

ACTIVITY 1 – SEXUAL HARASSMENT

A. Materials Needed:

- Black/whiteboard or overhead projector
- Newsprint and markers

B. Procedure:

1. Write the word SEXUAL HARASSMENT on the blackboard (whiteboard or overhead), ask students if they know what it means. Write down their ideas. Help them understand that **sexual harassment is any unwanted physical or verbal advances that have sexual overtones.**
2. Then share with students the kind of behavior that is usually considered a form of sexual harassment:
 - Sexual jokes
 - Touching in an inappropriate way
 - Inappropriate gestures
 - Spreading rumors about another person's sexual behavior
3. Through the activity students should understand that sexual harassment is judged based on how it makes the person being harassed feel, not whether the person doing it thought it was harassment or whether they say they were just joking.
4. Afterwards have students write a vignette that shows sexual harassment. Divide students into groups and tell them to identify an incident of sexual harassment and write a script for a scenario dramatizing the incident, how the students responded to it, and what they can do to prevent such an incident from happening again. (Note: For grades 7-9 it is often best to form same sex groups).
5. If students are having trouble getting started, you may want to suggest a few of the following incidents as examples of sexual harassment:
 - Touching a someone's private parts
 - Bra Snapping
 - Drawing sexually explicit pictures and passing them around
 - Rubbing up against someone in a provocative way
 - Telling sexual jokes
 - Spreading rumors about a person's sexual behavior
 - Calling other students names with sexual connotations
 - Sending sexually suggestive text-messages

6. To conclude the lesson, give students time to write down their personal responses to having worked on this activity.
 - Were they familiar with sexual harassment beforehand?
 - Have they ever experienced sexual harassment? If so, were they aware of it at the time?
 - Tell the students that they do not have to share their thoughts with anyone. Writing them down is simply a way to bring closure to any personal experiences the lesson may have brought up

C. Extensions and Adaptations

Instead of a vignette you can have students write a script about a sexual harassment event. Tell them to be prepared to hand in a complete, written script. During the next class period, ask if any groups would like to present their scenario to the class.

Give as many groups that are interested an opportunity to present their scenarios. All students must turn in a complete, written script. However, if they are not comfortable you should not make them present their scenario.

ACTIVITY 2 – SEXUAL HARASSMENT

A. Materials Needed:

- Paper
- Pen or pencil

B. Procedure:

1. As the question, “Given what you know about sexual harassment, what is the difference between flirting and sexual harassment?”
2. Have students write 1-2 pages answering this question and give an example of each (flirting and sexual harassment).
3. Have a classroom discussion about:
 - a. The difference between “flirting” and “harassment”
 - i. Flirting: is reciprocal, flattering, and boosts self-esteem; it isn't demeaning or one-sided, and doesn't result in feelings of powerlessness.
 - ii. Sexual harassment: is one-sided unwanted touching or comments that have sexual overtones. Like bullying is makes people feel powerless and feel bad.
 - b. How sexual harassment can make people feel
 - Make them sad
 - Angry
 - Anxious
 - Afraid
 - Embarrassed
 - Not want to come to school

C. Extensions and Adaptations

You can ask students to work collaboratively in groups to develop a scenario and role play to demonstrate the differences between flirting and sexual harassment.

ADDITIONAL INFORMATION/ACTIVITIES

Additional information and activities for students in grades 7 – 12 can be found at the following websites:

- National Bullying Awareness Week <http://www.bullyingawarenessweek.org/>
- Stop Bullying Now <http://www.stopbullyingnow.com>
- Cyberbullying Research Center <http://www.cyberbullying.us/>
- American Association of University Women Education Foundation (AAUWEF):
<http://www.aauw.org/> (sexual harassment information)

Additional Resources include:

Building Healthy Relationships (Sexual Harassment Prevention and Relationship Skills curriculum for grades 6-12) by Pennsylvania Coalition Against Rape (PCAR)
www.pcar.org/acatalog/Education_and_Curriculums.html

Book for Youth to Read Themselves Is: *Bullies, Bigmouths, & So Called Friends* by J. Alexander

BULLYING IS....

Any aggressive behavior done with the intent to control or harm that involves a real or perceived imbalance of power. It is not considered bullying if two students of equal power joke around or fight.

SEXUAL HARASSMENT IS...

Any unwelcome physical or verbal advances that have sexual overtones.

**BULLYING AND SEXUAL
HARASSMENT ARE
WRONG!**

Assessment – Module 1 Bullying and Sexual Harassment 7-12

For each activity you complete in class please take a copy and fill out the following form. These forms should be submitted to your anti-bullying cohort team. Your feedback will help us improve the activities and evaluate the program.

DATE: _____

ACTIVITY # _____

GRADE: _____

NO. OF STUDENTS _____

Overall, how much did students enjoy the activity?

Not A Lot

A Lot

1

2

3

4

5

Overall, how much did students learn about bullying/sexual harassment?

Not A Lot

A Lot

1

2

3

4

5

How do you know students learned about bullying/sexual harassment? How did they demonstrate this learning?

Tell us how much students knew about each of the following BEFORE you did Module 1 and AFTER you have done this activity.	BEFORE				AFTER			
	Not A Lot		A Lot		Not A Lot		A Lot	
1. What bullying/Sexual Harassment is...	1	2	3	4	1	2	3	4
2. The different forms bullying/sexual harassment can take...	1	2	3	4	1	2	3	4
3. How bullying/sexual harassment makes people feel...	1	2	3	4	1	2	3	4

What could be done to improve this activity in the future:

Additional comments:
