

Activity 1

Identifying Sexual Harassment

A. Materials Needed:

- Prior to the day of the activity have students find stories on the internet about bullying, or news stories with examples and bring them to class.
- SH Scenarios Handout for each student.

B. Procedure:

1. Review with students the definition of sexual harassment and the following information with the class. (This is review from Module 1)

Sexual harassment is any unwanted physical or verbal advances that have sexual overtones. It includes:

- Unwanted verbal or physical conduct of a sexual nature
- Unwelcome Sexual Advances
- Unwelcome Requests for Sexual Favors
- Unwanted verbal or physical conduct directed at you because of your gender or sexual orientation.

There are four types of sexual harassment:

Verbal – Includes name-calling, whistling/catcalls, obscene phone calls, sexually explicit jokes, comments about people's bodies, innuendo about sexual behavior, threatening or pressuring someone for a date or sex.

Written – Includes sexually explicit letters, notes, or graffiti.

Visual – Includes sexually explicit cartoons, pictures, or pornography. Wearing t-shirts with offensive messages or images is also visual harassment. Gestures like licking one's lips or grabbing one's crotch are also visual harassment.

Physical – Includes unwanted physical contact of a sexual nature, for example grabbing, pinching, groping, brushing up against someone, and unwanted hugs or kisses.

2. After discussing this information with the students give them the SH Scenarios Handout (attached). Have them review and answer the questions for each scenario then discuss the answers as a class.

Be assertive about not liking the behavior and making you uncomfortable (not aggressive)

Label the behavior as sexual harassment and inappropriate (to the harasser)

Tell a teacher/staff person

Do not identify it as a joke

3. Wrap up by reminding students that sexual harassment is not okay and everyone has the right to learn in a safe environment.

SH Scenario Handout

1. Andrea sits in front of Jeff and Mike in English class. They all get along well most days. Recently the boys have started telling obscene jokes to one another before class and drawing dirty pictures during class. At first Andrea tried to ignore it but it makes her feel uncomfortable. Andrea told them that she didn't like it and asked them to stop. Mike said they were just having fun and she should just ignore it. Jeff said "It's not like we're doing it to you."

Is this sexual harassment? Why or Why not?

What are some things that Andrea could do?

What are some other ways that Jeff and Mike could have responded?

2. Jesse and Sarah are 8th grade students. Their lockers are right next to each other. Sarah is a popular girl who is always with her group of friends. When Jesse is at his locker, Sarah and her friends make comments about his "nice ass" and "manly chest." Jesse acts like it doesn't bother him, but he knows that they are making fun of him. It makes him feel humiliated.

Is this sexual harassment? Why or Why not?

What are some things that Jesse could do?

What are things that Sarah and her friends could do to make Jesse feel safer?

Activity 2:

Identifying Sexual Harassment Roles

A. Materials Needed:

- *Sexual Harassment Roles Scenarios* Handout for each student.

B. Procedure:

1. Review with students the definition of sexual harassment and the following information with the class. (This is review from Module 1)

Sexual harassment is any unwanted physical or verbal advances that have sexual overtones.

2. Review with students the different roles involved in sexual harassment. (This is review from Module 1)

Victim – the person being harassed

Harasser – the person doing the harassment

Bystander – those who witness or know that the harassment is going on.

3. The purpose of this part of the activity is to discuss the different roles involved in sexual harassment and how the responses of victims, bystanders, and harassers can stop the harassment. For each scenario on the *Sexual Harassment Roles Scenarios* List and discuss the role of each person and how they could respond to the situation to stop the harassment.

Divide the board up into three sections: Victim/Bystander/Harasser

When strategies are suggested list them under the appropriate player.

After the students are done with suggestions to the scenarios ask “Is there anything else they could do?” Ask for each of the three roles separately.

C. Extensions and Adaptations

Show the video (Module 1) section on sexual harassment and use the discussion guide to discuss the roles and information provided in the discussion guide in Module 1.

Sexual Harassment Roles Scenarios:

1. Carrie and Ana were talking at lunch, an boy name Karl was talking to his friend Larry nearby. Ana could hear Karl things like "That Carrie is a real slut," and "she'll sleep with anyone." Ana tells Carrie who goes over to confront Karl. When confronted Karl grabs Carrie's butt and says "you like that don't you?"

Who is the Victim?

Who is the Bystander(s)?

Who is the harasser?

What could each one have done to stop the harassment?

2. Nick tells Jeff that it is written on the wall in the locker room that he is gay, and his is not. Jeff says that he heard that Mario had written it there. Nick tells Jeff and their other friends that Mario is the one who is gay and that's why he starting rumors.

Who is the Victim?

Who is the Bystander(s)?

Who is the harasser?

What could each one have done to stop the harassment?

3. Tyler is going on a first date with Darleen. He tells her that if she doesn't have sex with him he will tell everyone at school that she is a prude and then no guy will every go out with her.

Who is the Victim?

Who is the harasser?

What could each one have done to stop the harassment?

4. Lionel is the class clown. When he walks down the hall he grabs girls butt and laughs about it when they get mad. The other people in the hall usually laugh too. He continues to do it even though he knows they don't like it because he knows everyone thinks it's funny.

Who is the Victim?

Who is the Bystander(s)?

Who is the harasser?

What could each one have done to stop the harassment?

Activity 3:
Changing the School Environment
Addressing Bullying & Sexual Harassment

A. Materials Needed:

- Prior to the day of the activity have students find stories on the internet about bullying, or news stories with examples and bring them to class.

B. Procedure:

1. Review with students the definitions of bullying and sexual harassment:

Bullying is...

- Hurtful behavior
- Deliberate
- Repeated over time
- Characterized by a power imbalance (so it is hard to make it stop)

Sexual harassment is...

- any unwanted physical or verbal advances that have sexual overtones.
1. Explain to the students that this is their opportunity to design changes that could help make the school safer, free from bullying and sexual harassment.
 2. Brainstorm as a class some problems or threats to safety and write them on the board. Examples might be: Bullying occurring in the lunch room, Harassment occurs in the bathrooms between classrooms, older students are bullying others right after school.
 3. Teachers can have students work individually, in pairs, or in groups to complete this assignment. Assign each group/student one or two of the problems and have them come up with changes that could be made to address the problem. For example,
 - a. Problem: Bullying occurring in the lunch room. Solution: Increase supervision in the cafeteria during lunch.
 - b. Problem: Harassment occurs in the bathrooms between classrooms. Solution: Don't let people go to the bathroom between classes, shorten breaks and let students go during class time.

- c. Problem: Older students are bullying others right after school. Solution: Have younger students get out 10 minutes earlier than older students.
- 4. The class should come together and share solutions and come up with the ones they want to put forward.
- 5. The problems/solutions should be typed up and submitted to the Bullying/School Safety Committee at your school.