

SEXUAL HARRASSMENT

TOPIC- Sexual harassment

GRADE: 8

LESSON # 1

TIME NEEDED: 45 MINUTES

ESSENTIAL QUESTIONS: what is sexual harassment? What are some examples of sexual harassment? How does a student deal with being sexually harassed in the proper way?

MATERIALS:

- ⑩ Students will have their required portfolio and something to write with.
- ⑩ Teacher needs dry erase markers and board, "Is It Sexual Harassment" worksheet.

CURRICULUM LINKS:

MA CDE BENCHMARKS

W3-2 Knowledge of the concepts of job loss and security

W4-3 Knowledge of the impact of cultural stereotypes and gender-based roles in relation to career decisions and occupational success.

PS1-4 Skills in applying personal ethics in all settings.

ASCA NATIONAL STUDENT STANDARDS

PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual.

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.6 Identify resource people in the school and community, and how to seek their help

MA COMPREHENSIVE HEALTH CURRICULUM FRAMEWORKS

4.10: Identify sexual discrimination and harassment

7.8: Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct

11.6: Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, ect.)

GDRMS MISSION:

To inspire, motivate, and challenge the developmentally unique middle school student to think, learn, and strive for excellence in every endeavor in a safe and supportive community.

OBJECTIVES: The students will

- become awareness of types sexual harassment
- develop ability to identify sexual Harassment by discussing scenarios and examples
- become aware of the consequences of sexual harassment (legal, physical, emotional, social,
- learn strategies to manage harassment.
- learn how to report harassment
- learn how to inspire a safe and supportive community

TEACHER PERFROMANCE OBJECTIVES

During the lesson the teacher will encourage student involvement through questions and participation. Immediate feedback will be provided to student questions and views on sexual harassment. The teacher will be a facilitator and lead student questions in curiosity with open ended questions and examples of sexual harassment cases, especially Stuebenville, Ohio rape case.

STUDENT PERFORMANCE OBJECTIVES

COGNITIVE- Students will:

- ⑩ list 5 examples of sexual harasssment
- ⑩ identify a responsible way the situation could have been handled

AFFECTIVE- Students will understand the consequences of sexual harassment and how it can impact their lives through designing a role play that relates to their life.

BEHAVIORAL/PERFORMANCE- Students will:

- ⑩ complete the “Is It Sexual Harassment” worksheet
- ⑩ participate in a class brainstorm to identify examples of sexual harassment
- ⑩ explain 1 example of each consequence of harassment: legal, physical, emotional, social
- ⑩ discuss their responses in the “Is It Sexual Harassment” worksheet. score 90% or higher on the post test.

MODIFICATIONS

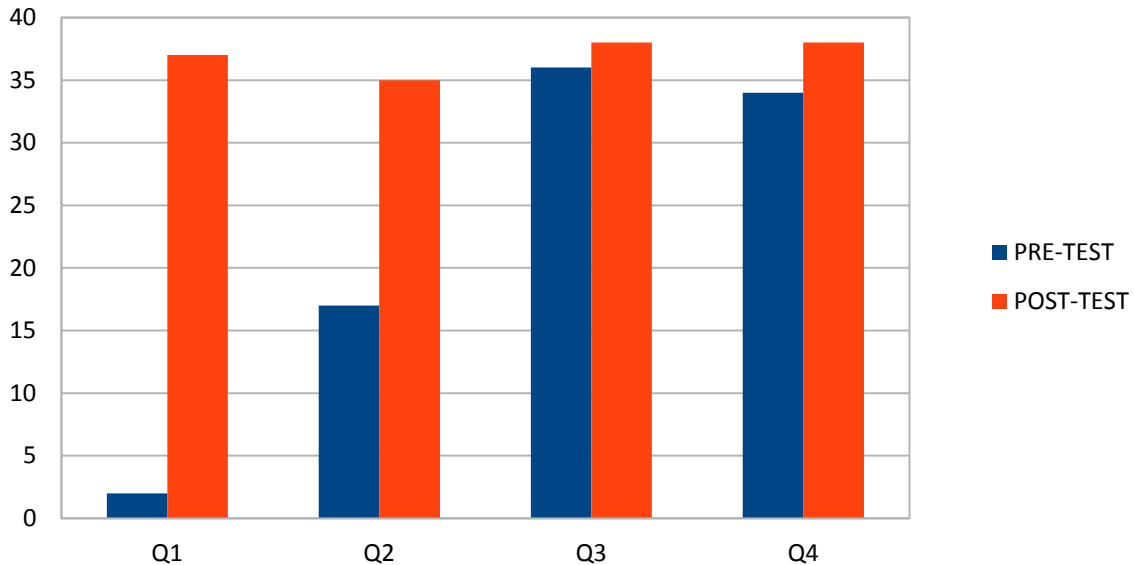
Students with disabilities will be able to fully participate in the class and group discussions. All handouts will be read aloud and students will be allowed to pass on anything they do not feel comfortable with.

DESCRIPTION OF ACTIVITY

1. Students will take the pre-test (see attached sheet).
2. After taking pre-test, students will be divided into groups and the group will come up with the best answer for questions on the board (what is sexual harassment? Give a list of 5 examples of sexual harassment?)
3. When the group has what they feel are the best answers a member will write them on the board.
4. After reviewing the answers on the board, the teacher will give the proper definition of sexual harassment. *Any unwanted acts, gestures, or words that are sexual in nature that affect a student's ability to get an education*
5. The teacher will then give examples of sexual harassment and potential repercussions.
 - *Rumors*
 - *Unwanted touching*
 - *Blocking someone with body*
 - *Mooning/painting*
 - *Pictures*
 - *Graffiti*
 - *Emails/texts*
 - *Gestures*
6. Class will come up with a list of who they could speak to if they feel they are being sexually harassed.
 - *Teacher*
 - *Counselor*
 - *Parent*
 - *Police*
 - *Harasser*
 - *friend*
7. Students will complete "Is It Sexual Harassment" worksheet individually and the class will discuss it
8. After discussion of the sheet, class will take the post-test and hand it in.

DATA

38 8TH GRADERS TOOK PART IN THIS LESSON



I do not completely like the questions 3 and 4 but number 3 did show interesting information for the school. It was interesting to see who the students choose as people they would feel comfortable speaking with. Out of the 38 students 7 choose guidance counselors, 26 choose principal, and 29 choose teacher. Other options students choose were parents, siblings, friends, and police. I think many of the student's choices were based on a discipline view so the lack of guidance counselors chosen may be the fault of the wording of the questions.

DISCUSSION OF STUDENT LEARNING

This lesson has been a valuable lead in for this unit. Students are very engaged and attentive especially when the examples of sexual harassment are explained. The students are provided with information that helps them to protect themselves as well as make better choices. Certain words/phrases like registered sex offender, expulsion, denial to colleges or jobs always seem to start conversations and certainly questions about clarification.

I feel this is one of the most important lessons a student will have in their MS career. This is a topic that is coming to the forefront each year and students need to know what is acceptable and what is not.

REFLECTION

Going forward, I have plans to alter this lesson. I first am going to change questions 3 and 4. I think a good question will be "Who is the harasser usually" with the correct question being someone the target knows. I ma having a difficult time with the other question. I want to address the need for empathy for the target but am not sure on a correct question/answer? I think I will attempt different questions until I come with one I am most comfortable with.

I think it is important that a teacher stresses the availability of the counseling department and the laws saying that a school must support them in an harassment case. Students need to feel that they have support from the people around them.

RESOURCES

Violence and Injury Prevention: Health Facts. ETR Associates 2009

Massachusetts Comprehensive Health Frameworks
<http://www.doe.mass.edu/frameworks/health/1999/1099.pdf>

ASCA National Model

Massachusetts Model for Comprehensive School Counseling Programs

SEXUAL HARASSMENT

NAME _____

DIRECTIONS: READ THE QUESTIONS AND GIVE THE BEST ANSWER POSSIBLE

1. WHAT IS THE DEFINITION OF SEXUAL HARASSMENT AT SCHOOL?

2. GIVE 5 EXAMPLES OF SEXUAL HARASSMENT IN SCHOOLS

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3. NAME 3 PEOPLE YOU WOULD FEEL COMFORTABLE SPEAKING WITH IF YOU FELT YOU WERE BEING SEXUALLY HARASSED?

4. LIST 3 POTENTIAL CONSEQUENCES OF SEXUALLY HARASSING SOMEONE