

Appendix



A C E S

An interactive workshop to empower
international students in better
dealing with **sexual harassment**.

Table of Contents

A. Project brief.	4	H. Emotion analysis of three scenario cards	32
B. Recruitment Flyer	12	I. Two-way observation form	35
C. Consent form	13	J. Details of filming	36
D. Sensitizing booklet.	16	K. Storyboard of Film	38
E. Design session booklet	20	L. Workshop slide	42
F. Challenges list of international students . .	22	M. Questionnaire	48
G. Participants' sexual violence experience. .	24	N. Brochure design	50

A. Project brief

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT
Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1!

family name	Hong	Your master programme (only select the options that apply to you): IDE master(s): <input type="radio"/> IPD <input checked="" type="radio"/> DFI <input type="radio"/> SPD 2 nd non-IDE master: <input type="text"/> individual programme: <input type="text"/> (give date of approval) honours programme: <input type="text"/> Honours Programme Master specialisation / annotation: <input type="text"/> Medisign <input type="text"/> Tech. in Sustainable Design <input type="text"/> Entrepreneurship
initials	C.Y. given name Chia-Ying	
student number	4818121	
street & no.		
zipcode & city		
country		
phone		
email		

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right!


** chair	Annemiek van Boeijen	dept. / section:	HCD-DA
** mentor	Gert Pasman	dept. / section:	HCD-DCC
2 nd mentor			
organisation:			
city:		country:	
comments (optional)			

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

A. Project brief



Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Annemiek van Boeijen date 18 - 03 - 2021 signature Annemiek van Boeijen
Digitally signed by Annemiek van Boeijen Date: 2021.03.18 13:39:42 +04'00'

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: EC ☒ YES all 1st year master courses passed
Of which, taking the conditional requirements into account, can be part of the exam programme EC ☒ NO missing 1st year master courses are:
List of electives obtained before the third semester without approval of the BoE

name date signature

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)? ☒ APPROVED ☐ NOT APPROVED
Is the level of the project challenging enough for a MSc IDE graduating student? ☒ APPROVED ☐ NOT APPROVED
Is the project expected to be doable within 100 working days/20 weeks? ☒ APPROVED ☐ NOT APPROVED
Does the composition of the supervisory team comply with the regulations and fit the assignment? ☒ APPROVED ☐ NOT APPROVED

comments

name date signature

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30 Page 2 of 7
Initials & Name C.Y. Hong Student number 4818121
Title of Project A tool for international students to deal with inappropriate behaviour

A. Project brief

Personal Project Brief - IDE Master Graduation



A tool for international students to deal with inappropriate behaviour

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 15 - 03 - 2021

09 - 08 - 2021 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

Universities in the Netherlands are highly diverse environments with many students coming from different cultural backgrounds. When starting the new study master/uni life here, international students' pace is different from their Dutch fellow students; they are new to this country and just start to accommodate it. They do not know well how this culture works and what the hidden, unspoken social rules are. They need time to build their own support group, and at the same time, they need to adapt to a different education system. On a personal level, the high tuition fee in university makes some of them confront foreseeable financial stress and makes them afraid to delay learning for many reasons; this may also be a reason to hide the social difficulties they are confronted with. The combination of all these factors pushes them into a relatively unsafe position.

Sexual violence against women is a severe problem in the world, and also in the Netherlands. The European Union Agency for Fundamental Rights (FRA, 2014) published research about this topic and they interviewed 42,000 women in all the EU member states. This included 1,500 Dutch women which offer a representative reflection of the experiences of the population aged between 18 and 74. This research reveals that in the Netherlands, there are almost three-quarters (73%) of women that had been sexually harassed, and 45% of women had experienced physical and/or sexual violence at some point in their lives. This is a tremendous amount. Moreover, there are two other striking aspects that draw my attention to this report. First of all, sexual harassment of women in the workplace, particularly of highly educated women, is more widespread and a more serious problem than previously known. Secondly, fearing violence is particularly prevalent among young women, women who have a financial crisis, and women with an immigrant background. As an international young woman in a higher education institution, I suddenly thought about three aspects directly related to my fellow students and my situation; 1) We are the high-risk group in the Netherlands; 2) There is something beneath the surface that is part of my study environment; and 3) Is everything as safe as I thought?

These considerations resulted in the project brief of my graduation. The main stakeholder consists of international female students. The minor stakeholders include all the touch points that assist the main stakeholder in the university; for instance, student psychologists, academic counselors, mentor groups, confidential advisors, etc. The external stakeholders consist of organizations like general practice, hospitals, local government, non-government organizations, and police offices; in those organizations, the front-line staff will directly contact victims, such as social workers, psychologists, police officers, forensic. The major stakeholder will participate in the project's research phase through their sharing and co-creation to help adjust the design better. The minor stakeholders will provide the experience to help me spot out what to improve in this whole system. I hope to find out what situation makes international female students feel unsafe during study time and improve the situation to make our higher education safer for everyone.

space available for images / figures on next page

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30

Page 3 of 7

Initials & Name C.Y. Hong Student number 4818121

Title of Project A tool for international students to deal with inappropriate behaviour

A. Project brief

Personal Project Brief - IDE Master Graduation



introduction (continued): space for images

Safe environment for multicultural background students in higher education

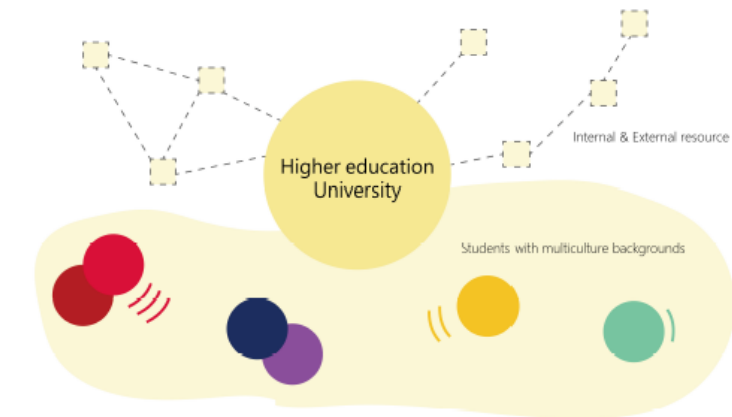


image / figure 1: The overall safe net for female international students in higher education institution

Process & Deliverable

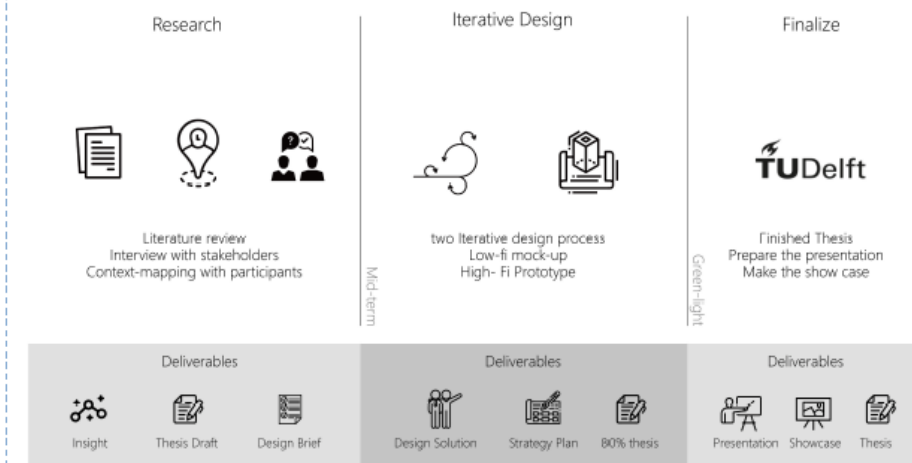


image / figure 2: Expected deliverables in each phase

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30

Page 4 of 7

Initials & Name C.Y. Hong Student number 4818121

Title of Project A tool for international students to deal with inappropriate behaviour

A. Project brief



Personal Project Brief - IDE Master Graduation

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Previous research reveals that high-educated women, young women, or women with financial difficulty undertake a higher risk of sexual violence ; my main stakeholder - young female international students at some point can be one part of this group. There are some unsafe situations when they are just new to this country, it is probably influenced by many factors, such as the past education experience, culture, unfamiliarity of the Netherlands' culture and so on. Nevertheless, this still remains uncertain so far. In this project, I would like to use design methods, such as Contextmapping, to find out the moment they feel unsafe and what factors influence their behavior. The design problem is to find a proper solution to help them having the ability to act upon inappropriate behavior.

In the meanwhile, by figuring out current resource figuration by interviewing internal workers in the university and front-line staff in the external organizations, I will collect broad data and a deeper understanding of the situation based in Delft. Moreover, through analysis of these data, I will propose a comprehensive strategic plan to higher education institution, such as universities, in the Netherlands.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

Design a solution for new female international students in the Netherlands' university to feel secure to interact among different cultures, to be able to recognize unwanted behavior, and to know how to act upon it.

To solve this design challenge, there is a research phase and design phase. In the research phase, I will implement three tasks to spot the current system's weakness and find out in what situation makes new international female students feel unsafe. These three tasks include literature review, interview with stakeholders, and context-mapping with participants. At the end of the research phase, I will deliver a design brief to clarify the design opportunity to proceed to the next phase, design iteration. I will implement two iterations of designs in the design phase and have a final design outcome and a strategic plan for higher education institutions in the Netherlands.

There are two main research questions:

- RQ1: What are the current resources of sexual violence protection and prevention in higher education in the Netherlands? And what is the relatively weak spot or blind spot in this system?
RQ2: In which situation makes new female international students feel unsafe, and what causes that?

The expected design outcome:

1. A tool to support new international female students in the Netherlands feels safe during the study and can recognize the inappropriate behavior and know how to act upon it.
2. A strategy plan for higher education institutions in the Netherlands to set up a safe system regarding sexual violence prevention and international female students' protection.

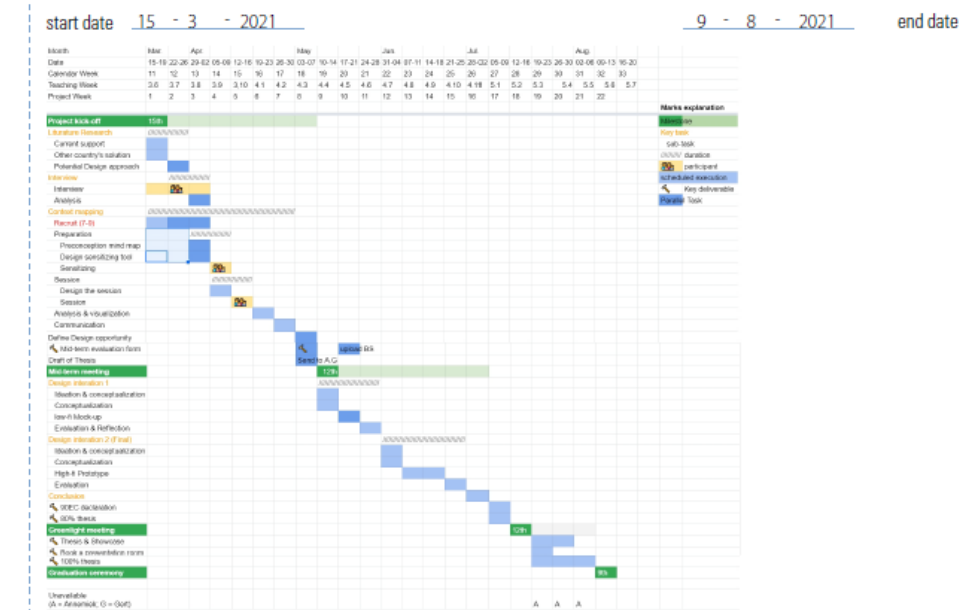
A. Project brief



Personal Project Brief - IDE Master Graduation

PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.



As you can see, the whole process during these 22 weeks (equal to 100 working days); This planning mainly split up into two major categories: The research phase and the Design phase. During the research phase, I will do the literature review in the first two weeks, and at the same time, I will invite all different stakeholders for the interview and recruit participants for my design. Later on, I will focus on the context mapping process, for instance, sensitizing, design session, analysis, and communication to spot the valuable design opportunity.

After mid-term, I plan to do two design iteration. Each iterative session will contain four stages: Ideation& conceptualization, prototype, and evaluation; the first iteration's prototype will be a low-fidelity mock-up to receive quick feedback; the second prototype will take up two weeks for the high-fidelity prototype. At the end of the design phase, I will conclude the result.

For the thesis writing, I planned to record every day's work and arrange 1 day of a week to fill the part I have done into the thesis week; Before the mid-term, I plan to hand in my draft thesis for feedback. Before the green light, I expect to finish 90% of the thesis.

In the final stage(after the green light), I will focus on revising the thesis, making the showcase, and preparing for the final presentation.

A. Project brief



Personal Project Brief - IDE Master Graduation

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

The reason why I want to do this project is based on my personal experience. I come from Taiwan, a relatively high hierarchical society and a suppressing family. I was taught to be a good girl during my upbringing; My parent asks me to obey what the authority says and follow the rules they gave without any doubting space. Apparently, sex education is a taboo topic in the school to teach and talk about. When I gradually grew up, when I experienced unwanted sex or interaction while studying at the university, I felt weird and placed it inside a deep part of my memory. Afterward, I turned aggressive and sensitive to the sexual violence topic; even I still don't realize I actually got hurt; until I decide to start with this project and talk to people.

I start to questioning at what point there's something wrong with my education process? What if the university had the opportunity to prevent all this happen by providing a safer environment for me to speak out and help me to recognize the inappropriate behavior, do I still need to confuse and struggle for many years? Therefore, I want to become this person to help to build up the safety system for future students and make them feel safe in the environment.

Combine the experience, and as a foreigner in this country, I noticed that our past experiences are varied and may differ from Dutch students, which brings the ambiguity of how we handle the inappropriate behavior. The malignant purpose has a chance to be decorated into an unintentional misunderstanding, and you may feel afraid that you wrongly understand other's intentions due to different assumptions. Those doubts and ambiguity set invisible barriers, for they ask for help and increases the risk of sexual violence for those new international female students. Therefore, in this project, I want to implement context-mapping to spot subtle social differences and create a design solution to improve their ability to be aware of impropriety during study time. I want to address the fear out of them through interviews with all stakeholders for building up a sound strategic plan for future higher education institutions.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30

Page 7 of 7

Initials & Name C.Y. Hong Student number 4818121

Title of Project A tool for international students to deal with inappropriate behaviour

A. Project brief



Personal Project Brief - IDE Master Graduation

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, Stick to no more than five ambitions.

The reason why I want to do this project is based on my personal experience. I come from Taiwan, a relatively high hierarchical society and a suppressing family. I was taught to be a good girl during my upbringing; My parent asks me to obey what the authority says and follow the rules they gave without any doubting space. Apparently, sex education is a taboo topic in the school to teach and talk about. When I gradually grew up, when I experienced unwanted sex or interaction while studying at the university, I felt weird and placed it inside a deep part of my memory. Afterward, I turned aggressive and sensitive to the sexual violence topic; even I still don't realize I actually got hurt; until I decide to start with this project and talk to people.

I start to questioning at what point there's something wrong with my education process? What if the university had the opportunity to prevent all this happen by providing a safer environment for me to speak out and help me to recognize the inappropriate behavior, do I still need to confuse and struggle for many years? Therefore, I want to become this person to help to build up the safety system for future students and make them feel safe in the environment.

Combine the experience, and as a foreigner in this country, I noticed that our past experiences are varied and may differ from Dutch students, which brings the ambiguity of how we handle the inappropriate behavior. The malignant purpose has a chance to be decorated into an unintentional misunderstanding, and you may feel afraid that you wrongly understand other's intentions due to different assumptions. Those doubts and ambiguity set invisible barriers, for they ask for help and increases the risk of sexual violence for those new international female students. Therefore, in this project, I want to implement context-mapping to spot subtle social differences and create a design solution to improve their ability to be aware of impropriety during study time. I want to address the fear out of them through interviews with all stakeholders for building up a sound strategic plan for future higher education institutions.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30

Page 7 of 7

Initials & Name C.Y. Hong Student number 4818121

Title of Project A tool for international students to deal with inappropriate behaviour

B. Recruitment Flyer



Are you in the **first year** at TU Delft?
We are looking for you!

Hi, Dear first year fighter!

I am Francis, a Design for interaction graduating student. This research project aims to create a safer study and living environment at TU Delft. In this stage, we would like to know more stories and insights from your perspectives - how you construct your life at TUD? Is this a thrilling journey for you? Or it actually with many uncertainty and worry? Share your stories with me!

If you are...
in their first year at TU delft (Bachelor/ Master); you can be just arrived within 3 months, or in your second semester (if you are able to recall the feeling when you just arrived NL).
We are heartily welcoming **all kinds of students with Non-Dutch & Dutch backgrounds**, as long as you are new to TU Delft!

You will be asked to do

Via **Zoom** and **Miro**



workbook

10-15 mins
During 5-9th of Apr



Co-create

1-2 hours
During 12-16th of Apr

What you will get

- Get closer to know what is **Context-mapping design** method, and how does It feels as being a participant! (If you are in IDE faculty)
- **Thank-you cookies or cakes** from Francis! (I am amateur bakery lover)
- My appreciation for your effort in making young women/man live in a better and safer life in the Netherlands.



Pleas feel free to contact Francis via whatsapp (+31-64414-3712) or email: C.hong-1@student.tudelft.nl

12

C. Consent form

Research Consent Form

What is a violence-free study environment?
A tool for international students to deal with inappropriate behavior

Chia-Ying (Francis) Hong
Name of TU Delft Researcher

Introduction - This research will focus on designing a tool for future students in high education institutions to deal with inappropriate behavior(sexual harassment, intimidation, violence). This includes studies on what key elements construct new students' school life in the Netherlands and how they cope with inappropriate behavior.

Purpose of Research - This research aims to identify the difference in cultural impact on individuals when they encountered inappropriate behavior. This will also explain the vulnerable moments during their school life and decided how to intervene by designing a tool.

Duration - This research might be completed within 5 months, provided that all participants will be available on the scheduled dates.

Confidentiality - The participant's data will be considered strictly confidential and will not be given to others without written permission from the participant.

Right to Refuse or Discontinue - The participant has the right to discontinue or decline the participation in the research anytime he/she feels to do so.

Type a question

☐ I have read and understood the study information dated 31th/Mar /2021, or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.

☐ I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason.

☐ I confirm that the duration of the research wherein I will participate is 2-3 hours only which includes recorded video and audio during design session and completing workbook.

☐ I have read and understood what the research is all about and how it will affect the target audience.

☐ I understand that the researchers will not identify me by name in any reports using information captured from one of my interviews or answers to the surveys I completed.

☐ I understand that the researchers will publish their materials in research-related projects.

13

C. Consent form

Participant Information

Participant's Name *

Participant's Name *
First Name Last Name

Age ex: 23

Gender * ☐ Male
☐ Female
☐ Other

Nationality * ex. Netherlands

Email *
example@student.tudelft.com
example@student.tudelft.com

When did you start your study program in NL * ☐ Sep 2020 (fall semester)
☐ Feb 2021 (spring semester)

What is your major ex. Design for interaction (DFI)

What is your major ex. Design for interaction (DFI)

Participant's Signature *

C. Consent form

Generative research session with Researcher : Please select the timeslot which suits you best (1.5 hour) (During 12th-16th of Apr, 2021)

(1.5 hour) (During 12th-16th of Apr, 2021)

05/11/2021

May 2021

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Tuesday, May 11



No slots available

No slots available

Europe/Amsterdam (01:08 AM) ▼

Chia-ying (Francis) Hong
Tel: +31-64414-3712
Email: C.hong-1@student.tudelft.nl
Tel: +31-64414-3712
Email: C.hong-1@student.tudelft.nl

Submit

Print Form

D. Sensitizing booklet

Sensitizing toolkit

My experience in dealing with sexual harassment


Sensitizing toolkit

What is sexual harassment?

Harassment is an unwanted behavior which you find offensive or which makes you feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.

D. Sensitizing booklet

Sensitizing toolkit



Hi, I am researcher Francis

A Taiwanese graduating student at TU Delft, majoring Designer for Interaction. I like to hear different stories from people, and keep thinking. I will help you through out all process, don't worry!

Welcome!

Thanks for contributing to this project. I want to tell you something before you dive into this booklet.

In preparation of design session and interview, I created this booklet for you to filling out your experience when you **first arrive to the Netherlands (Delft)** and the **experience related to sexual harassments and misconduct that you have**. There are 4 parts, and it will take you around 30 mins to finish it.

Hint 1

Don't share your Miro link to anyone.

Hint 2

The purpose of this research is only for creating the tool to improve the experience for new coming students in Netherlands to be able to deal with sexual harassment and misconduct. **Just write down what you feel comfortable to share.**


Hint 3


Feel free to write anything. Everything you write will be confidential.

Tell me a bit more about yourself

Estimate time: 5 mins

Example





Draw yourself

I am

Move this circle

I see myself a

introverted

 extroverted person

Move this circle

I am the


oldest

 / middle / youngest kid in the family


Move this circle

Study in the Netherlands is the ① / 2 / 3 / 4 times that I leave my primary family and go for a longer stay (over 3 months)


Locate your home city


 Press alt and copy this icon to pin the page


Locate where you grew up


 If it is the same with your home city, skip this

Where have you been to travel / study / work?

 Travel

 Study

 Work / intern



You can crop this map to any size

17

My social life in the first three months when arrived in the Netherlands

Estimate time: 5mins

How do you meet new people when you arrived the NL? That can be an activity, an face to face course, a meetup, a dinner, a walking, etc. People can be your roommate/ classmate/ teammate/ professor/ teacher, and so forth.

What do you think in meeting new people? What do you feel about meeting new friends?

I MEET NEW PEOPLE BY	e.g. Scavenger hunt activities	AT	Apr (the 2nd month after I arrived)	, AND I MEET	e.g. 2 dutch girl (Marika & Mia) 1 Taiwanese boy(Yen)	. WE DID	e.g. playing the puzzle game, drink beers, chatting	TOGETHER
I MEET NEW PEOPLE BY		AT		, AND I MEET		. WE DID		TOGETHER
I MEET NEW PEOPLE BY		AT		, AND I MEET		. WE DID		TOGETHER
I MEET NEW PEOPLE BY		AT		, AND I MEET		. WE DID		TOGETHER

An uncomfortable relationship with people.. Estimate time: 5-10mins

Pick up a person that you met in the Netherlands, and your relationship has changed from positive to negative. OR it just negative overall. If that is not happen in the Netherlands, you can still recall your past experience during school life.

Step 1

Select one person that you start to feel differently when just met him/ her.

Position / Detail

Example

Italian boy/ My classmate

Step 2

What happen back then? Why did you feel uncomfortable with what they talk/ behave?

e.g. He suddenly touch my arms and makes me feel shocked.

Step 3

What's on your mind when they said / did that? How do you feel about it?

e.g. I feel weird, but still consider others so I just remained calm.

Step 4

What's on your mind afterwards?

e.g. I was thinking whether he is not on purpose. If I blamed it wrong, it will be my fault....

Timeline

State the change of your relationship. Please draw two lines:

— This is how you behave

— This is what you feel

😊

😐

😞

Kinda a not-so-good memory at that time... Estimate time: 5-10 mins

Select one activity that you think there are **positive and negative emotions** inside.

How do you feel **before the activity**? Do you prepare anything for it? What did you do? How did you get there?

During the activity, what did you do together? Are you nervous or excited? How do you feel when you talk to new people? What's on your mind? And how was it going?

After the activity, do you keep contacting each other? How does it go? Do you feel when things start to change?

Drag the spot to mark the moment you feel positive

Drag the spot to mark the moment you feel negative

Example

Drag them to use


F. Challenges list of international students

No.	Categories	Problem	Example
1	Language barrier	Difficulty in understanding an accent	
		lose confidence and hesitate to discuss their problems	
		speaking Dutch vs English	You may find yourself wondering why your espresso always seems to cost more than the locals', or why everyone's laughing, when you didn't realize anyone had told a joke.
2	Struggle in lecture	Different expectations in the form of education	
		Perform worse academic writing with the second language	
		40% respondents reported high levels of stress in study	
3	Financial pressure	Need time to adapt the different currency from native country	
		Have to catch this previous overseas studying opportunity to explore this region. It cost money in traveling.	
		Way higher tuition fee than local students	
4	Cultural shock	Harder to understand the meaning of non-verbal messages and unwritten rules.	the amount of pressure you should put into a handshake
		Easier to cause the misunderstanding due to the unfamiliar with culture	
		Individual identification problem	
		Need to change entirely from many aspects. For example. socializing, eating, speaking, and so forth.	


F. Challenges list of international students

5	Future after graduation	Harder to find job in foreign country	
6	Expanding social life	Undertake the homesickness	
		Being far from the support network	
		Harder to build up social life with locals	
7	Transportation	The popular transportation ways sometimes consist skills barrier (car, motorcycle, bike)	
8	Housing problem	In the Netherlands, more than 70% reported problems with student housing, and nearly half (44%) said that housing was a source of stress.	
9	Mental health issues		


G. Participants' sexual violence experience

Image	Brief of story
	<p>P1: Norwegian participant female, 24 yrs</p> <p>Before starting her master's program at TU Delft, she traveled alone to many countries, such as Vietnam, South America, and China. She travels alone to many countries. She accumulated experience & surviving knowledge from traveling. When she travels, she always pretends to be a confident person in case of danger.</p> <p>She is afraid of confronting uncomfortable situations; she uses her "being nice" face of fleeing away from it.</p> <p>Under a more friendly and healthier social environment, she will feel more comfortable to feel "right" against a malignant situation & have the "uncomfortable" feeling. She wants to align the norms with reacting, but it is hard to get to a new place.</p> <p>She thought through the worst situation she might have (e.g. a creepy guy on the night train and there's no passenger apart from her)</p> <p>If she is within a group, she would feel hard to perform aggressively even if a person does something inappropriate to her. She won't reject his/her behavior directly.</p> <p>When she freaks out, she might look around and avoid eye contact.</p> <p>She always asks for help. If there's a system to support it, she will do it. She also needs someone to validate her feelings in advance, and she can make sure her feelings are not out of the norm and feel more comfortable to reveal.</p> <p>My sexual harassment experience: 14-15 yrs in USA, cat-calling 20 yrs in a hotel while traveling, a Russian guy. The Russian guys provided a massage for her in the hostel, and she didn't feel intensely uncomfortable and accepted it. The guy sent creepy messages to her afterward, like, "You are a naughty and dirty girl." She deleted him after leaving the hostel.</p>


G. Participants' sexual violence experience

	<p>P2: Dutch participant female, 25 yrs</p> <p>She is a person who will fight back, reporting inappropriate behavior if that turns bad at the workplace/ university. NL is a relatively low-contextual communication country. She performs directly on her face, behavior, and talk.</p> <p>In high school, they are obligated to have a course on self-defense and ethical issues. She didn't remember everything, but she thinks this course aims to raise awareness. She found out that guys really didn't realize when a girl says NO means NO; she is also surprised by that. She can't explain more why she doesn't want to have sex.</p> <p>Boy sees the rejection of sex means they are looser, they fail, they are useless. So boys will try to convince girls to have sex instead of understanding people will not be in the mood.</p> <p>Bad things happen to her; she doesn't think she will turn afraid to have a similar context or start to doubt herself in anything.</p> <p>Italian guys seem to notice the cultural difference (less passionate than Italy). When he realizes that people are awkward or unhappy, he apologizes. And she thinks it is acceptable.</p> <p>My sexual harassment experience: A stranger on the street pretends to ask for her help and licks her face. She was frightened and ran back to her friend with tears. An acquaintance boy at the party tried to have sex with her but failed. She spent much time letting him realize this is not his fault. Eventually, she lost her patience and kicked the guys, and tried to run away from his room.</p>
---	--


G. Participants' sexual violence experience

	<p>P3: Taiwanese participant male, 26 yrs</p> <p>He feels that his brain seems to try to forget this unhappy memory. When he looks back and shared his girlfriend this experience (when people talk about homosexuality, and he suddenly remembers this event but takes a while before speaking out), he is still afraid of her reaction will negatively look down upon him afterward.</p> <p>This happens step by step. Firstly, the perpetrator touches him unexpectedly, hugs him, and eventually turns to kiss. When he was harassed, He still remained smiling, but his lips were trembling.</p> <p>He feels the need to confess to his intimate person; he evaluates the situation and seems safe enough to say, then he will say it but with fear. His GF shows high empathy before, and after he reveals his vulnerability, she tells him not to let this event bother him and define him, just let it go.</p> <p>He didn't realize this was sexual harassment when he was 14 years old. When he sees the news about how a junior high school student is sexually harassed or bullied, he feels it is hard to acknowledge that he is actually experiencing the same thing.</p> <p>As an Asian, he is aware that his face and body shape are not popular in western countries. He feels less confident due to his race/ body type.</p> <p>Taiwan is a relatively high contextual communication country.</p> <p>He is afraid of confronting uncomfortable situations, so he will try to apologize in the first place, no matter whether that is his fault.</p> <p>My sexual harassment experience: A male friend (bully) in junior high school.</p>
---	---

G. Participants' sexual violence experience

	<p>P4: Chinese participant female, 24 yrs</p> <p>She is not afraid of the fightback against something wrong, but she tends to keep low-key and avoid uncomfortable situations. In a situation where it is harder to distinguish the true intention, she will tolerate and doubt whether she did something wrong first.</p> <p>If the sexual harassment happens in NL; she would feel the discrimination as an intention immediately.</p> <p>Her family is relatively open-minded to her choice, but her parents themselves are conservative. They didn't talk about sex, and the school doesn't teach sex as well. Sex is kinda a taboo.</p> <p>BCS, her parents, didn't really try to control her; she herself was more aware. She will prevent going out alone at night.</p> <p>The childhood sexual harassment experience turns into a popular topic to share on the internet at some point after growing up; there are similar cases on the news. Many people start to talk about it; that's when she recalled the experience and realized her past experience in elementary school is actually sexual harassment. (What her parent deal with this in her childhood is performing angry to teacher and ask to change to another seat, but still didn't tell her what happen)</p> <p>If there's something that might help, it is better to prevent than heal afterward. Lots of guys can not realize what makes people feel uncomfortable, and that's the problem.</p> <p>My sexual harassment experience: Classmate inappropriate touching in childhood, she didn't recognize it as a sexual harassment case.</p>
---	---

G. Participants' sexual violence experience



P5: India participant
female, 28 yrs

She has had lots of experience in staying in different countries/cities since childhood.

She didn't think where people come from can define a person's personality.

She hears bad stories from friends, but she didn't realize how to deal with it until she had a similar experience.

If the intimacy is not too close yet, she will not feel comfortable letting people perform overstepping the boundary> consider invading her space.

After an uncomfortable experience, she thinks she will notice more inappropriate signs of a person.

She still thinks every situation will be different, she doesn't feel the need to judge people by anything before knowing them more.

If in the workplace/ school context (you need to stay there for a while still), there are people who will be able to help, she might ask for help after inappropriate behavior. Things keep going on for 3-4 times.


In a stranger/newer context like street, she will feel more nervous bcs she didn't know the rules there (NL & India will feels different, India she at least can predict something)

If the attack is indirect and subtle, she doubts her feelings first. She doesn't want to wrongly accuse people.

My sexual harassmt experience:

An Indian boy - only met on Zoom before - implying a stayover request when they were hanging out at her place - this happens in the Netherlands. She started with excuses like" I am a person who goes to sleep early" to reject him softly. The person kept having some sign of invading her space. In the end, she became upset and asked him to leave.

G. Participants' sexual violence experience



P6: Iran Participant
female, 24 yrs

Iran has been a religious country for 40 years ago. No matter what religion you are, you need to wear a hijab if you are a woman.

Iran was forbidden to drink wine/ beers BCS of Islamic rule. But people will brew their wine or illegally get the wine.

The government supports men more in a sexual harassment cases. If a woman doesn't wear a hijab or wears a too-shiny hijab, does the makeup or too short a dress, the law supports the man first.


She hears the story like if you walk along on the street, men might touch you even if it's in the crowd, they might stalk you. The worst case is they pull over beside you and ask you whether you want to get in the car. Rape might be rarer than those situations, but they might pick up girls on the street.

Sexual activity is taboo to talk about. Women feel high pressure to report the case to the police officer.




In big cities, more and more parents are open-minded to let kids select whether they want to believe in religion or not. Kids also grow their thoughts and stick to what they believe. But the rural side still has conservative villages.

My sexual harassmt experience:


None in the Netherlands.



G. Participants' sexual violence experience

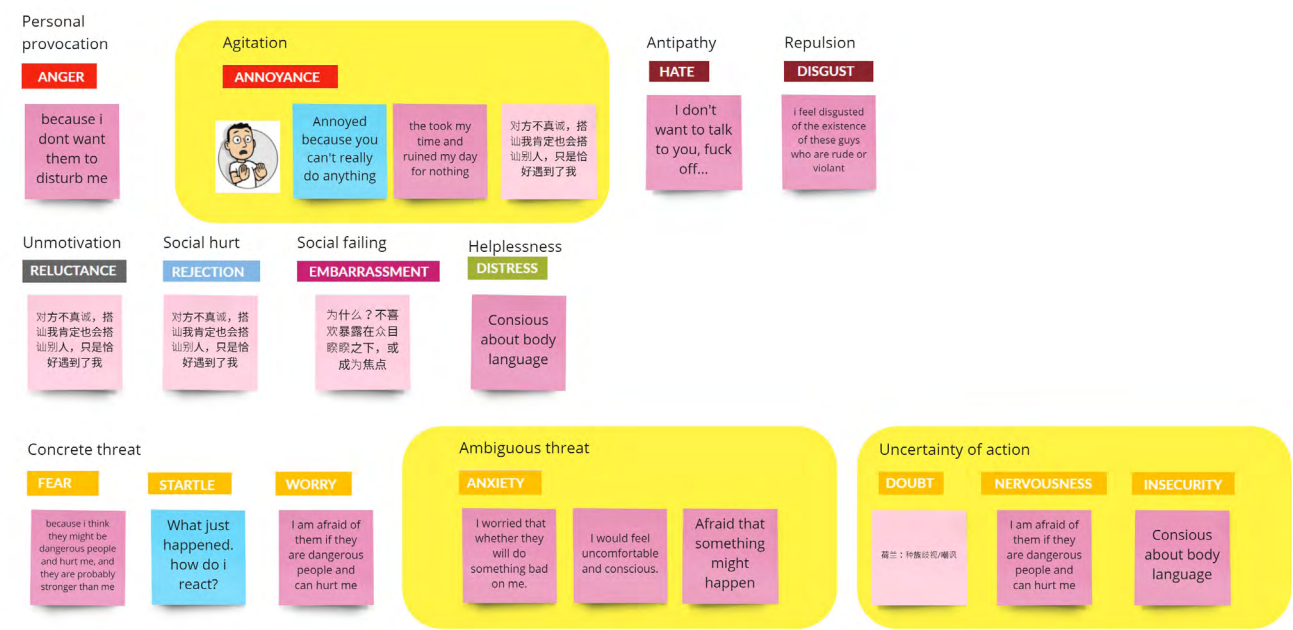
	<p>P7: Interviewee Taiwanese, female, 24 yrs TU Delft campus & The Hague street</p> <p>My sexual harassment experience: She has experienced 2 times of sexual harassment in the first year at TU Delft. On TU Delft campus by an unknown male student. Coincidentally I met him again on the second day at the airport. She remembered the first time on the campus, she was a bit afraid to stop the chatting because she was afraid of the possibility of meeting him again - it might be awkward or dangerous. Even though the surroundings were crowded, she performed politely and didn't want to stimulate the guy. In the street of Den haag. She experienced cat-calling with "Nihao, Konichiwa" words.</p>
	<p>P8: Interviewee Korean, female, 25 yrs cat-calling worldwide</p> <p>My sexual harassment experience: She has experienced many times of cat-calling worldwide, but in the USA, she experienced the most. She experienced cat-calling with "Nihao, Konichiwa" words. She doubts her own existence - an Asian look. She wondered whether it all happened so frequently just because she is an Asian? Does she look EASY? All those thoughts make her feel bad about herself. Mostly, she just wants to get out of the situation SAFELY.</p>
	<p>P9: Interviewee Chinese, female, 25yrs Around the TU Delft campus - cat-calling & stalking unsure perpetrators' nationality</p> <p>My sexual harassment experience: She experienced cat-calling with "Nihao, Konichiwa" words and stalking with the researcher. She tried to perform politely and softly reject the further invitation from the perpetrator. Even though she used many excuses - "I have a boyfriend," "It's okay, no, thank you," he still didn't want to give up and kept wandering around. She was afraid he had a knife or had aggressive intentions. The surrounding area is crowded.</p>

G. Participants' sexual violence experience

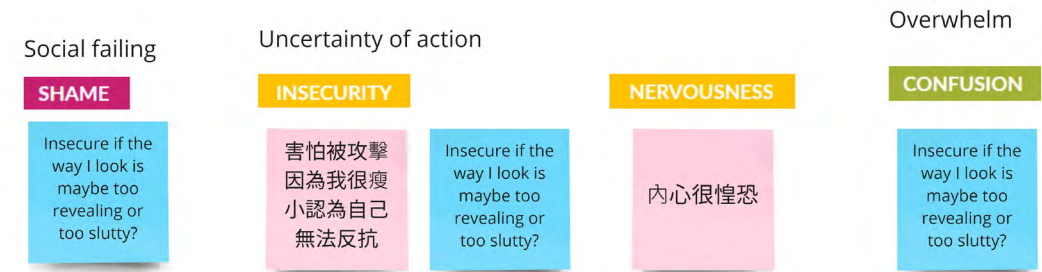
	<p>P10: Interviewee Taiwanese, female, 26yrs An uncomfortable physical touch during her internship in the Netherlands. The perpetrator is Swedish.</p> <p>My sexual harassment experience: She was an intern, and he was a co-worker. He tried to ask her out after work even though he already knew she had a boyfriend. He touched her without her consent in a lab without any witness. She was angry and silent. Afterward, he refused to work on her project - making her have a hard time at work. She still didn't report him because he is a more valuable employee than her. She didn't tell her boyfriend this until she went through it.</p>
	<p>P11: Interviewee Taiwanese, male, 34yrs An insincere job offering with sexual innuendo at a business fair in the Netherlands. Unknown perpetrator's nationality</p> <p>My sexual harassment experience: He was looking for a job and attended the business fair. The guy showed great interest in him and kept saying, "you should join my company." He thought he had a chance to get a job. At the end of the conversation, he got his name card with the hotel room number.</p>

H. Emotion analysis of three scenario cards

1. Scenario #1 - Flirtatious catcalling situation



2. Scenario #1 - Slut-shaming catcalling situation

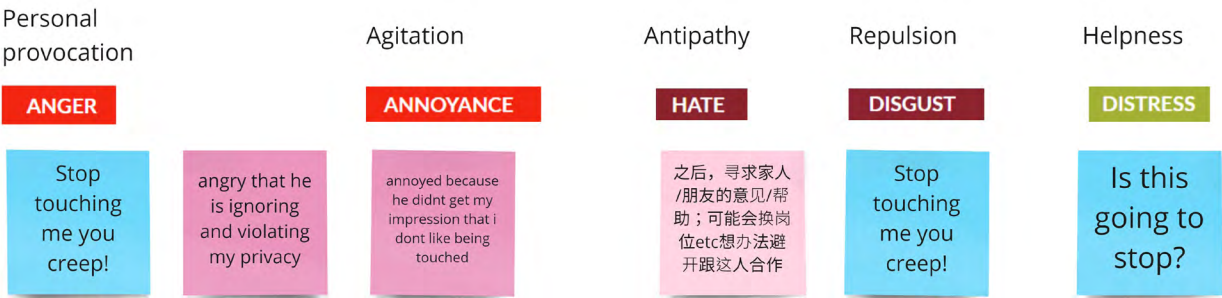


H. Emotion analysis of three scenario cards

3. Scenario #2 - The emotions when this is the first time being touched by supervisor



4. Scenario #2 - The emotions when the physical happens again



H. Emotion analysis of three scenario cards

5. Scenario #3 - The emotions

Personal provocation

ANGER

Shouldn't approach them and tell them the approach? want them to stop they are really annoying and make me want to punch them in the face

Agitation

ANNOYANCE

want to feel not that bother afterwards

FRUSTRATION

Don't feel comfortable speaking up towards multiple people

I just want to work out..

have a bad association to this gym

Antipathy

CONTEMPT

Those guys are a bunch of animals

讨厌说大话的人，尤其是随意负面评价他人，感觉对方没素质

Unmotivation

DISGUST

Those guys are a bunch of animals

Misfortune

SADNESS

I am not confident enough to overcome this context and situation

Social hurt

HUMILIATION

Don't feel comfortable speaking up towards multiple people

LONELINESS

because no one can help me

social failing

EMBARRASSMENT

认同他们的评价，感觉自己来错地方了

担心自己身体不好

Helplessness

DESPERATION

I feel that im not strong enough and feel sorry for myself

Concrete threat

FEAR

Don't feel comfortable speaking up towards multiple people

Afraid I would make things worse or they start insulting me more

WORRY

I don't want to wrongly accuse someone because it's a serious thing to accuse someone of

Not sure if I am too sensitive or if I have the right to be angry. Take a while to decide.

Ambiguous threat

ANXIETY

Bad either way

Shouldn't approach them and tell them in approach? want them to stop they are really annoying and make me want to punch them in the face

Don't feel comfortable speaking up towards multiple people

Uncertainty of action

NERVOUSNESS

Accused right, nervous and uncomfortable, maybe a little better later

认同他们的评价，感觉自己来错地方了

INSECURITY

沒自信

想放棄

I. Two-way observation form

Name _____

Please try to recall and circle out: When you came closer, which part of that person changes?

Arm Movement

Stance

Facial expression

Name _____

Please try to recall and circle out: What do you feel when people come closer? Mark 1, 2, 3 to distinguish the pot they stand.

1 2 3

For the person who get closer to another one. This aims to record what did they notice.

For the person who stand still. This aims to record their feeling changing.



J. Details of filming

Goal:

Let everyone use a third party's point of view on the differences in sexual harassment/ behaviors that can be done with different levels of intimacy

Various story themes:

- Enthusiastic cultural greetings & cautious and reserved cultural greetings
- Indirect and direct expression
- Different behaviors beyond the perception of intimacy, which in turn makes the other person feel infringing on privacy
- Scenarios that are prone to misunderstandings: group discussions, socialize in the bar after group discussions, meet new friends, individually invite friends who have just met once or twice to meet at home, go to the teacher's office alone to discuss homework, in the hallway

Selection criteria:

- Subtle; making it difficult to distinguish whether it is oneself thinking too much or the other party intending to harass (cultural differences)
- Target is classmate or teacher
- campus
- open-ended

Story Abstract

Individually invite a friend who has just met once or twice to come to the house for a gathering. The other party has exceeded the personal limit several times during the gathering, and constantly hints that he is used to staying at a friend's house.

Scene:

- group meetup place, student room
- Character: Emily(Asian girl), Alex (Dutch Boy)

Detailed story description

Emily just joined TU Delft and arrived in the Netherlands for the first time. She met Alex at an international food sharing night. Alex asked her to make dinner together sometimes. She wants to be nice, and she is willing to meet up with new friends, so she brightly agrees with this idea. Emily lived in the small student house, and she invited Alex to make dinner to come over.

During the meetup, Alex changes the songs on her laptop and sometimes touches her arm, shoulder, or back. Emily cannot understand his behavior intentionally or not, but she feels a bit uncomfortable and tries to keep a certain distance from Alex. She is unsure whether Alex read her distanced behavior, and she doesn't know how to describe it. She thinks it is inappropriate to judge this person right away. She didn't really know this person that well yet, and maybe she thinks too much. [Alex implies that he always stays with friends when he visits for dinner.]

Storyboard

Based on the story, the storyboard was created to ensure the logic of each clip. (See Appendix K) Besides, it helped to prepare and find proper filming locations afterward.

J. Details of filming

Filming

The filming preparations were listed below. You can find the film through this link: <https://youtu.be/qLL9V8xi4Jg>

Hardware:

A digital single lens reflex camera, tripod, microphone

Scene:

There are two primary scenes in this video. First one is a student gathering scene where I filmed it at a friends' apartment. The second one is Emily's room. I did this in a studio.

Actors:

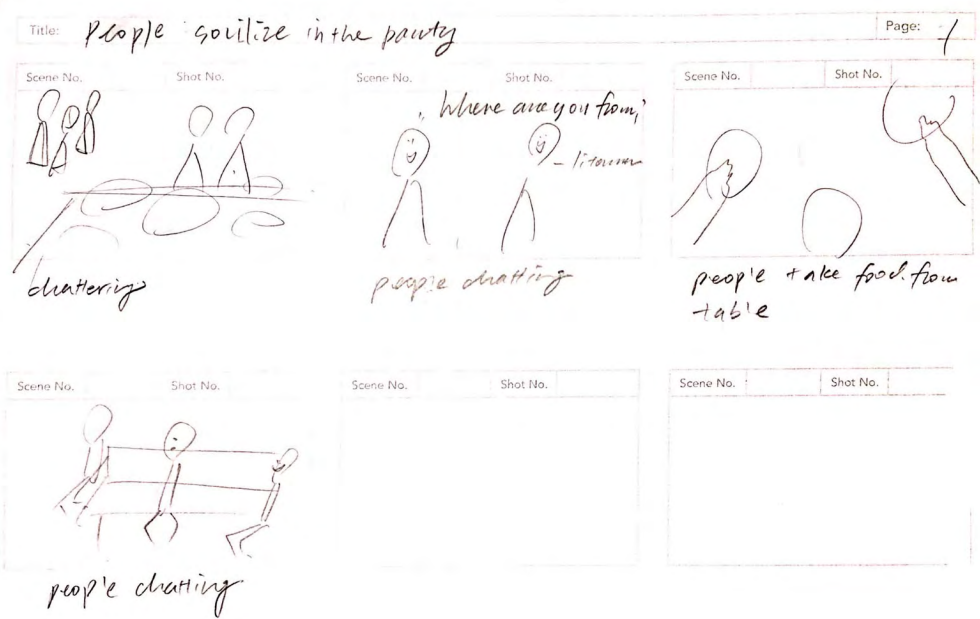
In this video, due to the need of multicultural backgrounds with a physical touch acting, I invited my close friend to assist filming.

Editing:

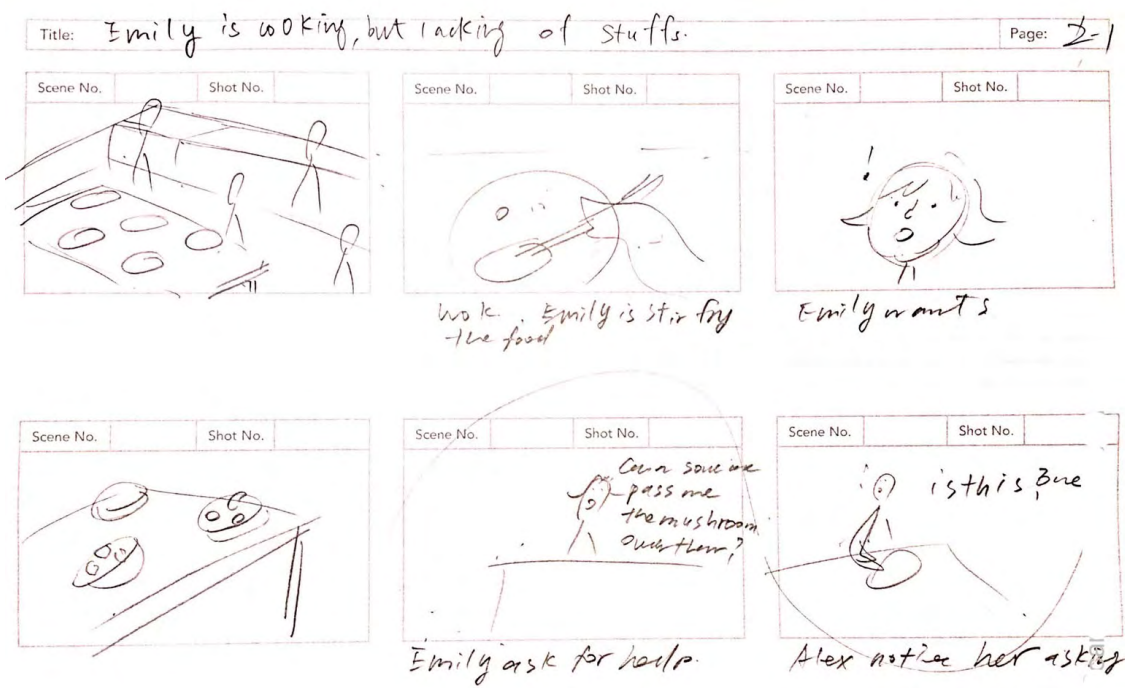
This video was edited by Adobe Premiere.

K. Storyboard of Film

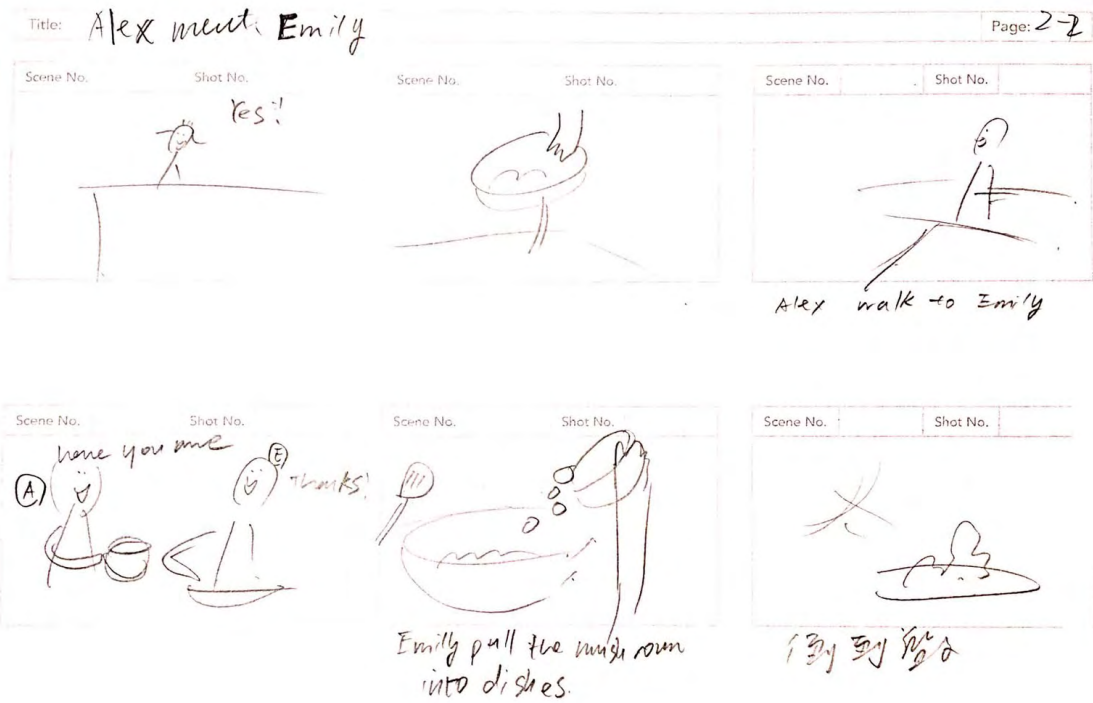
1. People socialize in the student party



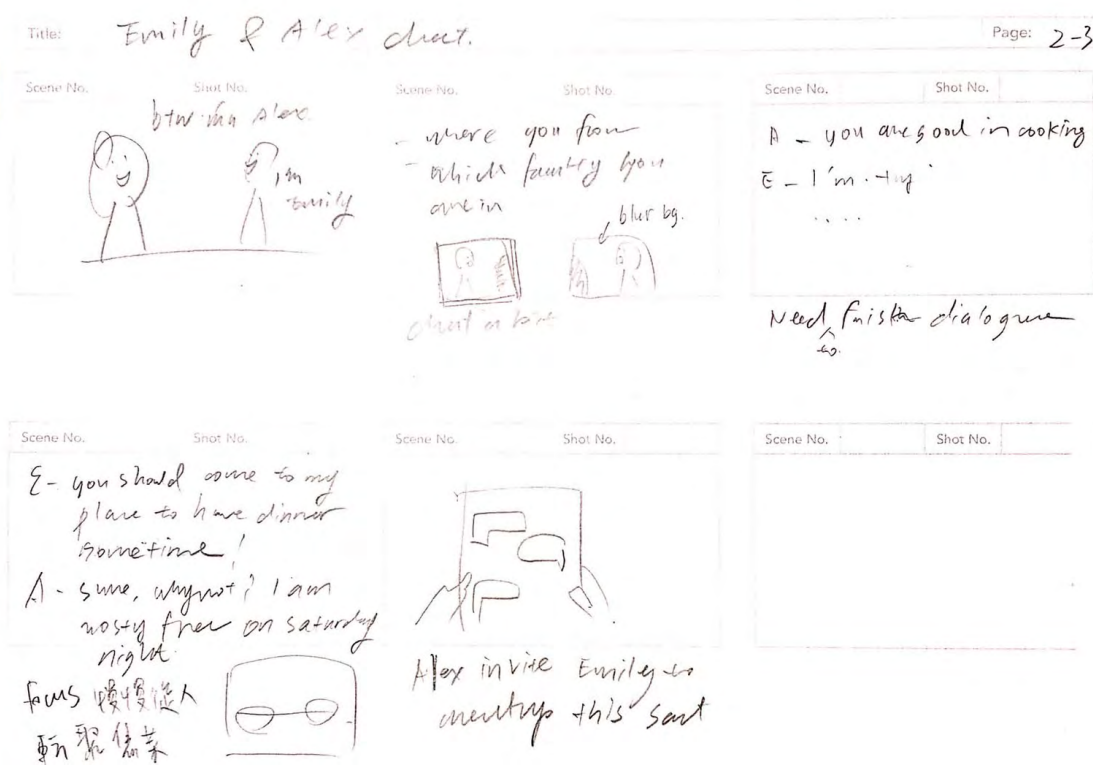
2. Alex and Emily meet at the party.



K. Storyboard of Film




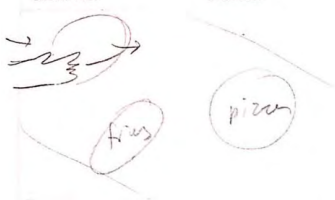
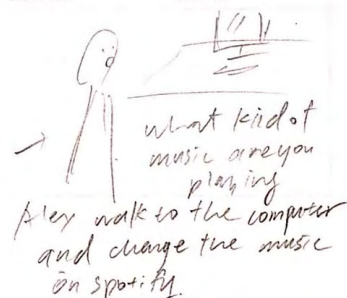
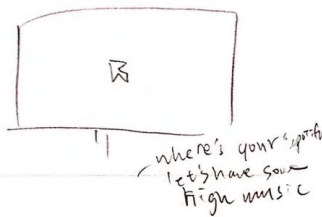






3. Alex invite Emily to have dinner together



K. Storyboard of Film







4. Emily was shocked by Alex's behavior



Title: <u>met in Emily's house</u>		Page: <u>3-1</u>
Scene No.	Shot No.	<div> <div>Scene No.</div> <div>Shot No.</div> </div>
		<div> <div>Scene No.</div> <div>Shot No.</div> </div> 
<div> <div>Scene No.</div> <div>Shot No.</div> </div> 	<div> <div>Scene No.</div> <div>Shot No.</div> </div>  <p>what kind of music are you playing play walk is the computer and change the music on spotify.</p>	<div> <div>Scene No.</div> <div>Shot No.</div> </div>  <p>where's your spotify let's have some high music</p>

Title: At Emily's place		Page 3-2	
Scene No.	Shot No.	Scene No.	Shot No.
 <p>"oh, it should be able to find on the smart screen" Emily is dealing with fool.</p>		 <p>"change the music" (A): ok, that's it.</p>	 <p>pour the beer</p>
Scene No.	Shot No.	Scene No.	Shot No.
 <p>chatting, blur camera is outside window</p>			
Scene No.	Shot No.	Scene No.	Shot No.

K. Storyboard of Film

5. Near to the end: Alex keeps implying to stay over

Title: Near the end		Page: 4-1
Scene No.	Shot No.	 <p>chatting</p>
Scene No.	Shot No.	 <p>10:00</p>
Scene No.	Shot No.	 <p>(E) It's pretty loud, tomorrow still have some assignments needs to do.</p>
Scene No.	Shot No.	 <p>It still early</p>
Scene No.	Shot No.	 <p>10:00 11:50 12:00</p>
Scene No.	Shot No.	 <p>(E) I'm want to take a shower and take some rest. It's about time</p>
Scene No.	Shot No.	<p>(A) I always stays at friend's house, I visit them, it's not push,</p>

Title: <u>Neer + the sand</u>		Page: <u>4-2</u>	
Scene No.	Shot No.	Scene No.	Shot No.
			
<p>(A) Don't you do the same when visiting friends? it's so nice to have food together</p>		<p>Emily stands up - to clean the table.</p>	
Scene No.	Shot No.	Scene No.	Shot No.

L. Workshop slide

Welcome!

ACES
An interactive workshop to empower international students in better dealing with sexual harassment.

09:50-10:00 Walk in
10:00-10:05 Introduction
10:05-10:30 Part I - Bodily autonomous
10:30-11:10 Part II - Sexual harassment
11:10-11:20 Closing
11:20-11:25 Survey

Please take a seat on the side

ACES

An interactive workshop to empower international students in better dealing with sexual harassment.

TU Delft

My body, My choice

Who am I

Francis Hong
Taiwanese
Design for Interaction
Long term lived in three countries: Taiwan, China & Netherlands
Travelled over 10+ countries
Experienced unwanted sexual interaction

My body, My choice

Safety announcement

- This is an interactive workshop, therefore, it will contain lots of situations wanting you to share your thought. Important: There are no right or wrong answers. Feel free to answer.
- The whole process will be recorded by camera only for internal research use.
- You have right to leave if you feel uncomfortable during the process.
- Please try to recall the feeling that you are new to this country, because this design intend to provide for new international student.

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Agenda

09:50-10:00 Walk in
10:00-10:05 Introduction
10:05-10:30 Part I - Bodily autonomous
10:30-11:10 Part II - Sexual harassment
11:10-11:20 Closing
11:20-11:25 Survey

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Warm up

- Please find a blue dot on the ground and stand onto it.
- Lift up your hand and stretch a bit.
- Now, the person beside you is your buddy. Please look at him/her, and introduce yourself a bit to that person. (1 min / per person)
- Please step onto a green dot beside. Share to them Where is your favourite vacation spot? (1 min / per person)
- Finally, please step forward to the yellow dot which is the most closest to each other. Tell them what do you do in your spare time. (1 min / per person)

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Please sit back and fill in the form (2 min)

observer

Please try to recall and circle out: When you came closer, which part of that person changed?

Body Movement

Facial expression

Please try to recall and circle out: When you came closer, which part of that person changed? Mark 1, 2, 3 to distinguish the part they stand.

Blue

Yellow Green

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

We will start from this sheet.

Please try to recall and circle out: When you came closer, which part of that person changed?

Body Movement

Facial expression

Please try to recall and circle out: When you came closer, which part of that person changed? Mark 1, 2, 3 to distinguish the part they stand.

Introduction

Bodily Autonomy

Sexual harassment

Closing

L. Workshop slide

My body, My choice

Please share with your buddy: (30s/ per person)

What do you feel when standing on the blue dot?

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Please share with your buddy: (30s/ per person)

What do you feel when standing on the green dot?

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Please share with your buddy: (30s/ per person)

What do you feel when standing on the yellow dot?

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Please share with your buddy, what changes of them do you find out when you get closer to them?

Please try to recall and circle out: When you came closer, which part of that person changed?

Body Movement

Facial expression

Please try to recall and circle out: When you came closer, which part of that person changed? Mark 1, 2, 3 to distinguish the part they stand.

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Do you find any observation from your buddy is different from your expectation?

- For example:
 - Your buddy think you feel comfortable but you actually nervous.
 - Actually I feel a bit nervous when standing on blue spot, but when I get closer, I feel relax while we share more things to each other.

I thought you nervous, but you actually feel relax

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Proxemics

One of subcategories of nonverbal communication, which influenced a lot by culture.

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Proxemics

- Intimate: embracing, touching or whispering
- Personal: interactions among good friends or family
- Social: interactions among acquaintances

Introduction

Bodily Autonomy

Sexual harassment

Closing

My body, My choice

Proxemics

● Social space cultural difference - Comparison

Romania, Hungary and Saudi Arabia
prefer more than 120 cm

Argentina, Peru, Ukraine and Bulgaria
less than 10 cm

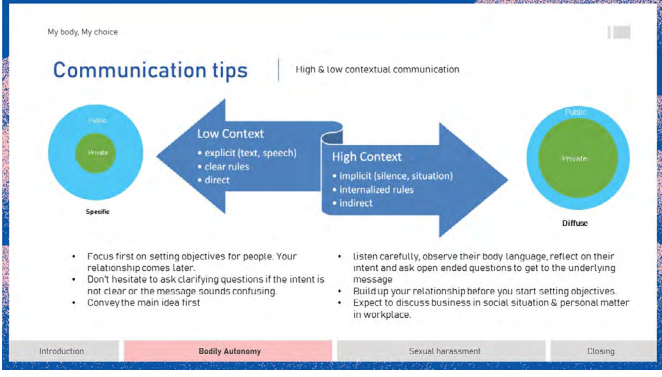
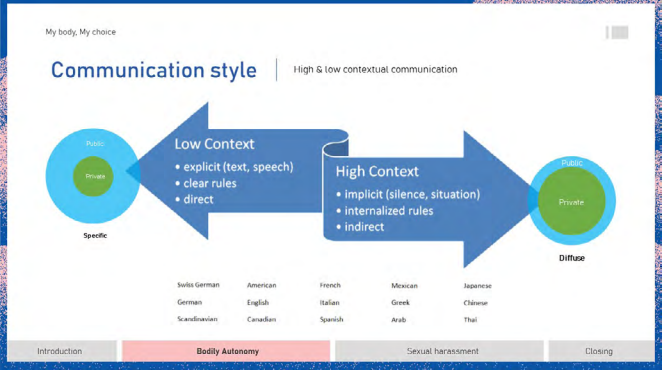
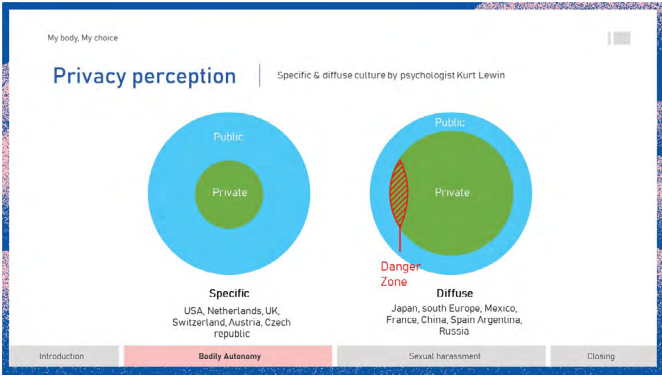
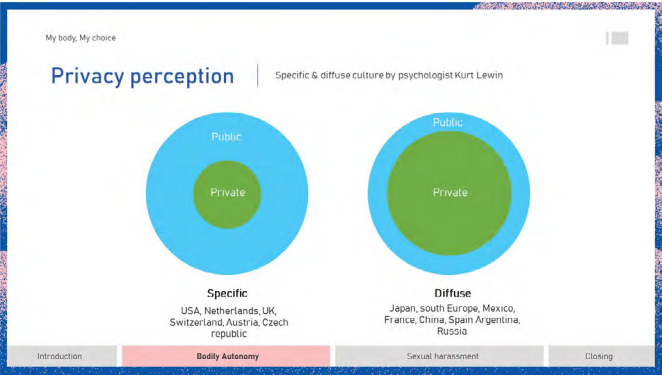
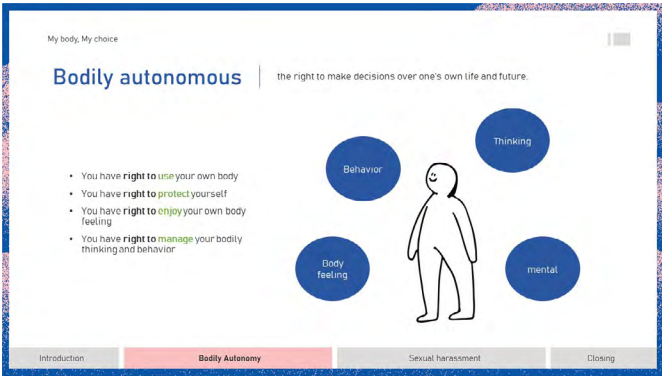
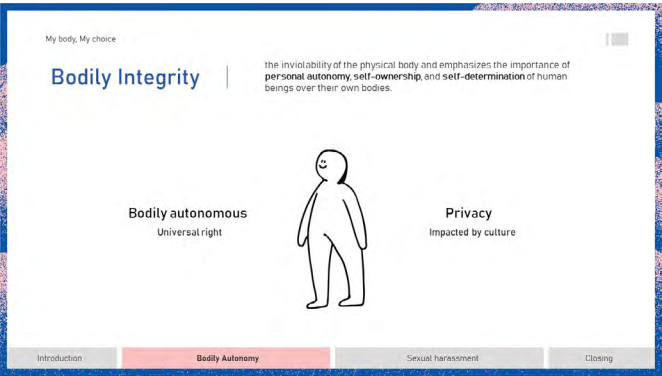
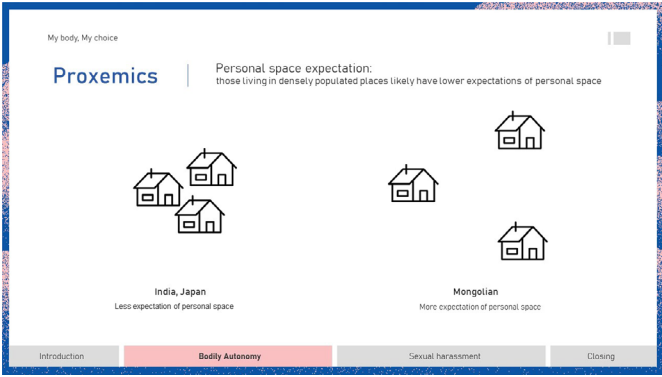
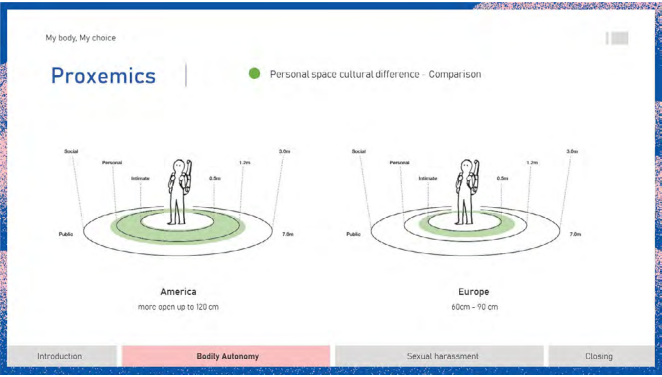
Introduction

Bodily Autonomy

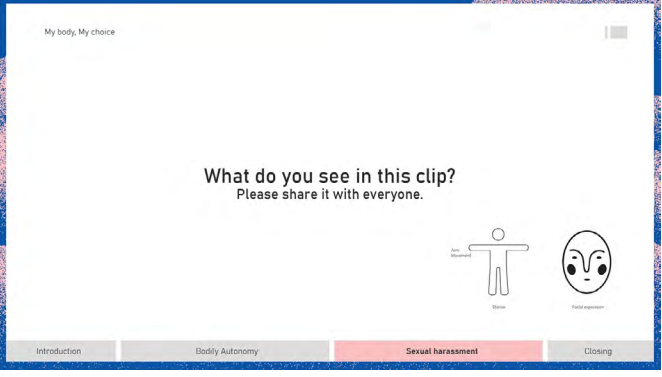
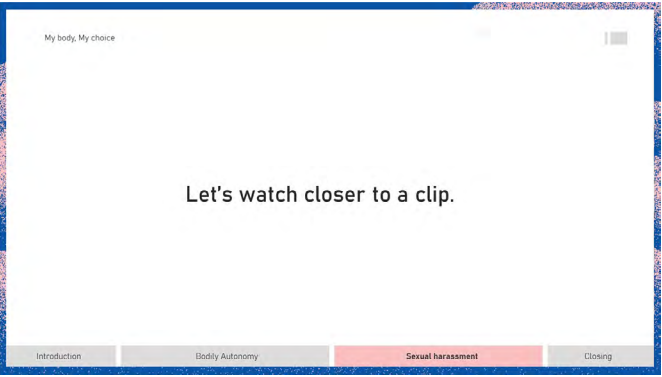
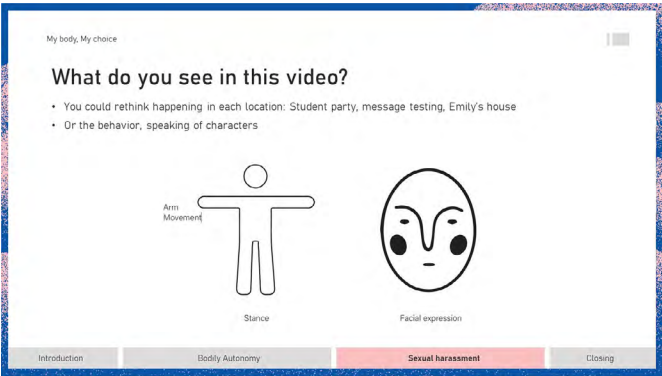
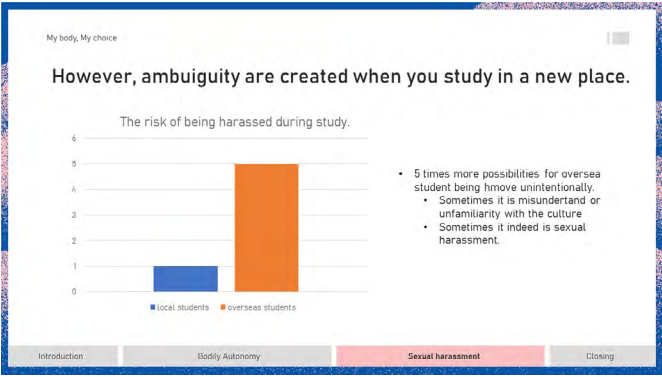
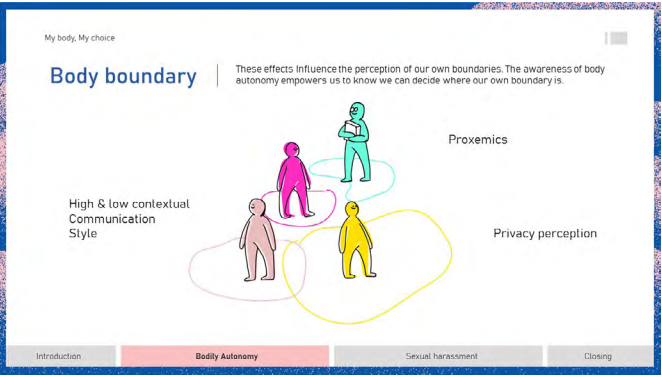
Sexual harassment

Closing

L. Workshop slide



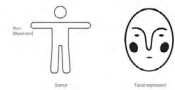
L. Workshop slide



L. Workshop slide

My body, My choice

What do you see in this clip?
Please share it with everyone.



Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

If you are Emily,
What will you do when Alex's constantly requesting to stay over?

Introduction Bodily Autonomy Sexual harassment Closing


My body, My choice

If you are Alex,
How do you interpret Emily's response?


Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice


Striking data



80 % sexual violence's perpetrator is not a stranger.
(De Haan, 2017)



Long term sexual abuse start from a simple "cross the boundary" behavior.
(Confidential advisor of LU, 2018)



"flirtatious"
"desirable"
(Woodzicka, J.A. & LaFrance, M., 2005)

Introduction Bodily Autonomy Sexual harassment Closing


My body, My choice

From my research, the harassment sometimes is very subtle

People's behavior




People's feeling



Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

Three things that people mainly consider



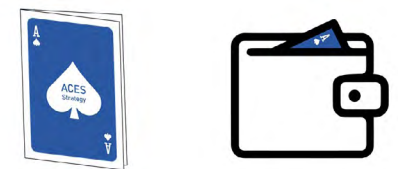
Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

To decrease the ambiguity, there's a strategy for you.

Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

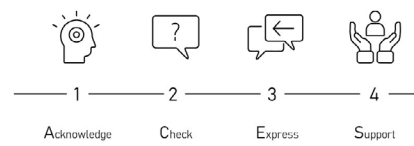


Introduction Bodily Autonomy Sexual harassment Closing

L. Workshop slide

My body, My choice

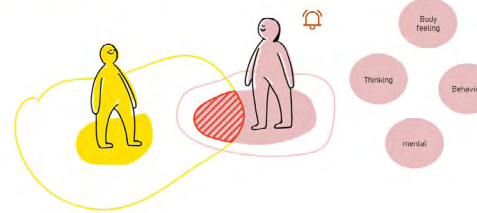
ACES strategy | Having the ability to respond to ambiguous situations among people who are above acquaintance relationship with you.



Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice


1. Acknowledge | Aware a situation that makes you feel weird/uncomfortable



Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice


2. Check | Clarify their intention to ensure whether your guessing is correct or not.



Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

3. Express | After ensuring their intention, you can then decide how to express your discomfort. Let the other person realize your intention as well. This action aims to empower you.




Generalize the discomfort to a greater group | The concrete action you'd like to be taken | Your feelings | Your observation | Straight forward

Indirect | Direct

Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

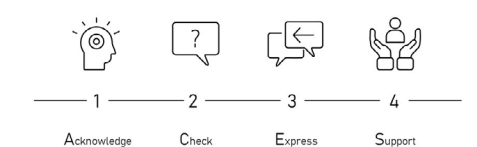
4. Share | You are not alone. Unveiling the discomfort situation empowers you.



Introduction Bodily Autonomy Sexual harassment Closing

My body, My choice

recap | Once you are in a discomfort & ambiguous situation, try the ACES strategy.



Introduction Bodily Autonomy Sexual harassment Closing

Thank you for joining today!



Scan for ACES Strategy

M. Questionnaire

Survey for design session

This aims for analysis the effectiveness of the workshop design.
1) Aware others' & my body boundary (proxemics, bodily autonomous, privacy perception)
2) Learn to cope with sexual harassment situation.

Please answer the questions based on your own feeling. There's no right or wrong answer.

I feel comfortable during the design session

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

If you feel uncomfortable, which part makes you feel uncomfortable?

您的回答

I am more conscious about the body boundary when interacting with people from different cultures in the future.

- | | | | | | | |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| less conscious | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | more conscious |

I am more aware of the right of my own body autonomy

- | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| less aware | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | more aware |

I feel more confident to deal with the ambiguity situation in the future

- | | | | | | | |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| less confident | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | more confident |

M. Questionnaire

In the ACES strategy, which Express strategy you most like to try in the future?



- ☐ Generalize the discomfort to a greater group
- ☐ Tell Your observation
- ☐ Express Your feelings
- ☐ Express The concrete action you'd like to be taken
- ☐ Directly Reveal your Personal preference
- ☐ Straight forward to tell your discomfort

Imagine you are newbies in TU Delft. If TU Delft have workshops with relevant topics in the future, will you be interested in participating?

- ☐ Yes
- ☐ No
- ☐ Maybe

Any suggestions for improving

您的回答

提交

N. Brochure design

