

Class 13 Guide: Sexual Harassment

Pre-teach

This class defines sexual harassment, and gives students opportunities to think about how they can work to end sexual harassment in their communities. Prepare students for this class by asking: "How do you want to feel at school? How do you want to feel at work? In the community?"

You can have a large group discussion and write the emotions down on a dry erase board or piece of chart paper, or you can ask students to make individual lists of emotions. Students can also draw or cut and glue pictures from magazines/internet of how they would like to feel.

After the class has identified a variety of emotions, emphasize that everyone should feel safe at work, at school, and in the community. Share that one thing that makes people feel unsafe in these locations is sexual harassment, which is the topic of this week's class. Remind them that if they ever feel unsafe, they should tell an adult in their inner green circle of trust right away. If students are interested, you can also talk about the #MeToo Movement or other events that highlight both how prevalent it is and how our culture is changing to no longer accept sexual harassment.

In the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

Vocabulary terms and definitions

- Sexual harassment: unwanted sexual words and touching
- Catcall: when someone makes a whistle, a sound, or sexual comment to a person on the street; this happens more to women than it does to men
- Unwanted: something someone does not like
- Touch: putting your hands on something
- Talk: when you use your words, signs, or pictures to tell someone something
- School: a place where you go for classes
- Work: a place you go to do your job
- Community: places where people who live in the same area can go, such as a restaurant or a park
- Suspended: when your school says you cannot come back for a while
- Fired: when your work says you do not have a job anymore

Post-teach

This week, students will create posters about sexual harassment and how to stop it. Brainstorm as a class where these posters might go. Could they be displayed around the school? What about at a community location like the YMCA or a public library? Help students prepare to share briefly about their posters, so they can talk to staff or students when dropping off the posters.

You can also reinforce learning by reviewing the three "Stop and Think" questions on slide 22. Encourage students to think through these three questions before they say or do something inappropriate to their peers or others. You can also use examples of harassment that you notice on TV or in movies to help students think through the three questions. If any student says or does something that is sexual harassment, get help for the student or staff who was harassed right away. Make sure that the person being harassed is okay, get support for them as needed, and make any reports you need to make or that the student/staff wants to make.

Depending on the level and type of harassment, it may be appropriate to talk to the harassing student and help them think through the three "Stop and Think" questions. Support them to learn why what they said or did was not okay.

Class 13: Sexual Harassment

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Define sexual harassment as unwanted sexual words and touch.
- Discuss what sexual harassment looks like at school, at work, and in the community.
- Explore what to do if they or someone else experience sexual harassment.

TEKS Alignment

Health Education, Subchapter C, Rule §115.38, Health 1

(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.

Materials

- Dry Erase board and markers or chart paper and markers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 13 PowerPoint
- Printed copies of Class 13 PowerPoint for all students (one slide per page)
- Blank poster boards (enough for students to work in groups of 3-4)
- Poster decoration supplies (markers, colored pencils, stickers)

Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding seemed to increase when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint. Remind class members that you are a mandatory reporter to Child Protective and Adult Protective Services. Ask students if they remember what that means. Allow time to respond and remind students that most of the time what is talked about in class stays in the class unless you have consent to share. However, if they tell you that they are being hurt, or that someone else is being hurt, remind students you will need to let Child Protective Services or Adult Protective Services know so you can get help. Take time to answer any questions students may have about that.

Display and discuss slides 1-6.

What is Sexual Harassment? (5-10 minutes)

Display and discuss slides 7-9. Give students time to process the information and check in periodically for questions.

School, Work, and Community (10-15 minutes)

Display and discuss slides 10-19. Give students time to process the information and check in periodically for questions. On slides 12 and 15, the class will watch a video on YouTube.

Brain Break (5 minutes)

Display slide 20. Use one of the suggested brain break activities from the slide notes, or come up with your own.

What Can You Do? (10-15 minutes)

Display and discuss slides 21-30. Give students time to process the information and check in periodically for questions.

Poster Activity (15-20 minutes)

Display and discuss slides 31-32. For the activity on slide 32, student groups will need posterboards and poster decoration supplies.

Questions (5 minutes)

Display slide 33. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Tickets (5 minutes)

Use slides 34-36 to check for student comprehension of major class topics.

How to Get Help (2 minutes)

Display slide 37. Discuss what to do if someone hurts them or makes them uncomfortable:

- *You did not do anything wrong.*
- *You are not alone.*
- *Talk to a trusted adult from your Green Circle of Trust.*
- *If the first person doesn't help, keep telling others until someone does.*
- *If it's an emergency, call 911. A police officer or ambulance might come to help.*

Power Huddle (2 minutes)

Display slide 38 and invite students to participate in the Power Huddle.

Closing (5 minutes)

Display and discuss slides 39-40.