

# Introduction to three short educational films about sexual harassment

## **Creating dialogue via theatre**

Three scenes from a Danish play called “Violated”, created by the Danish theatre group, Rejsescenen, have been recorded on film to use as educational tools that can help facilitate dialogue about difficult but important topics such as sexual harassment in the workplace.

The three scenes from the play all revolve around the dilemmas, challenges, and reactions that can arise when an unhealthy workplace culture leads to harassing behaviour.

This introduction will describe how these three short films can be accessed and how they can be used to facilitate a dialogue about workplace culture and boundaries among co-workers – a dialogue that is essential to facilitate if a workplace wishes to create a healthy workplace culture and prevent sexual harassment.

## **What are the films about?**

The titles of the three short films are: “Hjemmescenen” (in English: At home), “Den utidige gæst” (in English: The untimely guest), and “Adam og Viktor” (in English: Adam and Viktor).

### 1. “Hjemmescenen” (English title: At home)

The film is about a couple, Christina and her spouse. They are at home one morning, on their way to work, when they begin talking about how stressed-out Christina is, and why she can’t get herself to go work.

### 2. “Den utidige gæst” (English title: The untimely guest)

This film takes place in a workplace environment in a restaurant where the atmosphere between the two waiters, Alice and Hans, is quite “loose”. But when Alice and Hans must serve a customer who behaves inappropriately, dilemmas and questions arise between Alice and Hans.

### 3. “Adam og Viktor” (English title: Adam and Viktor)

This film is about the couple, Adam and Viktor, and it takes place in their home one evening when Viktor comes home from a work meeting – a meeting only he showed up to.

## **Why were the films made?**

The films were made by the Danish theatre group called Rejsescenen whose plays aim at creating democratic dialogues about topics and dilemmas related to work life and the labour market. The dilemmas that are examined are based in research and studies and then given life through the arts.

Rejsescenen travels all around Denmark to facilitate dialogues about work life-related topics and dilemmas, using the plays as an effective way to create conversation about important issues such as sexual harassment, discrimination, and unhealthy workplace environments.

By filming the play, these dialogues can now be facilitated outside of Denmark as well, bringing important conversations about sexual harassment into even more workplaces.

## How to access the films

- Go to <https://fiu-ligestilling.dk/videoer-til-dialogvideoer-om-seksuel-chikane/>. This will take you here:



- In the white text box, write the password: "stopchikane"
- Click on the red button below that says "INDTAST". This will take you here:



- Scroll down and you will have access to the three short films.
- Push the play icon in the button left corner of each film to watch. The films will all automatically have English subtitles.

### **How to use the films to facilitate dialogue about sexual harassment and workplace culture\***

The films can be used as educational tools, either in a group setting (see the following) or for one person (see next page under “multiple choice test”).

Choose one person who will facilitate the conversation and choose one film to watch. After watching the film, the facilitator will guide the rest of the participants through three rounds of dialogue about the nuances and dilemmas around harassment.

#### Round 1: Observation

In the first round of conversation, the facilitator will ask the participants about their observations. It is important to focus on all, and not just one, of the dilemmas depicted in the film. You could for example chose to talk about the film one scene at a time. The facilitator can ask the participants:

- What did you see?
- What did she/he say?
- How did she/he react?

Try to save further analyses and reflection to later rounds of conversation and just state what the people in the group have observed. If someone in the group starts to talk about something else than their observations, just say “thank you for that. We will save that for later. Now we will just talk about what you have observed”. Be sure to affirm what each person in the group says. The important thing is not to make sure that all the participants agree, but to listen to everyone.

#### Round 2: Reflection

When the facilitator thinks the different scenes have been described thoroughly, you can move on to the next round of conversation which will revolve around the reflections and thoughts the film has brought up for each participant.

To make sure all participants get to share their thoughts it can be advantageous to split the group up in smaller groups, depending on the total number of participants.

Ask the participants to reflect on the following:

- What are the consequences for the characters if things just continue and nothing changes?
- What/who contributed to creating the problems showed in the film?
- Who can contribute to the resolution? How?
- What role can a union representative play in the solution of the problem?

- What part does the leadership play in the film?

You can also talk about the different characters' situations in the film. One way of doing this is to choose one participant who will act the part of one of the characters. The rest of the participants will then interview the "character" about what the character felt/thought/experienced in the different situations depicted in the film.

If the participants have been spread out into smaller groups, it can be a good idea to bring everyone back together at the end of this round. Then each group can tell the other participants what they have talked about.

### Round 3: Where do we want to go?

Now that the participants have reflected upon and analysed the film, it is time for the participants to think about solutions and future steps.

The facilitator can ask the participants to imagine that two years have passed by, and all the problems that were depicted in the film, are now solved. All the employees are now happy and thriving. Now the participants must talk about what has happened in these two years. What would have had to happen to solve the problems?

### Ending the dialogue

To end the dialogue, ask the participants to write down a good piece of advice to either their union representative, manager, or workplace as a whole, based on what they have learned watching and talking about the film(s).

### **Multiple-choice test**

For anyone watching the films alone, or anyone who wants to dive into the dilemmas of the film, a multiple-choice test about each film has been made. Watch one film at a time and then take the test in order to work through the nuances of the film and the dilemmas and topics it touches upon.

### **Duration and language**

The films "Hjemmescenen" (At home) and "Den utidige gæst" (The untimely guest) are about 10 minutes long. "Adam og Viktor" (Adam and Viktor) is around 5 minutes long. They are in Danish with English subtitles.

\*The section "How to use the films to facilitate dialogue about harassment and workplace culture" was inspired by Rejsescenen's psychologist Kirsten Juul Andersen's work sheet, made for FIU-ligestilling ([www.fiu-ligestilling.dk](http://www.fiu-ligestilling.dk)).