

Student to Student and Response

- Sexual and Gender-Based Harassment Lessons for Grades 6, 7, 8
- Slides 1-14 are the same for all grade levels.
- Teachers have training course in Canvas to be completed prior to teaching the lesson.



# Learning Outcomes

- Students will be able to understand what sexual and gender-based harassment behavior is and identify when it happens.
- Students will be able to understand the consequences associated with sexual and gender-based harassment behaviors.
- Students will be provided with clear steps to take if they or others are being harassed based on sex/gender.
- Students will be encouraged to report such harassment effectively when it occurs.
- Students will be able to identify and utilize safe strategies for bystander intervention among students, staff, and other adults.

## Norms for Today

*Today we will be discussing sexual and gender based harassment and this topic is serious and sensitive and it is possible that it may make someone uncomfortable.*

**To ensure everyone can fully participate, please remember to:**

Use appropriate language

Be respectful of other's experiences and opinions.

Make only positive comments to others as they share

*Raise your hand to share....*

What comes to mind when you think of the word **harassment**?

What is an example of an action that may be considered harassment?



# Definition

## **Harassment:**

- to repeatedly tease, bother or annoy someone
- these actions are unwanted and unwelcomed
- these actions can be verbal, written or physical and can also be sexual or gender-based

**Gender-based harassment** is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity

***Example:** Students make inappropriate, mean or negative comments to a female student that they believe “dresses like a boy”*

**Sexual harassment:** is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

***Example:** Sending or receiving a text message asking for inappropriate pictures of someone.*

## Examples of the Types of Harassment

Verbal	Written	Physical
<ul style="list-style-type: none"><li>-comments about body parts</li><li>-sexual rumors</li><li>-request for sexual favors</li></ul>	<ul style="list-style-type: none"><li>-sexual notes</li><li>-sexual drawings</li><li>-emails, text messages, chats</li><li>-social media posts</li></ul>	<ul style="list-style-type: none"><li>-Touching</li><li>-rubbing</li><li>-pulling of clothes</li><li>-gestures</li><li>-grinding</li></ul>

**Can you think of additional examples of each type?**

*Turn to a partner and share. Be prepared to share to the group.*

# Harassment is not targeted at one group.

## Who can harass who?

Boys can harass girls

Girls can harass boys

Girls can harass girls

Boys can harass boys

**Anyone can be harassed by anyone**





## Potential Consequence

In CMS Student Code of Conduct Handbook:

Rule 27. B. Sexual Harassment UB: Harassment-Sexual:

A student shall not engage in unwanted verbal or physical (e.g. gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material. When it has been determined that students have violated rule 27, disciplinary consequences will be delivered as outlined in the CMS Student Code of Conduct handbook.

Harassment is determined by the “victim” not the person making the statement, action or writing.

It is important to understand everyone’s boundaries are different and we need to respect those differences.

*Let’s look at an example....*

Scenario #1	Scenario #2
<p>Courtney likes Landon and the feelings are not mutual.</p> <p>Daily Courtney sends notes/text to Landon expressing adoration.</p> <p>This makes Landon uncomfortable. Landon has asked Courtney to stop sending love notes, Courtney continues.</p>	<p>Courtney likes Landon and the feelings are mutual.</p> <p>Daily Courtney sends notes to Landon expressing adoration.</p> <p>Landon enjoys receiving the notes from Courtney. Landon looks forward to Courtney's notes.</p>

Which scenario is an example of an unwelcome or unwanted advance? How do you know?

# What are the appropriate steps for if you or someone they know are being harassed?

- Tell the person to “Stop” unwanted behavior
- Attempt to leave/remove yourself from the situation and find a safe place
- Tell a trusted adult at your school (teacher, counselor, administrator, coach)
- Tell a trusted adult in your community (parent, adult family member, friend’s parent, troop leader, etc.)

# Activity: Brainstorm

In groups of 2-3, discuss a list of possible trusted adults at school and in the community.

Include at least 5 people, even more is better!

# What is a bystander?

**Bystander:** a person who is present at an event or incident but does not take part

## Why is it important to report for a peer if I witness harassment?

- When you're a bystander it's important to know that by doing nothing you are sending a message to the person who is "the harasser" that their behavior is acceptable.
- The peer may be uncomfortable reporting the harassment
- You can report what you witnessed to a trusted adult and help a peer in need
- You can play a part in eliminating the harassing behaviors in your school/community

# 6th Grade Lesson

## Activity 1: Examples of the Types of Harassment

*In groups of 2-3 students, work together to list examples of each type of harassment.*

*These can be things you have seen or experienced at school. However do not use names in your examples.*

Verbal (talking)	Written (Writing)	Physical (touching)
1. Comments about private/body parts	1. Sexual graffiti in the bathroom	1. Unwanted hugs or kisses
1.	1.	2.)
3.)	1.	3.)

# 6th Grade Lessons (cont.)

## Activity 2: Scenarios

*In groups of 2-3 students, read each scenario and complete the chart*

What is the harassment? What specifically did the person do?	
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	
What would you do if you were the person in the scenario?	
What would you do if you were a friend or classmate of the person in the scenario?	



# 6th Grade Lessons (cont.)

## Example Scenario

*Sidney likes Chaz, a boy in her class. Everytime Sidney sees Chaz in the hallway she runs up to him and gives him a hug and kiss. Chaz has asked Sidney to stop but she doesn't listen.*

What is the harassment? What specifically did Sidney do?	<i>Unwanted hugs and kisses</i>
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	<i>Physical and sexual</i>
What would you do if you were Chaz in the scenario?	<i>Say "I want you to stop hugging and kissing me. It makes me feel uncomfortable."</i>
What would you do if you were a friend or classmate of Chaz in the scenario?	<i>Tell Chaz that he should talk with his teacher and you are willing to go with him when he goes.</i>

# 6th Grade Lessons (cont.)

## Scenario #1

*Charise and Shauna go to Monica's birthday party on the weekend. When they return to school on Monday, they spread a rumor to everyone that Monica kissed three different boys at her party.*

What is the harassment? What specifically did Charise and Shauna do?	
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	
What would you do if you were Monica in the scenario?	
What would you do if you were a friend of Monica in the scenario?	

# 6th Grade Lessons (cont.)

## Scenario #2

*Troy and Jason were in science class drawing sexual pictures and laughing. Alice felt uncomfortable and asked them to stop. However, the boys continued to draw the sexual pictures.*

What is the harassment? What specifically did Troy and Jason do?	
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	
What would you do if you were Alice in the scenario?	
What would you do if you were a classmate (bystander) in the scenario?	

# 6th Grade Lessons (cont.)

## Scenario #3

*Angel is one of the best athletes in 6th grade. But when she plays soccer some of the boys tease her about the shape of her chest. Angel feels like everyone must be staring and laughing at her and she doesn't want to play soccer anymore.*

What is the harassment? What specifically did the boys do?	
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	
What would you do if you were Angel in the scenario?	
What would you do if you were a classmate (bystander) in the scenario?	

# 6th Grade Lessons (cont.)

## Scenario #4

*Brian is riding the bus to school with his friends. They are all laughing and fooling around, pushing and shoving each other. Brian gets off the bus and starts to walk into school when another student comes up behind him and pulls his pants down.*

What is the harassment? What specifically did the boys do?	
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	
What would you do if you were Brian in the scenario?	
What would you do if you were a classmate (bystander) in the scenario?	

# 6th Grade Lessons (cont.)

## Scenario #5

*One day at school, Taneka was using the bathroom. When she came out of the toilet stall, she saw 3 girls running out of the bathroom, laughing. Taneka looked and saw that someone had written sexual comments about her on the bathroom wall.*

What is the harassment? What specifically did the girls do?	
What type of harassment is this? <i>Verbal, Written, Physical, Sexual, Gender-based</i>	
What would you do if you were Taneka in the scenario?	
What would you do if you were a classmate (bystander) in the scenario?	

## 7th Grade Lesson

**How do we know the difference between flirting (which is welcome and wanted) and harassment (which is unwelcome and unwanted)?**

Share with a partner: What are examples of common flirting that you see or experience at school?

# 7th (cont)

## When does flirting become harassment?

Flirting	Harassment
Flirting is welcome attention.	Harassment is not wanted.
Flirting goes both ways.	Harassment is one-sided.
Flirting makes you feel in control.	Harassment makes you feel put down or ugly.
Flirting makes you feel good about yourself.	Harassment makes you feel powerless.
Flirting is legal in school.	Harassment is a violation of school rules.



## 7th (cont)

### What is sexting?



Sexting is the act of sending sexually explicit messages or photos electronically, primarily between cell phones.

## Is sexting sexual harassment?

# 7th (cont)

## Video About Sexting

As you watch Ally's story, answer and be prepared to discuss the following:

1. Ally says that sexting was “the biggest mistake of [her] life.” What do you think she means? Why does she regret it?
2. In this video how did gender play a role in sexting? What kind of pressure did boys feel related to sexting? What kind of pressure did girls feel?
3. If you heard that a peer was thinking of sending a naked picture, what could you say to try to convince that person not to send the photo?
4. Would it make a difference if someone sent a naked photo on an app such as Snapchat or if the receiver promised to delete it right away? Why, or why not?
5. What is meant by the comment “there is a thin line between private flirtation and public humiliation”?

Link: [https://www.youtube.com/watch?v=nsfcN2Hirts&t=10s&disable\\_polymer=true](https://www.youtube.com/watch?v=nsfcN2Hirts&t=10s&disable_polymer=true)

\*Be sure to login via your CMS google account to access this video.

# 7th (cont)

## What to know about Sexting?

- Images sent by mobile phone can easily fall into the wrong hands, and once posted online may never really go away.
- Sexting can lead to public humiliation, cyber-bullying, and/or sexual assault.
- Others may copy and post your images in other places where friends, parents, and teachers can see them.
- It is illegal to take sexual photos of minor and it is also a crime to pass them on.

**THINK before you hit SEND!**

# 7th (cont)

## How can you prevent sexting?

- Think about the consequences of taking, sending, or forwarding a sexual picture.
- Never take images of yourself that you wouldn't want everyone to see.
- Before hitting send, remember that you can't control where this image may travel.
- If a photo arrives on your phone, do not send it to anyone else!
- Report any sexting you receive to an adult you trust.
- Talk to your friends, sexting is against the law.

# 7th (cont)

## Activity #2

In groups select a topic you have learned today (Sexting, harassment, bystanders, etc.)

Choose a way to share what you have learned and to teach others the important definitions, facts, and what to do in response to/ in order to report the harassment

Option 1: Create a poster

Option 2: Create a song/poem/rap

Option 3: Create a technology (Powerpoint, Google Slides, etc.) representation of the information

# 8th grade Lesson

## How to become an ally?

1. **Acknowledge** the situation occurred.
1. **Help** the person leave or remove themselves from the situation and find a safe place.
1. **Encourage** the person to tell a trusted adult. If they don't, you tell a trusted adult.

# 8th (cont.)

## Activity #2

In groups, choose a way to share what you have learned today about how to be an ally when you witness harassment

Option 1: Create a poster

Option 2: Create a PSA

# All Lessons - Let's review what we've learned!

## Terms

- **Harassment:** to repeatedly tease, bother or annoy someone. These actions are unwanted and unwelcomed.
- **Gender-based harassment:** verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity
- **Sexual harassment:** unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

## Steps to take if you or peer is being harassed:

- Tell the person to “Stop” unwanted behavior
- Attempt to leave/remove yourself from the situation and find a safe place
- Tell a trusted adult at your school (teacher, counselor, administrator, coach)
- Tell a trusted adult in your community (parent, adult family member, friend's parent, troop, leader, etc.)

Reach out to a trusted adult to take action if you have a serious personal concern or a concern for a peer.