# Through Her Eyes

Workshop Plan & Guidance

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## Through Her Eyes

### Introduction

The *Through Her Eyes* workshop has been designed as a powerful tool to engage young people in conversations about misogyny, harassment, and harmful behaviours in relationships. Centred around the campaign video, which reverses perspectives by showing a young man experiencing the everyday harassment women and girls often face, the lesson creates space for empathy and reflection. It challenges harmful stereotypes, educates young people on misogyny can lead to further harm, and empowers them to take positive action. Aligned with RSHE requirements and Southwark Council’s commitment to reducing violence against women and girls.

### Confidentiality & Information Sharing

It’s important to address confidentiality with the group early on. Make sure participants understand the boundaries of confidentiality and what may happen to any information shared during the session. Young people should be reassured that they are not expected to share personal experiences. While disclosures may happen, it’s essential that the group understands the importance of maintaining confidentiality among peers. However, explain that if someone shares something that raises concerns about their safety or the safety of others, you are required to pass that information on to professionals who can provide support.

Remind young people where they can turn for help or support—whether they themselves, or someone they know, is feeling worried, upset, or affected by any of the issues being discussed. Clear information should be shared about the support available within the school or youth environment, as well as broader services.

### Safeguarding

This resource is designed to support practitioners, teachers, and youth workers in facilitating discussions around misogyny, harmful behaviours, and Violence Against Women and Girls (VAWG). It should be used at the practitioner’s own discretion, with consideration of the age, needs, and maturity of the young people they are working with. Each organisation should follow its own established safeguarding procedures when concerns arise. These internal processes are designed to reflect the specific policies, structures, and support systems in place within the school. Staff should be familiar with their school’s safeguarding policy and know who to contact—typically the Designated Safeguarding Lead (DSL)—when a concern is raised. While broader guidance and external services are available, the first response should always align with the school’s own safeguarding framework to ensure timely and appropriate action.

## Facilitators Guide

**Workshop Duration: 45–60 minutes**

**Target Group: Young people, aged 11–18**

### Equipment Required

* facilitators guide
* worksheets
* interactive whiteboard/projector/laptop
* audio jack/speaker
* safeguarding/sign-posting support

### Aims

* Support young people to understand misogyny and harassment.
* Educate them on, harmful behaviours, and the risks of ignoring misogyny.
* Empower all young people to reflect and take action to create safer, respectful communities.

### Learning Outcomes

By the end of the session, students will:

* Understand key terms: misogyny, harassment, healthy/unhealthy relationships.
* Recognise how misogyny contributes to wider Violence Against Women and Girls (VAWG).
* Understand key terms: misogyny, harassment, healthy/unhealthy relationships.
* Learn facts and statistics about consent, harassment, and VAWG.
* Reflect on the impact of harmful behaviours and empathise with others’ experiences. Know safe ways to challenge harmful behaviours and where to seek support.

## Workshop Plan

|  |  |  |
| --- | --- | --- |
| Slide | Script | Action |
| 1 | Today we’re exploring respect, relationships, and behaviour. This isn’t about blaming anyone — it’s about recognising harm and understanding how each of us can help make change.  Does everyone know what respect is; Can anyone give me an example?  Examples could include; holding a door open for someone, saying please and thank you, listening and not speaking over someone, understanding others boundaries etc.  Now we are aware we all know what respect means, we will be talking about Violence, Misogyny, Consent and Harmful Behaviours today, please respect everyone in this room with you, and if you yourself feel uncomfortable please \*follow action of premises, speak to named DSL\* | Ask for show of hands, take hands and example. |
| 2 |  | Read learning outcomes |
| 3 | What is misogyny, or what does it mean to you?  Do you have any examples of your own?  Examples could include: Believing a women could not complete the same job as a male counterpart because she is a woman, Putting a man on a pedestal for being sexually active and calling a woman names, or seeing her as less than for doing the same | Take hands, click slide, read slide with examples  Take hands  Click slide, read common phrase  Click slide, read reasoning behind why common phrase is Misogyny |
| 4 | What is harassment, or what does it mean to you? | Take hands, click slide, read slide  Click slide, read common phrase  Click slide, read reasoning behind why common phrase is Harassment |
| 5 | The video highlights misogyny by reversing perspectives showing a young man experiencing the everyday harassment women and girls often face.  “What stood out for you?”  “How do you think he felt?”  “Why was it powerful to use a boy as the focus of the video?” | Play Video  Draw out empathy and awareness |
| 6 | The video showed examples we see in our everyday commute to school, but what about what we see on our phones and online, can anyone give me an example of Misogyny that we may see on social media? | Take Hands  Read Slide |
| 7 | Misogyny isn’t harmless – it’s part of the pathway to more serious violence against women and girls | Read Slide |
| 8 | You have 8 minutes to work in your group to complete the worksheet, I will then ask each group to feedback key discussion points  See extended task information (page 7) for tasks information, guidance and for prompts following feedback | Split into groups, hand appropriate worksheet relevant to chosen task  Ask each group to feedback |
| 9 | I am aware that some of us may have seen this, live with it or go through it, if anyone needs help or support or knows of anyone else who may need help or support here are a few places you can go to  If you feel safe enough to talk to me, I would be happy to otherwise \*named DSL\* would be the best person to speak with | Refer to slide |

## Extended Tasks

Two group tasks and worksheets have been created to support delivery. Facilitators should choose the task and worksheet that best matches the ability, understanding, and needs of the young people they are working with. This flexibility ensures that the content remains accessible, age-appropriate, and meaningful for all groups.

### Flip The Script

This worksheet focuses on the ‘Through Her Eyes’ video, empowering young people to reflect on their new understanding of misogyny and work together to design a campaign or raise awareness that drives real change.

**Equipment Required**

* through her eyes video
* worksheet
* pens/pencils

**Aims**

* For young people to identify: What actions in the ‘Through Her Eyes’ video are harmful
* Flip the Script: For young people to discuss a positive safe response or action should they witness this behaviour
* Raise Awareness
  + Create a campaign – Name of a campaign
  + Slogan or Symbol that calls our harmful behaviour
  + A short script or mission statement, that explains the campaign and why things need to change

If needed; replay ‘Through Her Eyes’ whilst groups are working, or change slides every few minutes to support young people to remember the information discussed.

Ask each group to feedback.

Following feedback:

* Emphasise: “Everyone has the power to challenge harmful behaviours.”
* Ways to challenge safely:
* Don’t laugh along to sexist jokes
* Check in with friends who seem uncomfortable
* Speak up or seek adult support

### Challenging Harms

This group task focuses on everyday harms and real life scenarios. The worksheet contains two group discussion prompts focusing on control, porn, misogyny and unhealthy relationships. Each group will discuss and explore their chosen scenarios to better understand why some people might hold these harmful beliefs, why the beliefs are dangerous, and how they can be safely challenged. Teachers should divide the class into groups before handing out the worksheets.

**Equipment Required**

* worksheet
* pens/pencils

**Aims**

* Encourage young people to engage in healthy, respectful debate with their peers
* Build resilience by exploring different viewpoints and learning how to respond calmly and thoughtfully
* Strengthen understanding of why harmful beliefs and behaviours can be dangerous
* Practise challenging unsafe or negative attitudes in a safe, constructive way
* Work collaboratively to identify harmful ideas, explore their impact, and share back key learnings with the class

By the end of the activity, young people will have greater confidence in recognising harmful attitudes, more strategies for responding safely, and stronger skills in listening, debating, and working together.

Ask each group to take notes on their worksheets and feedback.

Following feedback:

* Emphasise: “Working together is important because these issues are complex — no one has all the answers on their own.”
* Ways to challenge safely:
* Use Questions to Prompt Thinking, “Why do you think that?” “Do you think that belief is fair to everyone?”
* Offer Correct Information, “Actually, that’s a stereotype — it’s not true for everyone.”, “Research shows that can have a really harmful impact.”

### Useful Prompts For Group Work

To emphasise teamwork and collaboration

* “I noticed how you listened to each other and built on one another’s ideas — that’s the kind of teamwork that helps challenge harmful beliefs in real life.”
* “Working together is important because these issues are complex — no one has all the answers on their own.”

To challenge and deepen thinking

* “You’ve identified the harmful belief really clearly. Can you push your thinking further — what might be the long-term impact if this belief goes unchallenged?”
* “That’s a strong response. Is there another safe way you could challenge this belief if the situation felt unsafe?”
* “I like how you explained why this is harmful. Could you link it back to respect, equality, or healthy relationships?”

To emphasise the purpose of group work

* “The reason we’re doing this in groups is to practise listening to views that might be different from our own — how did that feel in your discussion?”
* “By working together, you’ve been able to spot harmful beliefs and find solutions. That’s exactly what we want you to be able to do outside the classroom too.”

## Further Support

**Southwark Mash**

[Report a child at risk.](https://www.southwark.gov.uk/children-and-families/childrens-social-care/children-risk/report-child-risk)

If you want advice and guidance before making a referral, contact a duty social worker on:

020 7525 1921 (Mon to Fri, 9am to 5pm)

020 7525 5000 at all other times

Make an online referral to MASH: https://forms.southwark.gov.uk/ShowForm.asp?fm\_fid=2264

**Childline**

Tel: 0800 1111 (24hrs). [Visit the Childline website.](http://www.childline.org.uk)

Childline is the free and confidential 24-hour helpline for children and young people in the UK

**Family Lives**

Tel: 0808 800 2222. [Visit the Family Lives website.](https://www.familylives.org.uk/)

Family Lives provides targeted early intervention and crisis support to families.

**NSPCC's 24-hour helpline**

Tel: 0808 800 5000 (free from a landline). [Visit the NSPCC website.](https://www.nspcc.org.uk/)

The NSPCC helpline is open 24hrs a day and is a place adults can contact by phone or online to get advice or share their concerns about a child, anonymously if they wish. It's staffed by professional practitioners with backgrounds in jobs like teaching, healthcare and social work, who know how to spot the signs of abuse and what to do to help.

**The Nest**

Tel: 020 8138 1805. [Visit The Nest’s website](https://thenestsouthwark.org.uk/).

Provides free mental health and wellbeing support for young people aged 13-25, including one-on-one and group work, virtual resources, and peer mentoring.

**The Mix**

Tel: 0808 808 4994 (4pm and 11pm every day). [Visit The Mix website.](http://www.themix.org.uk)

The Mix is the UK’s leading support service for young people under 25 years. Supports with broad range of issues, via online community, on social, through their free, confidential helpline or counselling service

**National Domestic Violence Helpline**

Tel: 0808 2000 247 (24hrs). [Visit the National Domestic Violence Helpline website.](http://www.womensaid.org.uk)

You can freephone the 24-hour National Domestic Violence Helpline, calls to this number will not show up on BT landline phone bills.

**Refuge**

Tel: 808 2000 247 (24/7 helpline). [Visit the Refuge website.](https://refuge.org.uk/)

Offers support to women and children affected by domestic abuse.

**Women’s and Girls’ Network**

Advice Line: 0808 801 0660 London Survivors Gateway: 0808 801 0860. [Visit the Women and Girls’ Network website.](https://www.wgn.org.uk/) Free service run by women, for women in London who have been affected by all forms of violence and abuse

**Bede House**

020 7237 3881. [Visit the Bede House website.](https://bedehouse.org.uk/)

Offers programmes to support individuals with learning disabilities; supports and advice domestic abuse and community programmes.

**Victim Support**

Tel: 0808 168 9111 (8am-8pm Monday to Sunday). [Visit the Victim Support website.](http://www.victimsupport.org.uk)

Victim Support is an independent charity dedicated to supporting victims of crime and traumatic incidents in England and Wales

**National Stalking Helpline**

Tel: 0808 802 0300 (09:30 - 16:00 every weekday apart from Wednesdays when it’s open from 09:30 - 20:00). [Visit the National Stalking Helpline website.](http://www.suzylamplugh.org)

Operated by the Suzy Lamplugh Trust, the National Stalking Helpline gives practical information, support, and advice on risk, safety planning and legislation to victims of stalking, their friends, family, and professionals working with victims.

**Galop: LGBT anti-violence & abuse charity**

Tel: 0800 999 5428 (Monday to Friday 10am – 5pm, Wednesday and Thursday 10am – 8:00pm). [Visit the Galop website.](http://www.galop.org.uk)

Galop is the only National LGBT+ Domestic Violence Helpline providing confidential support to all members of the Lesbian, Gay, Bisexual and Trans (LGBT) communities, and their family and friends.

**Men’s Advice Line**

Tel: 0808 801 0327 (Mon–Fri 10am-8pm). [Visit the Men’s Advice Line website.](http://www.mensadviceline.org.uk)

A confidential helpline for male victims of domestic abuse and those supporting them.

## Glossary

**Glossary of Words and Phrases Young People Use to Describe Men, Women & Relationships**

**Popular Slang & Internet Terms (Men/Women/Attraction)**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| **Clapped** | Unattractive |
| **Drip** | Fashion/style |
| **Dry** | Boring or lacking personality |
| **Hard launch** | Publicly revealing a relationship online |
| **He/She ate** | They did well/looked great/smashed it |
| **It’s giving…** | Used to describe vibes or impressions, e.g. "It’s giving desperate" |
| **Leng / Peng** | Attractive, physically desirable |
| **Low-effort** | Putting minimal effort into dating or communication |
| **Main character energy** | Self-focused behaviour, often dramatic or self-important |
| **Pick-me** | A person (often female) who seeks approval by putting others down (often other women) |
| **Rizz / Rizzed up** | Flirting game or charisma |
| **Simp** | Someone (usually male) seen as too eager to please or submissive |
| **Soft launch** | Subtle signs of a relationship (e.g. photo of two hands) |
| **Thirst trap** | A seductive or attention-seeking selfie/video |

**Love Island Influenced Terms**

| **Term** | **Meaning** |
| --- | --- |
| **Head's been turned** | Changing interest or loyalty to someone new |
| **Loyal** | Trusted and committed (used sincerely or sarcastically) |
| **Mugged off** | Disrespected, lied to, or made to look stupid |
| **My type on paper** | Someone who fits your usual physical or personality preferences |
| **Playing a game** | Manipulating someone emotionally or being fake for attention |
| **The Ick** | Sudden loss of attraction due to a small or cringe behaviour |

**Relationship Dynamics & Red Flags**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| **Benching** | Keeping someone as a backup option |
| **Breadcrumbing** | Giving someone just enough attention to keep them interested |
| **Future faking** | Making promises about a future together to control someone |
| **Ghosting** | Disappearing without explanation or closure |
| **Love bombing** | Overwhelming someone with affection to manipulate them |
| **Orbiting** | Ghosting someone but still watching their stories/likes |
| **Scapegoating** | Blaming others to avoid accountability |
| **Slow fade** | Gradually cutting contact to avoid a direct breakup |

**Power, Identity & Gendered Labels**

|  |  |
| --- | --- |
| **Term** | **Meaning** |
| **Alpha male / Sigma male** | Men who present as dominant or independent (often linked to toxic masculinity) |
| **Baddie** | A confident, attractive woman with strong style and presence |
| **High-value man/woman** | Seen as desirable due to looks, money, or status — often tied to unrealistic ideals |
| **Incel / Femcel** | “Involuntary celibate”; often linked to online misogynistic spaces |
| **Soft boy / Soft girl** | Emotionally expressive or gentle persona/aesthetic |
| **Tradwife** | Woman who embraces traditional gender roles (often online trend) |

**Emotional & Psychological Language (often misused from therapy TikTok)**

| **Term** | **Meaning** |
| --- | --- |
| **Attachment styles (Anxious/Avoidant)** | Terms from attachment theory used to explain dating behaviour. Psychological models explaining how people connect in relationships based on early life experiences. |
| **Codependent** | Relationship where one person sacrifices their needs for the other. A relationship dynamic where one person’s identity or needs are excessively tied to another’s. |
| **Coercive** | Forcing someone into actions or decisions (e.g. coercive control) |
| **Cycle of abuse** | The recurring pattern seen in abusive relationships, typically including tension-building, incident, reconciliation (honeymoon phase), and calm — before repeating. |
| **Emotionally unavailable** | Unable or unwilling to engage in emotional intimacy |
| **Gaslighting** | Manipulating someone into doubting their thoughts, memories, or sanity. Often used to control or destabilise a partner. |
| **Gaslighting** | Manipulating someone into doubting their reality or feelings |
| **Manipulative** | Emotionally controlling or deceptive behaviour. Behaviour intended to control, deceive, or exploit another person emotionally. |
| **Narcissism** | Relating to Narcissistic Personality Disorder or traits such as lack of empathy, grandiosity, and manipulative behaviour. Often used (sometimes inaccurately) to describe emotionally abusive partners.  *Narcissism is a clinical diagnosed personality disorder and is a mental health condition. Not all narcissists are abusers, but this is where there is a large misconstrue of the words meaning.* |
| **Power and Control** | A term from domestic abuse literature describing how abusers use tactics (emotional, physical, sexual, financial) to dominate and isolate their partner. Often illustrated using the **Duluth Power and Control Wheel**. |
| **Projection** | Attributing your own feelings or behaviours to someone else. Accusing someone else of behaviours or feelings that you are unconsciously experiencing yourself. |
| **Toxic Relationship** | A relationship characterised by harmful behaviours such as manipulation, control, jealousy, emotional abuse, or disrespect. Often leaves one or both people feeling drained, anxious, or unsafe. Can exist in romantic, platonic, or family contexts.  *Not all toxic relationships are abusive, but all abusive relationships are toxic. Toxicity can include substance misuse, excessive arguing, and negative family influences.* |
| **Trauma bonding** | A psychological attachment formed through cycles of abuse and reconciliation. Often seen in toxic or abusive relationships. |

**Red Flag / Green Flag Culture**

| **Term** | **Meaning** |
| --- | --- |
| **Green flag** | Sign of emotional maturity, honest communication, or respect |
| **Grey area** | Unclear behaviour that may or may not be a concern |
| **Red flag** | Sign of emotional danger, control, or toxicity |

Examples:

* **Red flag**: "He tells you what to wear"
* **Green flag**: "She respects your boundaries"

| **Term** | **Meaning** |
| --- | --- |
| **Chopped/Clapped** | Ugly |
| **Crash Out** | Lose temper, throw a ‘fit,’ tantrum |
| **Delulu is the solulu** | Being delusional is the solution (used ironically for crushes/situationships) |
| **GRWM** | “Get Ready With Me” – used to share stories about relationships while doing makeup or outfits |
| **High value male/female** | Dating buzzword tied to worth/status |
| **Huzz** | Innocent: romantic partner  Derogatory: Hoes |
| **Looksmaxxing** | Attempting to reach peak physical attractiveness (via gym, jawline, etc.) |
| **Mewing** | Technique to improve jawline definition (via tongue posture) |
| **POV** | “Point of view” – used to act out typical relationship situations |
| **Soft life** | Stress-free lifestyle often tied to being financially taken care of |

**TikTok Culture & Trends**