Overview
Sexual harassment is a form of bullying that can cause serious emotional harm and has legal implications for individuals, schools, and districts. Students should know how to recognize and respond appropriately to sexual harassment.

Objectives
Students will be able to:
- Recognize and define sexual harassment
- Differentiate between flirting or joking and sexual harassment
- Apply assertiveness skills to refuse sexual harassment
- Understand their school’s sexual harassment policy and legal implications

Lesson at a Glance

Part 1
- **Class activity:** Definition of sexual harassment.
- **Video:** Real Voices video clips describing experiences with and feelings about sexual harassment.
- **Video:** “The Hallway.” A story of four students involving both flirtation and harassment.

Part 2
- **Class discussion:** Distinguishing flirting from harassment.
- **Video:** “The Hallway.”
- **Class discussion:** Mixed messages.
- **Class discussion:** Clear, assertive messages.
- **Skill practice:** Clear, Assertive Messages.

Supplies and Equipment
- DVD player and monitor or computer with projector and screen.
- Clipboard and Observational Assessment Form if doing the observational assessment

Lesson Materials
- Level 2 DVD, Lesson 7 segment
- Handout 7A: Sexual Harassment
- Handout 7B: Clear, Assertive Messages Skill-Practice Instructions
- Clear, Assertive Messages Skill-Practice Scenarios
- Optional: “Crossing the Line” homework

Lesson Preparation
- Be familiar with your school’s and/or district’s sexual harassment policy.
- Copy Handout 7A: Sexual Harassment, one per student.
- Copy Handout 7B: Clear, Assertive Messages Skill-Practice Instructions, one per student.
- Copy and cut apart the Clear, Assertive Messages Skill-Practice Scenarios, one set per pair of students.
- Assign same-sex partners for the skill practice.
- Optional: Copy the “Crossing the Line” homework, one per student.

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Lesson 7
Bullying Prevention: Sexual Harassment

Teaching Notes
Plan carefully: Consider your students’ temperaments and maturity levels before teaching this lesson and plan accordingly as you preview the lesson. Due to the subject matter, this lesson involves more teacher-directed instruction.

Peers vs. adults: This lesson deals specifically with peer-to-peer relationships and peer-to-peer sexual harassment. Dealing with sexual harassment involving an older teen or an adult should be viewed differently. Students need to know to report any incidents of sexual harassment, by either a peer or an adult, to a trusted adult.

Partners: Put students into same-sex partner pairs for this lesson.

Using Lesson Content Every Day
Take every opportunity to model respectful attitudes toward members of the opposite sex.

Address all inappropriate sexual behaviors. In some cases the behaviors may be overt and against school rules, for example, students kissing in class. Other, less overtly sexual behaviors could still be making students uncomfortable, for example, sitting too close to a classmate. When investigating, do not question the student doing the possible harassing and the student being harassed together.

Early adolescents’ hormones are raging, and many young people do not yet distinguish well between what is acceptable and what is not. Communicate clear expectations for behaviors between the genders.

Why This Lesson Is Important
Sexual harassment can take many different forms, including words, jokes, touching, staring, suggestive sounds or gestures, and graffiti, pictures, or other symbols. Sexual harassment can be done by boys to girls, by girls to boys, by boys to boys, and by girls to girls. Students can be harassed about their real and/or perceived sexual orientation.

As with other forms of bullying, sexual harassment has a devastating impact on students. Those who experience sexual harassment report feeling angry, hurt, depressed, listless, and trapped. They focus on avoiding their harasser(s) and may avoid going to school. Academic achievement and relationships can suffer.

The issue of sexual harassment is especially complicated in early adolescence, when students are learning how to flirt and interact romantically. What some consider flirting, others may find offensive or threatening, and students may cross lines unintentionally. The potential for ambiguity in this arena highlights the importance of teaching students assertiveness skills. In this lesson, students learn and practice ways to communicate clearly when they feel uncomfortable with others’ behavior and also how to respond to different harassment situations.

Responsibility for stopping sexual harassment, however, rests on everyone. Students have a responsibility to listen and pay close attention to whether or not their actions are welcome. They can do this by using empathy skills to understand facial expressions, body language, words, and tone of voice.
You will need:
- Grade 7 DVD, Lesson 7 segment
- Handout 7A: Sexual Harassment, one per student

<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the Lesson 7 menu, then select “Begin.”</td>
<td>Before class starts, display the introductory screen.</td>
</tr>
<tr>
<td>Introduce the lesson topic.</td>
<td><strong>We know that there are many different types of bullying.</strong></td>
</tr>
<tr>
<td><strong>7.1</strong></td>
<td><strong>What are some types we’ve talked about?</strong> (Teasing, harassing, name-calling, intimidating, hurting, face-to-face, behind-the-back, cyber bullying.)</td>
</tr>
<tr>
<td></td>
<td><strong>Today we are going to focus on another type of bullying—sexual harassment.</strong></td>
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<td></td>
<td>Sexual harassment is against the law. It is a very serious issue for students in school and for adults in their workplaces.</td>
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<tr>
<td><strong>7.2</strong></td>
<td><strong>Distribute Handout 7A.</strong></td>
</tr>
<tr>
<td>Define “sexual harassment.”</td>
<td><strong>We will talk about what sexual harassment is so you will know how to recognize it. Then we will learn what to do about it once you recognize that it is going on.</strong></td>
</tr>
<tr>
<td>Handout 7A: Sexual Harassment</td>
<td><strong>This topic can be uncomfortable or embarrassing for some people to talk about. You will need to be mature and respectful of each others’ comments and ideas.</strong></td>
</tr>
<tr>
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<td><strong>Have students refer to the definition on the handout.</strong></td>
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<tr>
<td></td>
<td><strong>This is a definition of sexual harassment that happens between peers (people of the same age): Sexual harassment happens when a student is bothered with words, actions, or pictures of a sexual nature or about being male or female, so that the student has difficulty learning or feeling safe in school.</strong></td>
</tr>
</tbody>
</table>
### Outline

**Go through each part of the definition using the handout.**

### Script and Instructions

Let's take a closer look at that definition to try to get very clear idea about what sexual harassment is.

Have students follow along on Handout 7A. You can ask students to read parts of the handout, or you can read through them yourself, elaborating for clarity at your discretion.

**Bothering someone with words, actions, or pictures of a sexual nature can mean any of the following:**

**Words:**
- Written or verbal remarks or jokes about someone's body
- Written or verbal comments about someone's sexual activity
- Tone of voice

**Actions:**
- Suggestive or rude sounds or gestures
- Unwanted touching, grabbing, or pinching
- Staring

**Pictures:**
- Showing photos, drawings, or symbols of a sexual nature
- Graffiti of a sexual nature

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<tr>
<th>7.3</th>
<th>Real Voices</th>
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</table>

Introduce the video.

Let's listen to some examples of what some students have experienced or seen going on at their schools. Notice how they describe how experiencing or seeing sexual harassment makes them feel.

Have students watch the video.

Play the video.

Video length: 2:00 minutes
<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
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</thead>
</table>
| **7.4** Sexual Harassment | **What are some of the feelings these students described?** *(Feeling degraded, uncomfortable, like she’s not a good person, awkward.)*  
**Take a moment to think of situations that you’ve seen or experienced at school that are like these or any of the other situations we’ve been talking about.*  
Discuss feelings associated with being sexually harassed. |
| **7.5** Sexual harassment about being male or female | **Now let’s continue exploring the definition with Handout 7A.**  
**How could comments or actions related to being or acting like a male or female be harassment?** *(If someone comments on or teases about another person’s physical parts that are specific to being a boy or a girl. If someone comments on or teases about someone else’s masculinity or femininity [being homosexual or perceived as such]. If someone is discriminated against for being male or female.)*  
Discuss how comments or actions related to being male or female can be sexual harassment. |
| **7.6** Real Voices | **Let’s listen to some students talk about what they’ve noticed in their schools.**  
Introduce the video.  
**Have students watch the video.**  
Video length: 1:17 minutes  
Play the video. |
<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
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</thead>
</table>
| 7.7     | **Sexual harassment about being male or female**

*Discuss the video.*

**Raise your hand if you've ever heard a comment like that. It's a pretty common, inappropriate slur heard in middle schools and high schools.*

*Why do you think it is inappropriate? (It's a comment about sexuality, even if you don't mean it that way. It's meant to be an insult. It's name-calling.)*

| 7.8     | **Real Voices**

*Discuss how sexual harassment interferes with learning or feeling safe at school and introduce the video.*

*Have students watch the video.*

*Video length: 1:05 minutes*

**Let's look at the last part of the definition. Your education is important to your future. In fact, you have a legal right to your education, and anything that interferes with that right is against the law.*

**Let's think about how this could happen. Remember how the students in the video described how they felt?**

**Now, let's listen to a student who was severely harassed talk about what it was like for him.***

| 7.9     | **Sexual harassment interferes with learning or feeling safe at school**

*Play the video.*

**What are some of the emotions that someone who is experiencing severe harassment might feel?** *(Scared, angry, frustrated, ashamed, embarrassed, helpless.)*

**How do you think those feelings could interfere with the harassed person's education?** *(He might be afraid to come to school. She might start skipping classes. He might be too angry or upset to concentrate on his schoolwork.)*

**Give students a moment to write a brief reflection about this on Handout 7A.***
### Lesson 7, Part 1
Bullying Prevention: Sexual Harassment

<table>
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<tr>
<th>Outline</th>
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<tbody>
<tr>
<td><strong>7.10</strong></td>
<td><strong>Sexual harassment should not be confused with joking around or flirting, which is behavior people enjoy or don't mind. People who sexually harass may think they are “just” kidding around or flirting, or they actually may be trying to harass. Either way, if someone feels harassed, that is what matters.</strong></td>
</tr>
<tr>
<td><strong>Introduce the video and viewing activity.</strong></td>
<td><strong>We're going to watch a scene that shows some acceptable and some unacceptable behaviors.</strong></td>
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<tr>
<td><strong>7.11</strong></td>
<td><strong>Notice when the characters in the scene are flirting and when they are harassing.</strong></td>
</tr>
<tr>
<td><strong>Have students watch the video.</strong></td>
<td><strong>To help you tell the difference, let's look at the guidelines on Handout 7A, Section 2, for how we can tell what's flirting from what's harassing.</strong></td>
</tr>
<tr>
<td><strong>Video length: 1:26 minutes</strong></td>
<td><strong>Read through the guidelines aloud. Ask students if they want to add anything to the list.</strong></td>
</tr>
<tr>
<td><strong>Discuss flirting and show a clip of flirting from the video (Clip 1).</strong></td>
<td><strong>Notice that these lists include the way people feel about the situation. Remember what we said earlier: if someone feels harassed, that is what matters.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>As you watch the scene, use your empathy skills and pay attention to actions and reactions in body language, facial expressions, words, and tone of voice.</strong></td>
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<tr>
<td></td>
<td><strong>Play the video.</strong></td>
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<tr>
<td></td>
<td><strong>Describe the flirting you noticed in the video.</strong> (Drew and Sarah are interacting in a friendly, relaxed way that could be called flirting.)</td>
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<tr>
<td></td>
<td><strong>How could you tell it was flirting?</strong> (Both people seemed to enjoy the interaction. They were smiling and laughing. They were comfortable with each other. They were teasing each other in a friendly way.)</td>
</tr>
</tbody>
</table>
Lesson 7, Part 1  
Bullying Prevention: Sexual Harassment

<table>
<thead>
<tr>
<th>Outline</th>
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</table>
| Discuss harassment and show a clip of harassment from the video (Clip 2). | **Describe the harassment you noticed in the video.** (Kirk was harassing Mariah, in both what he said to her and his actions. Kirk also harassed a girl as he was walking along the hallway.)

*Note:* some students may recognize that the comment the girl in the hall makes—"He's so gay"—may be considered sexual harassment.

Play Clip 2 about harassment.

**How could you tell it was harassment?** (One person is not enjoying it. It's one-sided. Kirk does not stop when he is asked to. Kirk tickles Mariah in a way that she does not like. You can tell she doesn't like it by her reaction in her body language—she turns away—in her tone of voice—she sounds annoyed—in her facial expression—she looks angry. Kirk also tickles a girl in the hall who looks annoyed that he did it.)

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End of Part 1. Conclude here, or continue on to Part 2.

**Sexual harassment is unwanted behavior and can make people feel uncomfortable, embarrassed, ashamed, or afraid. Today we looked at how flirting is different from sexual harassment. People who sexually harass may be kidding around or think that they are flirting. Or they may really be trying to harass. Either way, if someone feels harassed, that is what matters.**

Next time we will learn to recognize "mixed messages" and practice sending clear, assertive messages.
You will need:
- Grade 7 DVD, Lesson 7 segment
- Handout 7B: Clear, Assertive Messages Skill-Practice Instructions, one per student
- Clear, Assertive Messages Skill-Practice Scenarios, one set per pair of students
- Optional: “Crossing the Line” homework, one per student

Outline

If presenting the lesson in two parts, select the Lesson 7 menu on the Grade 7 DVD, then select “Part 2.”

Script and Instructions

Sexual harassment is unwanted and can make people feel uncomfortable, embarrassed, ashamed, or afraid. Last time we looked at how flirting is different from sexual harassment. People who sexually harass may be kidding around or think that they are flirting. Or they may really be trying to harass. Either way, if someone feels harassed, that is what matters.

Sexual harassment can be tricky to recognize because sometimes people send “mixed messages” about what they want and how they feel.

Today we will learn to recognize “mixed messages” and practice sending clear and assertive messages.

Recap Part 1 of this lesson.

Sometimes you can tell people feel uncomfortable by noticing clues. But sometimes people send mixed messages about what they want and how they feel. What do you think the term “mixed messages” means? Could anyone give me an example? (You are sending out the message that you like a certain behavior when you really don’t. For example, telling someone to “stop” while smiling or giggling.)

It is important for you to be able to be assertive and send the message you really mean. It is equally important to use your empathy skills to notice the messages others are sending.

What are some signs you might notice that let you know someone is uncomfortable with the way you’re treating them? (They don’t laugh at a sexual joke. They don’t seem happy with your attention. They seem to avoid you. They physically pull away from you.)

Let’s watch the scene again. This time, notice which characters in the scene are sending mixed messages and which are sending clear messages.

Replay the video.
### Lesson 7, Part 2

**Bullying Prevention: Sexual Harassment**

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<tr>
<th>Outline</th>
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</table>
| **7.13** | **Who was sending mixed messages in the video scene?**  
(Meisha, the girl who laughed when saying “Stop it.” When Mariah and Sarah were saying “I hate you” and laughing.) |
|         | **What about Meisha’s voice, words, and body language told you that she or he was sending a mixed message?**  
(The words didn’t match the body language or expressions. The messages were confusing. The messages could be misinterpreted.) |
|         | **Which characters in the scene were sending clear messages?**  
(Mariah sends a clear message to Kirk to stop touching her and to get out of her way. She tells him his “joking around” was not appreciated. Sarah tells Kirk to stop covering Mariah’s eyes. The girl at the beginning of the scene, Megan, tells her friend that saying “that’s so gay” is not okay.) |
|         | **What about the students’ voices, words, and body language told you that they were sending a clear message?**  
(Their tones of voice were serious, clear, and firm. They looked at the people they were talking to. They used appropriate, respectful language. Their body language was confident.) |
|         | **What could you do if you are trying to flirt or joke around with someone and receive mixed messages in return?**  
(If someone tells you to “stop,” you should stop, even if they seem to be enjoying your attention. If they are truly interested in you, they will seek out further attention.) |
| **7.14** | **Assertive Communication**  
- Look at the other person.  
- Keep your head up and shoulders back.  
- Use a calm voice.  
- Use respectful, clear language. |

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**Review assertive communication skills.**

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**When someone is doing something you do not like, it is very important to be able to send messages you really mean. But this can be difficult when you feel uncomfortable.**

However, using the assertive communication skills we learned and practiced earlier in the program will help you send clear messages.

**Let’s briefly review the skills for assertive communication.**

Read the screen aloud.

**Assertive Communication Skills**
- Look at the other person.  
- Keep your head up and shoulders back.  
- Use a calm voice.  
- Use respectful, clear language.
**Lesson 7, Part 2**

**Bullying Prevention: Sexual Harassment**

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<tr>
<th>Outline</th>
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<tbody>
<tr>
<td><strong>7.15</strong> Clear, assertive messages</td>
<td>Distribute Handout 7B. For the rest of this lesson, you and your partner will practice sending clear, assertive messages. You will be practicing the skills listed on this checklist. Read through the checklist and clarify if necessary. Make sure students are paired with someone of the same sex. Let’s review how a clear, assertive message looks and sounds. As you watch this scene, refer to your skill-practice checklist to see if Mariah is doing what it takes to send a clear, assertive message.</td>
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<tr>
<td></td>
<td>Have students watch the video. Play the video.</td>
</tr>
<tr>
<td><strong>7.16</strong> Clear, assertive messages</td>
<td>Have students look at their skill-practice checklists and comment on how well Mariah demonstrated sending a clear, assertive message.</td>
</tr>
<tr>
<td></td>
<td><strong>Handout 7B</strong></td>
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<table>
<thead>
<tr>
<th>Outline</th>
<th>Script and Instructions</th>
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</table>
| 7.17    | **Assertive Communication Skill Practice**  
- Look at the other person.  
- Keep your head up and shoulders back.  
- Use a calm voice.  
- Use respectful, clear language.  
|        | Distribute the skill-practice scenarios. |
|        | Now it is your turn to practice with your partner. |
|        | Read the instructions from Handout 7B:  
1. Decide who will practice first.  
2. The other person reads the scenario.  
3. The practicing student talks to the scenario reader as if he or she is addressing the person who is harassing.  
4. Do not act out the harassing behavior.  
5. The scenario reader checks the checklist and gives feedback on the practice.  
6. Switch parts and repeat the skill practice with a different scenario. |
|        | As a bonus, try to use language that sounds natural—in other words, use words that you actually might say. |
|        | Give the students eight minutes to do the skill practice. After four minutes, remind the students to switch parts. Observe and coach as necessary. |
|        | Have students demonstrate their skill practices as time allows. |
|        | Debrief the whole class about the activity. |

**What makes sending clear messages difficult?** (You might feel embarrassed to let people know how you feel. You are not sure it will help the situation. You might not feel safe.)

**If you feel that it is not safe to send a clear message, what are some other options?** (Find an adult to help you. Report the harassment.)

**When would you use these skills?** (Anytime someone makes you feel uncomfortable or harassed. Whenever you need to send someone a clear message.)
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<th>Script and Instructions</th>
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<td></td>
<td><strong>What are some of the physical warning signs that alert you to the fact that the situation might not be okay?</strong> (Feeling a sick feeling in your stomach. Feeling nervous or uncomfortable. Getting an all-over creepy feeling.)</td>
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<tr>
<td></td>
<td>Remember to trust your feelings. If your body is sending you signs that something is not right, it probably isn’t.</td>
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<tr>
<td></td>
<td>Even if you’re not sure about someone else’s intentions, you can use your assertive communication skills to let them know that you feel uncomfortable or tell them what you want them to do.</td>
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<table>
<thead>
<tr>
<th>7.18 Sexual Harassment</th>
<th>1 minute</th>
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<tbody>
<tr>
<td><strong>Sexual Harassment</strong></td>
<td></td>
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<tr>
<td>It’s about how someone feels.</td>
<td></td>
</tr>
<tr>
<td>• Notice the signs</td>
<td></td>
</tr>
<tr>
<td>• Send clear messages</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarize the lesson.</th>
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**Optional: “Crossing the Line” homework**

<table>
<thead>
<tr>
<th>Using Lesson Content Every Day</th>
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<tbody>
<tr>
<td>Distribute and explain the “Crossing the Line” homework.</td>
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</table>

| |
| Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks. |
Section 1: Definition of Sexual Harassment

*Sexual harassment* happens when a student is bothered with words, actions, or pictures of a sexual nature or about being male or female, so that the student has difficulty learning or feeling safe in school.

**Words**
- Written or verbal remarks or jokes about someone’s body
- Written or verbal comments about someone’s sexual activity
- Tone of voice

**Actions**
- Suggestive or rude sounds or gestures
- Unwanted touching, grabbing, or pinching
- Staring

**Pictures**
- Showing photos, drawings, or symbols of a sexual nature
- Graffiti

**Being male or female**
- Harassed because of gender
- Harassed because of (perceived or otherwise) sexual orientation

Write how sexual harassment might interfere with learning or feeling safe at school.

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Section 2: Telling the Difference Between Flirting and Harassing

<table>
<thead>
<tr>
<th>Flirting</th>
<th>Harassing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome attention</td>
<td>Not welcome</td>
</tr>
<tr>
<td>Goes both ways</td>
<td>One-sided</td>
</tr>
<tr>
<td>You feel good, flattered, or neutral</td>
<td>You feel uncomfortable</td>
</tr>
<tr>
<td>You feel in control</td>
<td>You feel powerless</td>
</tr>
<tr>
<td>Legal in school</td>
<td>Not legal, violates school rules</td>
</tr>
</tbody>
</table>
Instructions
1. Decide who will practice first.
2. The other person reads the scenario.
3. The practicing student talks to the scenario reader as if he or she is addressing the person who is harassing.
4. Do not act out the harassing behavior.
5. The scenario reader checks the checklist and gives feedback on the practice.
6. Switch parts and repeat the skill practice with a different scenario.

Assertive Communication Checklist

<table>
<thead>
<tr>
<th>Assertive communication</th>
<th>Check the skills you observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the other person.</td>
<td></td>
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<tr>
<td>Keep your head up and shoulders back.</td>
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</tr>
<tr>
<td>Use a calm voice.</td>
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<tr>
<td>Use clear, respectful language.</td>
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</tr>
<tr>
<td>Bonus: Use words that sound natural.</td>
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</table>
Lesson 7
Clear, Assertive Messages Skill-Practice Scenarios

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Set for Girls

Leave Me Alone
There’s a new boy in your math class. At first you think he’s really cute and you make an effort to get to know him. After a while, you realize you don’t have much in common. Now, however, he keeps asking you out. You’ve said no, but he keeps asking, and sometimes he gets angry with you. You feel kind of guilty because you made the first attempt at getting to know him better, but now his attitude and behavior are making you uncomfortable. What could you say to get him to leave you alone?

The Rumor
You’re hanging out with some friends after school. One of your friends says she’s heard some really juicy gossip. She tells you about something sexual that another friend has done with an older boy. You don’t believe this gossip is true, and you feel uncomfortable talking about another friend behind her back. What could you say to your friends to stop the rumor?

Set for Boys

Rude Gestures
You play trumpet in the school band. Lately, when the band director is not looking, some of the boys in your section have been making rude sexual gestures with their instruments to make each other laugh. You can see that some of the girls in the band are uncomfortable with this behavior, but they are outnumbered by the boys and seem too shy to say anything. What could you say to get the boys to stop?

Unwanted Email
Someone you know has emailed you inappropriate pictures that make you feel uncomfortable. To make things worse, you do not have a private email account and your younger sister saw the pictures when she was checking messages. What could you say to the person who sent the pictures so it doesn’t happen again?
Lesson 7
Homework: Crossing the Line

Name: ________________________________

Are they kidding? Or are they sexually harassing? Sometimes it’s hard to know when they’ve crossed the line—even in TV sitcoms. Watch a sitcom with an adult family member. Be on the lookout for incidences of flirting and when they’ve crossed the line to harassing. Each time you see an incidence of flirting or potential harassing, indicate on the graphs below how close to the line they are, or whether they’ve crossed it. Before you get started, answer the following questions. Keep your answers in mind as you determine whether a character is “just kidding” or they’ve crossed the line to sexually harassing another person.

Name of sitcom: ________________________________

What is flirting? ________________________________

What is harassing? ________________________________

How can you tell the difference between flirting and harassing? ________________________________

Incident 1
_________________________  __________________________
(flirting)                  (harassing)

Incident 2
_________________________  __________________________
(flirting)                  (harassing)

Incident 3
_________________________  __________________________
(flirting)                  (harassing)

Incident 4
_________________________  __________________________
(flirting)                  (harassing)

This homework assignment was completed on _______________.
(adult) signature

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Name: ________________________________

Answer each question to explain what you learned. Then write a reflection to show how what you learned connects to your life.

What I Learned

List three types of sexual harassment.

1. ____________________________________

2. ____________________________________

3. ____________________________________

Connecting to My Life

Now that I know what sexual harassment is, I will (describe what you will do about it):

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Preparation
1. Put students into same-sex groups.
2. Give each student another copy of Handout 7B.
3. Give each group the set of additional scenarios below. Explain that the members of the group should use the appropriate scenario for their gender.

Instructions for Students
1. Work in groups.
2. Read and follow the skill-practice instructions on Handout 7B using the appropriate additional scenario for your gender.

Additional Scenarios

For Girls
A boy in your gym class slapped your backside when the teacher wasn’t looking. You complained to a friend who said, “He just likes you. So what?” You feel very uncomfortable about the situation, and you don’t want to be on the boy’s team again. What could you say to your friend? What could you say to the boy? What else could you do?

For Boys
Your friends like to joke around a lot. Sometimes, though, you think they go too far. They insult you and each other using inappropriate terms like “retarded” and “gay.” You know this is wrong, and you don’t like it. You’ve told them to stop, but they keep doing it, saying, “It’s just a joke. What’s the big deal?” What could you say or do?
Lesson 7
Academic Integration Activities

Language Arts and Social Studies
What's your “legal” advice?

Have students work in groups to research and report on the sexual harassment laws in schools. Preselect appropriate sexual harassment Web sites using keywords “sexual harassment,” “school,” and “law.” Then ask the groups to give their “legal” advice about the following situation (or make up one of your own) and discuss it with the class.

There’s a group of girls that follow Alex around. They are constantly making sexually explicit gestures at him and sending him suggestive notes. Some of the girls even “accidentally” rub up against him. At first he kind of liked the attention, but now he feels embarrassed and harassed. He has started to avoid walking down the hall if he thinks the girls will be around. Sometimes he even pretends he’s sick so he doesn’t have to face them at school.

Health and Science
What do hormones have to do with it?

The following activity is designed to be used within a sex-education curriculum. Otherwise, it may not be appropriate.

Many middle school students are going through the transition from childhood to adulthood, not only emotionally but physically. This period of physical growth, called “puberty,” is caused by hormonal changes in the adolescents' bodies. Have students work in same-gender groups to research the different hormones released during puberty and how they cause the physical and emotional changes they may be experiencing. Preselect appropriate Web sites about puberty. Discuss the question: How do these hormones affect the way you feel (such as sad, confused, excited, etc.)?

Media Literacy
How would you respond?

Preselect a print article on sexual harassment in the news. Have students work in groups. Distribute copies of the article to each group. Have each group write how they would respond if they were the ones being harassed. Remind students to apply the assertiveness skills when writing their responses. Have groups read their responses to the class.