



ARTEMIS - preventing sexual harassment & abuse among primary school students

Teachers' notes

01

Introduction & Purpose

Purpose of the short films

The short films showcase aspects of verbal and physical harassment between primary students, who are classmates at school, visualising actions of harassment through specific, clear, and realistic examples. Their function is both informative and proactive, as it aims at raising awareness about the topics and assisting the teachers in recognising incidents of harassment and acting promptly to address them effectively.

Teacher's role

The teacher plays a crucial, multifunctional role in recognising incidents of sexual harassment –both subtle and evident ones– and acting to prevent them from recurring. Their role involves explaining to children what is acceptable and what is not, what showcases resilience and what is offensive, and what the boundaries are and how to respect them.

How to use this guide

This guide is created for teachers to use in their attempt to achieve zero tolerance for school harassment. It can be used as educational material to help them recognise cases of harassment and find practical ideas about raising awareness among students to prevent those unwanted behaviours.

02

Pedagogical foundations

Educational videos can play a crucial role in the classroom, and their effectiveness can be enhanced if three main aspects are taken into consideration: cognitive load, student engagement, and active learning, as pointed out by Brame (2017). These elements were used in the videos created under the ARTEMIS project and are clarified next.

Signalling



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The voice-over tries to emphasise the key concepts of each film through its own oral expressiveness. In addition, the Teachers' Notes document is a valuable aid in maximising the benefits of each film, as it provides context, suggests additional activities, and includes a glossary that offers clear and concise explanations of complex concepts for younger students.

Segmenting

The videos are divided into short, clear sections. Each segment addresses a key message (for example, 'What is an unwanted mobile phone ringtone?' or 'What are harmful words?') through the different scenes created. There is also a version of the videos with questions posed throughout the scenes, in order to promote clarification of the key concepts covered.

Cognitive load management

The videos are short (approx. 5 minutes) and tailored to the age group they are aimed at, in order to maintain attention and minimise information overload. The concepts are introduced using everyday language suitable for children, using expressions that are part of their daily lives and reinforced with simple images. The narrative is simple and presents one idea at a time, ensuring that students can follow along without becoming overwhelmed with information, which is particularly important for emotionally sensitive topics such as personal safety.

Active learning

In order to promote active student participation and classroom discussion, the videos include interactive questions that appear as they are being viewed. These elements lead students to apply what they have learnt in a safe and guided way.

These moments of active learning help to convey the message correctly and create moments of reflection that increase confidence in how to respond to difficult situations in the future.

03 Short films' overview

Film title	Main Topics	Duration	Characters	Settings
Unwanted Touching: The Wrong Way to Make Friends	Physical harassment, consent	approx. 5 mins	Sam (initiator), Alex (target), Teacher	Classroom, Playground
When	Verbal/sexual	approx. 5	Sam	Classroom,



Teasing
Goes Too
Far: Harmful
Words

teasing,
emotional
safety

mins

(initiator),
Alex (target),
Teacher

Playground

04

Character guide

Character	Role	Traits
Sam	Initiator	The typical example of the rowdy student. He always tries to make friends, but does not hesitate to make them uncomfortable.
Alex	Victim/target	Sam's classmate, who enjoys quiet activities like reading and feels uncomfortable with unwanted physical contact.
Teacher	Mediator	A warm and understanding authority figure who feels concerned about personal boundaries and respect.

05

Classroom tips for sensitive topics

Normalise

Make sure that students feel comfortable asking



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questions and emotions	questions and expressing emotions (happy, stressed, confused, upset, ...). It is important that students feel that the classroom/school is a safe place.
Use clear and age-appropriate language	Be sure that students clearly understand the discussions and the topics. Don't speak with them like if they are adults or if they have your life experience.
Respect different boundaries and experiences	Recognise that every student has their own comfort levels, backgrounds, and experiences. Avoid making assumptions or generalisations. Let students know that it's okay to have different opinions or feelings, and that all respectful voices are welcome.
Model respectful behaviour	Show students how to talk and listen respectfully, especially during sensitive discussions. The way you respond to questions or disagreements sets the tone. Stay calm, open-minded, and non-judgmental—students will learn to do the same.
Educate children on how to set clear boundaries	Explain to students how to express themselves when they feel uncomfortable or annoyed by using phrases such as "This is not OK for me. It is bothering me", or "Please stop it. I don't like the way you talk to me," or "I don't feel like joining you today. Leave me alone." Non-acceptable behaviours should not be tolerated.
Set the rules of the class	Sometimes, setting rules and possible consequences for those who do not obey is the only way to limit unwanted behaviours at school. After making clear what is acceptable and what is inappropriate, you can discuss in the classroom the kind of punishment for those who disobey. This would help children understand the seriousness of harassment or disrespect.
Teacher Preparation	Before you begin, familiarize yourself with the subject. Anticipate potential questions and reactions from students. Prepare reliable and varied resources (articles, videos, testimonials) that present different perspectives.



Determine clear learning objectives: what do you want students to retain?

06

Scene-by-scene guide

Unwanted touching: The wrong way to make friends

Short description

This educational video tells the story of Sam, a well-meaning but boundary-less student, and Alex, a quiet classmate who values his personal space. Through various interactions in class and on the playground, Sam's behaviour - in particular his tendency to initiate physical contact without permission - makes Alex uncomfortable on several occasions. With proper guidance from their teacher, the two boys learn about personal boundaries, consent and how to show respect in friendships. The story ends with a positive transformation, as Sam learns to ask before touching and Alex feels safer and more respected.

Observed behaviours

Sam's initial behaviour: Unwanted and non-consensual touching of shoulders, grabbing objects from others and physical proximity without asking.

Alex's reactions: Discomfort, withdrawal, verbal hesitation, visible discomfort.

Teacher intervention: Clear and calm guidance on consent, the importance of asking first and respecting the feelings of others. Promotes reflection on inappropriate behaviour.

Improved behaviour: Sam begins to ask permission and respect personal space. Mutual understanding and consent are established.

Discussion focus

Understand what an 'unwanted touch' is, even when you don't want to hurt or invade personal space.

Explore how actions that are intended to be friendly can make others uncomfortable.



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	Recognising verbal and non-verbal signals that indicate discomfort and non-acceptance of behaviour. Emphasise the importance of consent, personal space and respectful friendship. Emphasise that each person has different levels of comfort - and that it's OK to say 'no'.
Suggested follow-up questions in class	• What signs did you see that showed Alex was uncomfortable? • Why is it important to ask for permission before touching someone? • What could Sam have done differently when he first tried to talk to Alex? • Have you ever felt uncomfortable like Alex did? What did you do? • How can we show our friends that we care about their space and feelings? • What should you do if someone tells you they don't like to be touched?

When teasing goes too far: Harmful words

Short description	The video shows how teasing can cross boundaries and become harmful. Sam repeatedly uses unwanted jokes, personal comments, and mocking language toward Alex. Alex demonstrates assertive communication by trying to set clear boundaries, while the Teacher reinforces respect and positive behaviour.
Observed behaviours	Sam: He is teasing, mocking, and invading his classmate's personal space. He is performing verbal sexual harassment and attempting to assert dominance. Alex: He is trying to stay calm, set firm boundaries and communicate clearly. He is confident in confronting disrespect. Teacher: She intervenes appropriately, emphasises respect, and models calm authority.
Discussion focus	Understand the difference between friendly teasing and



	harmful words. Understand why respecting personal boundaries is essential in friendships and classrooms. Explain how harmful words can affect someone's feelings and self-confidence. Find positive strategies to respond to teasing (assertive communication, seeking help, supporting other students). Emphasise the role of adults/teachers in addressing harmful behaviour.
Suggested follow-up questions in class	• How can you tell the difference between joking with a friend and hurting someone's feelings? • Why is it important to respect someone's "No" when they ask to be left alone? • What are some positive ways you could support Alex if you were witnessing the incident? • How did Alex's response change between the first and last scene? • What could Sam have done differently to be a better classmate? • What should you do if you see teasing turning into harassment at school?



Suggested wrap-up activities

Words that Build, Words that Hurt" – Exploring the Power of Language

Element	Description
Title	Words Matter



Objective	This activity helps students recognize how words can affect others, distinguish between supportive and harmful language, and practice replacing negative expressions with positive, respectful ones.
Materials	• Strips of paper or sticky notes • Markers/pens • Two large posters (labeled “Words that Hurt” and “Words that Build”) • Tape or magnets (to attach the notes)
Instructions	• Introduction (5 minutes): Begin with a short discussion: “How do words make us feel? Can words hurt? Can words help?”. • Brainstorming (5–10 minutes): Distribute strips of paper or sticky notes. Ask each student to write down one example of a word or phrase that could hurt someone (e.g., name-calling, mocking) and one that could build someone up (e.g., compliments, encouragement). • Sorting Activity (10 minutes): Students place their notes on the correct poster: “Words that Hurt” or “Words that Build”. Read a few examples aloud (without naming who wrote them). • Reflection & Reframe (10 minutes): For each “hurtful” example, invite students to suggest an alternative “building” phrase. Write these down next to the original ones. • Closing (5 minutes): Summarize the discussion by reinforcing that everyone has the power to choose respectful words and that words can change how others feel about themselves.
Suggested Duration	30-40 minutes

Photo language

Element	Description
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Title	Picture cards activity (10 participants)
Objective	This activity helps to get around the difficulties one might have in expressing oneself directly on a subject, especially if it's sensitive or abstract.
Materials	30 images of different types: landscapes, portraits, objects, scenes from everyday life, abstract illustrations card deck
Instructions	1. Setting Up the Activity (5 minutes) Spread the images face up on a table or the floor so all participants can see them easily and walk around. 2. Instructions (5 minutes) Ask each participant to choose a single image that best represents their experience or overall feeling about the activity. Emphasize that there are no right or wrong answers and that the choice is personal. Give them some time to look through the images in silence and make their selection. 3. Individual reflection (5 minutes) Once everyone has a photo, ask them to think about the reasons for their choice. Encourage them to consider what the photo represents for them in relation to the activity. 4. Group Sharing and Discussion (15 minutes) Go around the group and ask each person to present their image and explain why they chose it. 5. Synthesis and Conclusion (5 minutes) Once everyone has shared their thoughts, briefly summarize the main similarities and differences that emerged from the discussion.
Suggested Duration	35 minutes



My personal space by colours

Element	Description
Title	My personal space by colours
Objective	To help students understand and express their comfort levels with physical space and how to communicate boundaries to others.
Materials	Paper (make circles), markers (green, yellow, red).
Instructions	1. Students draw several circles and colour them green, yellow or red. The green should be for “comfortable”, yellow for “not so comfortable” and red for “not comfortable at all”. 2. In each coloured circle, students write names (or roles, e.g., “family,” “close friends,” “strangers”) and examples of contacts, e.g. high-five, hug, handshake, face kiss... (Example of a circle: green colour for parents & hugs) 3. Invite volunteers to share (if comfortable) the circles they have (colour, role, level of contact). Then lead a short discussion about how everyone’s circles may look different—and that’s okay.
Suggested Duration	20-30 minutes



“OK or Not OK?” – Understanding Consent Through Scenarios

Element	Description
Title	“OK or Not OK?” – Understanding Consent Through Scenarios
Objective	To help students identify situations where consent is needed, understand how to ask for and give permission, and recognize when boundaries are being respected or crossed.
Materials	Scenario cards (you can write short situations on paper) Two signs or cards: one that says “OK” and another that says “Not OK” (Optional: use green and red cards for visual support)
Instructions	Prepare a set of short, age-appropriate scenarios that involve personal space or consent (e.g., “Someone hugs you without asking,” “You ask before borrowing your friend’s pen,” “A friend holds your hand after you say no”). Read each scenario out loud or distribute the cards among the students. Students decide if the behavior is OK (respectful of consent/personal space) or Not OK (crosses boundaries or lacks consent) by holding up the correct card or saying their answer. After each scenario, briefly discuss why it is OK or Not OK, and how the situation could be handled respectfully if needed. Reinforce the message: “We always ask, we listen, and we respect the answer.”



Suggested Duration	20–25 minutes
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Stop – Think – Act for respect

Element	Description
Title	Stop – Think – Act for respect
Objective	To reinforce empathy, assertive communication, and bystander responsibility. Students learn to identify when behaviour crosses the line from friendly teasing into harassment and practice strategies to respond respectfully and effectively.
Materials	Scenario cards (with short scenarios of school harassment) “Stop–Think–Act” posters/cards Whiteboard and marker or paper and pen
Instructions	The teacher introduces the difference between joking and harassment. Then, the teacher presents the Stop–Think–Act method: ○ Stop – Notice what’s happening. ○ Think – Is it respectful? How does it make the other person feel? ○ Act – Choose kindness, set a boundary, support a peer, or seek help. The teacher reads each scenario and pauses to give students space to notice the situation (raise a Stop card), think about how the victim might feel (raise a Think card), and propose a possible solution/answer (raise an Act card). Class Discussion



	The teacher leads a final reflection: ○ How did it feel to set boundaries or to support someone? ○ What actions can prevent harassment in real life? ○ How important do you think empathy is?
Suggested Duration	20–25 minutes



Glossary - Child-friendly terms

Term	Definition
Consent	Asking before doing something and waiting for a clear “yes.” You must get permission before touching, hugging, or using someone’s things. If it’s not a “yes,” then it’s a “no.”
Personal space	Personal space is the area around a person’s body that belongs to them
Permission	Asking before doing something, like touching or playing. You must wait for a “yes.”
Touching	When someone puts their hand or body next to or against another person, sometimes it doesn't hurt, sometimes it does.

