them that the scenario is fictional and that no personal stories are required.
ROLE-PLAY	5-6 min.	One person reads the male parent's messages, another plays the woman and shows her reaction or lack thereof, and a third plays the friend. Act out the messages, the woman’s response, and the friend’s support.
PAUSE	3-4 min.	Discuss when repeated contact becomes a boundary violation, how it may affect daily life and sense of safety, and which rights or support options may be relevant.

REPLAY	4-5 min.	The group suggests one clear boundary message and one support action from the friend or school. They then replay the scene using those options.
DEBRIEF	2-3 min.	Emphasise that blocking is a valid option and that nobody is obliged to continue contact that feels intrusive or unsafe. Discuss what feels safest and most realistic.

Reflection questions

- At what point did the contact shift from appropriate to uncomfortable, and what were the signs?
- How does the shared school context make it harder for the woman to set a clear boundary?
- What could a friend, teacher, or school contact do to support her without taking over her choices?
- What digital safety steps feel most realistic and accessible in this type of situation?

