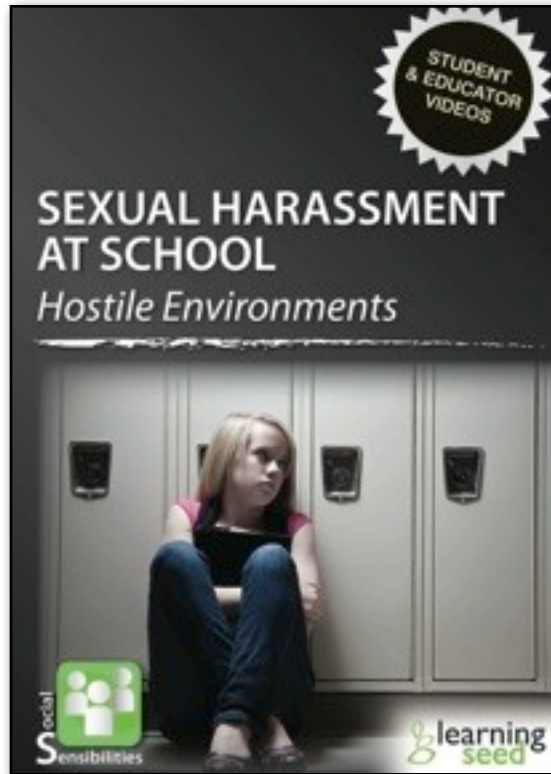


# Sexual Harassment at School

## Hostile Environments



# EDUCATOR'S RESOURCE GUIDE



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### **Video: Sexual Harassment at School: Hostile Environments**

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**Note:** This DVD includes TWO videos about sexual harassment: A classroom program for students, and a professional development program for educators.

## Program Summary

Sexual harassment in schools includes any unwanted and unwelcome behavior of a sexual nature that interferes with students' right to receive an equal educational opportunity. This problem is more common than you may think because victims are often too scared or too embarrassed to report the problem.

Sexual harassing behaviors that can interfere with one's learning can range from words (written or oral), pictures, and gestures to unwanted physical contact. Some examples of sexual harassment include but are not limited to sexual comments and jokes; spreading sexual rumors; showing sexual pictures, illustrations, emails, or texts; calling someone gay or lesbian in a derogatory way; flashing or mooning someone; pulling someone's clothes in a sexual way; touching or grabbing in a sexual way; and forcing kisses.

There are two types of sexual harassment: quid pro quo and hostile environment. Quid pro quo occurs when a teacher or a school employee offers a better grade or better treatment if a student does something sexual. It could also be a threat to a grade or a threat to treat the student worse than other students if they refuse to go along with a sexual request. Hostile environment occurs when unwanted sexual touching, comments, and/or gestures, make a student feel uncomfortable or unsafe at school and interferes with their learning.

Title IX is the federal law created to prohibit sexual harassment in schools. Under Title IX, schools are required to have and distribute a policy against sex discrimination, specifically one that addresses sexual harassment.

### Unit Teaching points:

1. Sexual harassment is an unwanted sex-related advance that makes a person feel uncomfortable and unsafe.
2. Flirting is behavior that makes a person feel happy and in control. Sexually harassing behavior makes the other person feel powerless and small.
3. Sexual harassment can be experienced three different ways: verbally, physically, and visually.
4. Many students are too scared or embarrassed to report they've been victims of sexual harassment.
5. The line between appropriate and inappropriate behavior can be blurry.
6. Title IX is the federal law created to prohibit sexual harassment in schools.
7. The damage caused by sexual harassment cuts deep and can last a long time.
8. If a student is a victim of sexual harassment they should report it to an adult they trust.
9. Some healthy alternatives to sexual harassment are: developing interests to share with peers, using peer or adult mediation when frustrated or angry, and developing relationships with the opposite sex through acceptable communication methods.

### Related Learning Seed Programs

*The Realities of Sexting: You Can't Unsend*  
*Generation Cyberbully: Bullying Without Borders*

## National Standards

### AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

#### Grades 6-8 and 9-12

#### Personal/ Social Development

**Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.**

PS: A1.6 Distinguish between appropriate and inappropriate behavior.

**Standard B: Students will make decisions, set goals and take necessary action to achieve goal.**

PS: B1.2 Understand consequences of decisions and choices.

PS: B1.4 Develop effective coping skills for dealing with problems.

PS: B1.6 Know how to apply conflict resolution skills.

**Standard C: Students will understand safety and survival skills.**

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: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.

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

### NATIONAL HEALTH EDUCATION (NHE)

#### Grades 6-8

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Analyze how messages from media and other sources influence health behaviors.

Analyze the influence of technology on personal and family health.

Analyze how information from peers influences health.

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

Analyze the possible causes of conflict among youth in schools and communities.

Demonstrate strategies to manage conflict in healthy ways.

#### Grades 9-12

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood.

**Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.**

Evaluate the effect of media and other factors on personal, family, and community health.

Evaluate the impact of technology on personal, family, and community health.

Analyze the possible causes of conflict in schools, families, and communities.

**Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

Analyze the possible causes of conflict among youth in schools and communities.

Demonstrate strategies used to prevent conflict.

### AMERICAN ASSOCIATION FOR FAMILY & CONSUMER SCIENCES (AAFCS)

#### Grades 6-8 and 9-12

#### Human Development

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.3.2 Analyze the role of communication on human growth and development.

#### Interpersonal Relationships

13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.

13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.

13.4.4 Demonstrate nonviolent strategies that address conflict.

13.4.5 Demonstrate effective responses to harassment.

13.4.6 Assess community resources that support conflict prevention and management.

13.6.2 Apply guidelines for assessing the nature of issues and situations.

13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.

## Additional Resources

### Online Resources

**Teens — National Crime Prevention Council**

[www.ncpc.org/topics/by-audience/teens](http://www.ncpc.org/topics/by-audience/teens)

**Sexual Harassment Support**

[www.sexualharassmentsupport.org](http://www.sexualharassmentsupport.org)

**Harassment and Sexual Harassment**

[www.sexualharassmentresources.com](http://www.sexualharassmentresources.com)

**Other Sexual Harassment Prevention Resource | SexualHarass.com**

[www.sexualharass.com/sexual-harassment/resources.htm](http://www.sexualharass.com/sexual-harassment/resources.htm)

**TitleIX.info - Title IX Home**

<http://www.titleix.info/10-Key-Areas-of-Title-IX/Sexual-Harassment.aspx>

**Lesbian, Gay, Bisexual and Transgender Health - CDC**

<http://www.cdc.gov/lgbthealth/youth.htm>

### Centers of Help

**Equal Rights Advocates**

415-621-0672

1800-839-4372

24 hr line: 415-621-0505

**National Center for Victims of Crime**

1-800-FYI-CALL

(202) 467-8700

## Lesson Plan 1a (page 1 of 2)

**Purpose:** Guide and Create Expectations  
**Name:** “What Do You Know About Sexual Harassment?”  
**Type:** Student Background Information  
**Est. Length:** 55 minutes

**Unit Name:** Sexual Harassment

**Accompanying video:**

*Sexual Harassment at School:  
Hostile Environments*

**Grade Level:** 6-12

**Unit Assessment:**

“Sexual Harassment PSA Poster”

**Assessment Type:** Project-Based Learning

### Lesson Summary

By applying pre-reading, annotation, and post-reading strategies to a current events article, students will become familiar with the real-life consequences of sexual harassment.

### Lesson Materials

- Highlighter
- Pen/Pencil
- Notebook paper
- Index cards
- Computer with online access (e.g., google.com)
- Printer
- Dictionary



### Lesson Objectives

- Students will be introduced to sexual harassment.
- Students will analyze possible consequences of sexual harassment.
- Students will begin to consider alternatives to sexual harassment.
- Students will become familiar with the prevention of sexual harassment.

The lesson objectives of **Lesson 1** correlate to **Unit Teaching Points 1-9**. See **page 4** for a list of unit teaching points.

## Lesson Plan 1a (page 2 of 2)

(Estimated Time: 55 minutes)

### I. Lesson Set-up (15 minutes)

#### GROUND RULES (5 minutes)

1. Establish ground rules for discussions by asking students what rules they think are important.
2. If students are having trouble, make suggestions such as: only one person talks at a time, no put downs, speak for yourself, respect confidentiality, cherish diversity of ideas, etc.
3. **Make sure to emphasize that all discussion centers on the article and not on personal experience. Students with personal experiences to share should discuss them only with an instructor or a school guidance counselor.**

#### PRE-READING (10 minutes)

Instruct students to:

1. work in pairs to use an online news search engine (such as Google News) to search for articles about sexual harassment.
2. select and print one sexual harassment article with a photo or headline that interests them -- but **not** read the article yet.
3. complete one of the following activities:
  - Predict the story from the headline.
  - Predict the story from a picture accompanying the article.
  - Predict vocabulary they'll find in the article.

### II. Learning Activity (30 minutes)

#### DURING READING (15 minutes)

Instruct students to:

1. read their chosen article in its entirety.
2. underline three statements of importance or interest as they read.
3. write down three unfamiliar words they find in the article.
4. use a dictionary to look up and define these words.

#### POST-READING (15 minutes)

Instruct students to:

1. compare the article's contents to their predictions made during the PRE-READING activity.
2. individually write two paragraphs to respond to the statements and words they have chosen in the DURING READING activity.
3. use their three newly gained vocabulary words in their writing.
4. reflect on their writing and the assignment with their partner.

### III. Summary and Closing (10 minutes)

1. Close by asking each student to share how they feel about exploring further the subject of sexual harassment.
2. Ask students if there are remaining questions or comments related to this material.



- If there are still questions at the end of session, pass out index cards for students to write down their questions and let them know the answers will be covered throughout the remaining sessions.

## Lesson Plan 1b (Alternative)

**Purpose:** Guide & Create Expectations  
**Name:** Unit Pre-test  
**Type:** True / False, Multiple Choice  
**Est. Length:** 30 minutes

### Sexual Harassment Unit Pre-test

As an alternative to Lesson 1a: “What Do You Know About Sexual Harassment?,” you can guide and create student expectations with the **Pre-test found on Worksheet A of the Appendix**. The Answer Key is below.

### Unit Pre-test Answer Key

- True: These behaviors can be very harmful and lead to harassment if not stopped.
- False: By law, sexual harassment can be physical, verbal, or even visual. For example, stares and gestures can be considered sexual harassment, as can the display of offensive posters and pictures as they can create a hostile work environment.
- False: Sexual harassment is against the law. Title IX, one of the Education Amendments of 1972 was added to the Civil Rights Act, and outlaws sexual harassment in school.
- False: There are many effects and consequences for the victim, their close friends and family, and even the perpetrator.
- False: It may appear voluntary, but the inappropriate conduct or behavior is unwelcome.
- False: You should always report incidents of sexual harassment.
- False: The way a person dresses or acts does not make it okay to treat them any differently. If a behavior or comment is unwelcome and makes another person feel uncomfortable, it is considered harassment.
- False: People who harass others often want to intimidate them.
- D: Sexual harassment is against the law.
- A: Sexual harassment can severely affect a person.
- B: When someone is sexually harassed, they may not even want to participate in normal, everyday activities.
- A. Quid Pro Quo is a “this for that” type of harassment. Hostile Working Condition is when unwelcome comments and behaviors have gotten so bad that a person is not able to feel safe and comfortable in the work or school environment.
- E: Any unwanted sexual behavior or comment is considered sexual harassment. This includes requests for sexual favors, sexual advances that interfere with daily living, sexist terminology, and anything else verbal, written, or physical involving a sexual nature.
- E: Any behavior or gesture that is sexual in nature and is unwelcome is deemed sexual harassment.
- E. The victim of sexual harassment may experience a variety of negative physical and emotional effects.

## Lesson Plan 2 (page 1 of 3)

**Purpose:** Define & Interpret Information  
**Name:** “Hostile Environments”  
**Type:** Independent Practice  
**Est. Length:** 45 minutes

**Unit Name:** Sexual Harassment

**Accompanying video:**

*Sexual Harassment at School:  
Hostile Environments*

**Grade Level:** 6-12

**Unit Assessment:**


“Sexual Harassment PSA Poster”

**Assessment Type:** Project-Based Learning

### Lesson Summary

Students will complete the “Hostile Environments” worksheet while watching the video. In this lesson students will become familiar with the terms sexual harassment, *quid quo pro*, *hostile work environment*, and *Title IX*.

### Lesson Materials

- Copies of “Hostile Environments” (Worksheet B in the Appendix)  each student
- Notebook Paper
- Pencil/Pen
- Highlighter
- Video: *Sexual Harassment at School: Hostile Environments*

### Lesson Objectives

- Students will learn about Title IX and how it protects them.
- Students will learn the definition for sexual harassment.
- Students will learn to identify examples of sexual harassment.
- Students will learn what to do if they are sexually harassed.

The lesson objectives of **Lesson 2** correlate to **Unit Teaching Points 1, 3, 4, 5, and 6**. See **page 4** for a list of unit teaching points.

## Lesson Plan 2 (page 2 of 3)

### “Hostile Environments” Worksheet B Answer Key

**Directions:** Complete the following worksheet as you watch the video *Sexual Harassment at School: Hostile Environments*

1. Sexual harassment can be experienced three different ways:

**Verbally, Physically, and Visually**

2. List 3-5 examples of sexual harassment occurring in schools: ***(There may be additional acceptable answers.)***

•**sexual comments/jokes**

•**spreading sexual rumors**

•**showing sexual pictures, emails, or texts to others**

•**flashing or mooning someone**

•**pulling someone’s clothing in a sexual way**

•**touching or grabbing someone in a sexual way**

•**forcing kisses**

3. It’s common for a victim of sexual harassment to become depressed and distracted.

**True**

4. Flirting is behavior that makes a person feel **happy and in control.**

Sexually harassing behavior makes the other person feel **powerless and small.**

5. The federal law prohibiting sexual harassment in schools is called: **Title IX**

6. Under Title IX, a school is required to have and distribute a policy against sex discrimination, particularly one that addresses sexual harassment.

**True**

7. If you are a victim of sexual harassment what should you do?

a. Write down what happened.

b. Report the harassment to a trusted adult (teacher, school counselor, etc).

c. Tell the perpetrator to stop.

d. Do not blame yourself.

**e. All of the above.**

## **Lesson Plan 2** (page 3 of 3)

(Estimated Time: 45 minutes)

### **I. Lesson Set-up (10 minutes)**

BEFORE the video:

1. Instruct students to write an answer to the following question in 5 to 8 sentences.
  - What is sexual harassment?
2. Direct a class discussion about some student responses. Open the floor with Socratic questioning.

Sample Question:

- Should the law intervene with sexual harassment incidents? Why or why not?

### **II. Learning Activity (30 minutes)**

DURING the video:

1. Briefly remind the group of the ground rules established in the first session.
2. Recap what students said they wanted to learn about sexual harassment and some of the vocabulary on the pre-test.
3. Explain to students that they are going to watch a video on sexual harassment that will share a lot of information on the topic and will have student actors in the video. Let students know that some of what they see may be difficult to watch.
4. Hand out the “Hostile Environments” worksheet (Worksheet B in the appendix) to each student and instruct them to fill out the worksheet while they watch the video.
5. When the video has ended, ask students to share any comments, questions, or concerns about what they saw.
6. Go over the worksheet, making sure everyone has the correct answers and understands the definitions of all the terms. Have students share their responses before giving out the answers.

### **III. Closure: Summary and Closing (5 minutes)**

1. Explain to students sexual harassment can become an issue for them sometime during their lifetime. Ask student to share ways they could respond to offensive behavior whether they are the target or the bystander.
2. Ask students to share the importance of assuming responsibility for expressing feelings and opinions when it comes to sexual harassment.

## Lesson Plan 3 (page 1 of 2)

**Purpose:** Define & Interpret Information  
**Name:** “Flirting or Hurting?”  
**Type:** Collaborative Learning  
**Est. Length:** 45 minutes

**Unit Name:** Sexual Harassment

**Accompanying video:**

*Sexual Harassment at School:  
Hostile Environments*

**Grade Level:** 6-12

**Unit Assessment:**

“Sexual Harassment PSA Poster”

**Assessment Type:** Project-Based Learning

### Lesson Summary

Students will continue to learn about sexual harassment and be able to give specific examples, as well as learn more ways to respond to such harassment.

### Lesson Materials

- Copies of “Verbal, Physical, and Visual Harassment” (Worksheet C in the Appendix) at the end of the lesson
- Notebook Paper
- Poster-size Paper
- Markers
- Pencil/Pen
- Highlighter

### Lesson Objectives

- Students will continue to learn to define sexual harassment.
- Students will distinguish the different forms of sexual harassment (verbal, physical, and visual).
- Students will consider appropriate responses to sexual harassment.
- Students will know what to do if they are sexually harassed.

*The lesson objectives of **Lesson 3** correlate to **Unit Teaching Points 1, 3, 4, and 6**. See **page 4** for a list of unit teaching points.*

## Lesson Plan 3 (page 2 of 2)

(Estimated Time: 45 minutes)

### I. Lesson Set-up (5 minutes)

#### Discussion Activity

1. Write the term 'sexual harassment' on a piece of poster-size paper or on the board in front of the group. Remind them and emphasize that sexual harassment is any unwanted or unwelcome physical or verbal sexual advances.
2. Ask students to share what they have learned about the definition of sexual harassment from previous sessions. Write down their responses.

### II. Learning Activity (30 minutes)

#### **"Flirting or Hurting" Collaborative Activity**

1. Review "Verbal, Physical, and Visual Harassment" (Worksheet C in the Appendix) before you begin.
2. Ask students to pair up with a partner and brainstorm together the kinds of behaviors that are considered a form of sexual harassment. In each group, one person should write down the responses.
3. After 10 minutes bring the group back together and ask them to share aloud their answers as you write them down on another sheet of paper hanging up for the whole group to see. Responses may include: sexual jokes, touching in an inappropriate way, inappropriate gestures, spreading rumors about another person's sexual behavior, brushing up against someone in a sexual way, sending an email or text with sexual overtones, smacking someone's bottom, telling someone they have a nice body repeatedly, kissing someone without their consent, etc.
4. Explain to the students that there are different forms of sexual harassment: Verbal, Physical, and Visual. Give them a definition for each.
  - **Verbal** – Sexual comments, jokes, or remarks; or spreading rumors about a person's sexual behavior
  - **Physical** – Inappropriate touching that is sexual in nature
  - **Visual** – Gestures, photos, drawings, text messages, emails, etc. with sexual connotations.
5. Now put up 3 sheets of poster-size paper in separate areas of the room. Label them **VERBAL**, **PHYSICAL**, and **VISUAL**. Leave a handful of markers in the center of the room or near each poster. Ask students to categorize the list generated previously into the 3 categories.
6. Bring the students back together again and have one volunteer read each grouping. Ask students if anyone has one to add to any of the sheets. Ask for comments or questions from the group.
7. Discuss how common sexual harassment is in schools. Generate a conversation about actions a victim of sexual harassment can take. Let students share ideas aloud. Write them on a piece of poster-size paper. Remind students that if they witness someone else being sexually harassed they should speak up. If they do not feel comfortable saying something to the perpetrator, tell them to let an adult at the school know what happened.

### III. Closure: Discussion (10 minutes)

1. Review the different forms of sexual harassment: verbal, physical, and visual. Ask students to share an example of each.
2. Ask students what to do if they are a victim of sexual harassment or witness someone being sexually harassed. Review some of the actions that can be taken.
3. Pass out the "Verbal, Physical, and Visual" handout (Worksheet C) for students to take with them.

## Lesson Plan 4 (page 1 of 2)

**Purpose:** Generate & Interpret Ideas  
**Name:** “From Their Perspective”  
**Type:** Interpretive writing  
**Est. Length:** 45 minutes

**Unit Name:** Sexual Harassment

**Accompanying video:**

*Sexual Harassment at School:  
Hostile Environments*

**Grade Level:** 6-12

**Unit Assessment:**

“Sexual Harassment PSA Poster”

**Assessment Type:** Project-Based Learning

### Lesson Summary

Students will contemplate the emotional, social, and legal consequences of sexual harassment. After reading seven brief scenarios, students will adopt the point-of-view of the victim, perpetrator, and/or bystander, and write a short creative interpretation of the emotional, social, and legal consequences experienced from each perspective.

### Lesson Materials

- Copies of “From Their Perspective” (Worksheet D in the Appendix)
- Notebook Paper
- Pencil/Pen

### Lesson Objectives

- Students will analyze what it might be like to be a victim of sexual harassment.
- Students will discuss how sexual harassment affects victims, bystanders, and perpetrators.
- Students will learn about the serious consequences of sexual harassment.

*The lesson objectives of **Lesson 4** correlate to **Unit Teaching Points 1, 3, and 4-6**. See **page 4** for a list of unit teaching points.*

## Lesson Plan 4 (page 2 of 2)

(Estimated Time: 45 minutes)

### I. Lesson Set-up (5 minutes)

#### Reading

- Instruct students to write answers to the following questions in 5 to 8 sentences.
  - What are some emotional consequences a sexual harassment victim faces?
  - How about the perpetrator?
- Direct a class discussion about some student responses. Open the floor with Socratic questioning.

Sample Question:

- Who do you think is most affected by an instance of sexual harassment -- the victim, a bystander, or the perpetrator?

### II. Writing (35 minutes)

#### Writing Activity

- Remind students how to write in the first-person narrative form. Ask for some examples of sentences that are in first person.
- Instruct students to read all the scenarios on “From Their Perspective” Worksheet D and then select **one**. Working alone, each student will write about the consequences faced by each character in the scenario.
  - Students may choose any short-form for this writing assignment, such as: a diary entry, a poem, a brief monologue, or a short essay.
  - Each paragraph, verse or entry should be written in first person narrative form according to that character.
  - Student writing should address the following questions:  
 How did the character **feel** after the event?  
 How did these feelings have an impact on his or her daily life?  
 What were the social consequences of the event for the character?  
 What were the legal consequences?
- Inform students that all of the scenarios and characters are fictional.  
*Remind students that if they have a personal dilemma relating to sexual harassment, or know of someone who does, it's best to share the problem in confidence with the instructor or school counselor.*

### III. Closure: Discussion (5 minutes)

Ask students to share what it felt like to be the victim, the bystander, and the perpetrator in the scenario they chose.



## Lesson Plan 5a - Assessment (page 1 of 2)

**Purpose:** Develop & Evaluate Performance  
**Name:** “Sexual Harassment Public Service Announcement Poster”  
**Type:** Project-Based Learning  
**Est. Length:** Four 40-minute sessions

<b>Unit Name:</b>	Sexual Harassment
<b>Accompanying video:</b>	<i>Sexual Harassment at School: Hostile Environments</i>
<b>Grade Level:</b>	6-12
<b>Unit Assessment</b>	“Sexual Harassment PSA Poster ”
<b>Type:</b>	Project-Based Learning
<b>Summary:</b>	Students will work in teams to create a poster for a public service announcement that gives a definition of sexual harassment, lists possible consequences at their specific school and state, and provides alternatives to sexual harassment.

### Assessment Materials

- Copies of “Poster Directions” handout (Worksheet E in the Appendix) for each student
- Notebook Paper
- Poster Board
- Old Magazines
- Various Art Supplies
- Markers
- Computer Internet Access (Alternative)
- Pencil/Pen
- Highlighter
- Optional Rubric (Worksheet F in the Appendix)

### Assessment Objectives

- Students will learn how to prepare a poster.
- Students will review the definition for sexual harassment.
- Students will go over quid pro quo, hostile environment, and Title IX.
- Students will be able to identify verbal, physical, and visual sexual harassment.
- Students will be able to identify specific examples of sexual harassment and their consequences.

*The assessment objectives of **Assessment 5** correlate to **Unit Teaching Points 1-9**. See **page 4** for a list of unit teaching points.*

## **Lesson Plan 5a - Assessment** (page 2 of 2)

(Estimated Time: 160 minutes - Four 40-minute sessions)

### **I. Lesson Set-up (40 minutes)**

#### Discussion Activity

1. Inform students that today you will end the Sexual Harassment unit with an assessment.
2. Introduce students to what a Public Service Announcement (PSA) is and how it works.
3. Ask students what kinds of PSAs they've seen before.

### **II. Assessment Activity (120 minutes)**

#### Project-Based Assessment

1. Break student into groups of four.
2. Explain to students that they have been hired by an advertising agency to create a PSA poster about sexual harassment.
3. Hand out the "Poster Directions" worksheet (Worksheet E).
4. Instruct students that their PSAs must include:
  - A clear definition of sexual harassment.
  - An explanation of what the consequences of sexual harassment are at your school.
  - Suggested alternatives for sexual harassment.
5. Distribute a poster board to to each group. Encourage students to first design their poster on notebook paper and then transfer it to the poster.
6. Walk around and check on group progress.
7. A rubric for grading and/or student use is available on Worksheet F in the Appendix.

## Lesson Plan 5b - Assessment (Alternative)

**Purpose:** Develop & Evaluate Performance  
**Name:** Unit Post-test  
**Type:** True / False, Multiple Choice  
**Est. Length:** 30 minutes

### Sexual Harassment Unit Post-test

As an alternative to Lesson 5a: “Sexual Harassment PSA,” you can assess student knowledge with the **Post-test found on Worksheet G of the Appendix**. The Answer Key is below.

### Unit Post-test Answer Key

1. True: These behaviors can be very harmful and lead to harassment if not stopped.
2. False: By law, sexual harassment can be physical, verbal, or even visual. For example, stares and gestures can be considered sexual harassment, as can the display of offensive posters and pictures as they can create a hostile work environment.
3. False: Sexual harassment is against the law. Title IX, one of the Education Amendments of 1972 added to Civil Rights Act of 1964, and outlaws sexual harassment in school.
4. False: There are many effects and consequences for the victim, their close friends and family, and even the perpetrator.
5. False: It may appear voluntary, but the inappropriate conduct or behavior is unwelcome.
6. False: You should always report incidents of sexual harassment.
7. False: The way a person dresses or acts does not make it okay to treat them any differently. If a behavior or comment is unwelcome and makes another person feel uncomfortable, it is considered harassment.
8. False: People who harass others often want to intimidate them.
9. D: Sexual harassment is against the law.
10. A: Sexual harassment can severely affect a person.
11. B: When someone is sexually harassed, they may not even want to participate in normal, everyday activities.
12. A. Quid Pro Quo is a “this for that” type of harassment. Hostile Working Condition is when unwelcome comments and behaviors have gotten so bad that a person is not able to feel safe and comfortable in the work or school environment.
13. E: Any unwanted sexual behavior or comment is considered sexual harassment. This includes requests for sexual favors, sexual advances that interfere with daily living, sexist terminology, and anything else verbal, written, or physical involving a sexual nature.
14. E: Any behavior or gesture that is sexual in nature and is unwelcome is deemed sexual harassment.
15. E. The victim of sexual harassment may experience a variety of negative physical and emotional effects.

# **Appendix**

**Student Worksheets**  
**Student Glossary**  
**Rubric**  
**Parent Handout**

Name \_\_\_\_\_

## Sexual Harassment Pre-test

**Directions:** Questions 1 through 8 are True/False. Please circle your response.

1. Pinching, patting, or verbally teasing another student is harmful.
  - a. True
  - b. False
2. If no touching occurs, an action does not constitute sexual harassment.
  - a. True
  - b. False
3. Sexual harassment is not against the law.
  - a. True
  - b. False
4. The impact of sexual harassment is very minimal and affects only the person being harassed.
  - a. True
  - b. False
5. Consenting to inappropriate conduct or behavior out of fear is not sexual harassment.
  - a. True
  - b. False
6. If you experience sexual harassment, you should not say anything to anyone.
  - a. True
  - b. False
7. Women bring on sexual harassment themselves by dressing or acting provocatively.
  - a. True
  - b. False
8. People harass others only when they are attracted to them.
  - a. True
  - b. False

**Directions:** Questions 9-18 are multiple choice. Please circle the best response.

9. Choose the statement below that is true.
  - a. If I am being sexually harassed by an adult, there is nothing I can do.
  - b. If no one sees me being harassed, there is nothing I can do.
  - c. Boys cannot be sexually harassed by girls.
  - d. If sexual harassment happens in your school, the school district can be sued in court.
10. In school, sexual harassment may be words or actions of a sexual nature that can:
  - a. Stigmatize, demean, frighten, or threaten you.
  - b. Make you feel better about yourself.
  - c. Make you feel grown-up, sexy, and more like an adult.
  - d. Make you want to share more time with the harasser.
11. Sexual harassment can cause all of the following negative effects except for:
  - a. Affecting other people, not just the person being harassed.
  - b. Making a person excited to participate in normal everyday activities.
  - c. Making it difficult to get an education.
  - d. Making it difficult to participate in school work or activities.

Name \_\_\_\_\_

## Sexual Harassment Pre-test

12. What are two forms of sexual harassment, according to the law?
- Quid pro quo and hostile working conditions
  - Quid pro quo and dating abuse
  - Harassment involving both women and men
  - Sexual favors and suggestive gestures
13. Which of the following can be termed sexual harassment?
- Requests for sexual favors
  - Unwelcome sexual advance that interferes with a student's academic performance
  - Sexist terminology
  - Inappropriate verbal, written or physical contact of a sexual nature
  - All of the above
14. Which of the following is an example of sexual harassment?
- Sexual comments, gestures, jokes, or looks
  - "Flashing" or "mooning"
  - Spreading sexual rumors
  - Being spied on while dressing or showering
  - All of the above
15. Which of the following may happen to a victim of sexual harassment?
- Anxiousness
  - Decreased self-confidence
  - Stomach aches
  - Difficulty concentrating
  - All of the above

Name \_\_\_\_\_

**Directions:** Complete the following worksheet as you watch the video *Sexual Harassment at School: Hostile Environments*

1. Sexual harassment can be experienced three different ways:

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

2. List 3-5 examples of sexual harassment occurring in schools:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. It's common for a victim of sexual harassment to become depressed and distracted.

True            False

4. Flirting is behavior that makes a person feel \_\_\_\_\_.

Sexually harassing behavior makes the other person feel \_\_\_\_\_.

5. The federal law prohibiting sexual harassment in schools is called: \_\_\_\_\_

6. Under Title IX, a school is required to have and distribute a policy against sex discrimination, particularly one that addresses sexual harassment.

True            False

7. If you are a victim of sexual harassment what should you do?

- a. Write down what happened.
- b. Report the harassment to a trusted adult (teacher, school counselor, etc).
- c. Tell the perpetrator to stop.
- d. Do not blame yourself.
- e. All of the above.

Name \_\_\_\_\_

### Verbal, Physical, and Visual Harassment

Sexual Harassment is a serious problem and is surprisingly common in schools. Sometimes the line blurs between healthy flirting and inappropriate sexual advances, comments, or gestures. Sexual harassing conduct can take different forms. Most cases of sexual harassment fall into one of these categories: verbal, physical, or visual.

The following are examples of verbal harassment if they are unwelcome and depending on the severity and pervasiveness of the behavior:

- Foul language
- Inappropriate sexual comments
- Gossip
- Inappropriate jokes or stories
- Whistles, catcalls, groans
- Terms of endearment
- Unwelcome or inappropriate personal comments
- Asking personal questions about one's sex life
- Referring to a male or female by their private body parts
- Telling lies or spreading rumors about a person's sex life

The following are examples of physical harassment if they are unwelcome and depending on the severity and pervasiveness of the behavior:

- Giving a massage around the neck and shoulders
- Standing close, leaning over someone or brushing up against a person (intentionally)
- Touching a person's clothing, hair, or body
- Touching or rubbing oneself sexually in front of another person
- Hugging, kissing, patting, groping, grabbing, or stroking another person
- Forced fondling
- Actual or attempted rape or sexual assault

The following are examples of visual harassment if they are unwelcome and depending on the severity and pervasiveness of the behavior:

- Leering, staring, or glaring at someone
- Looking a person up and down
- Making sexual gestures with hands or through body movements
- Making facial expressions such as exaggerated winking, throwing kisses, or licking lips
- Giving personal gifts that are clearly unsolicited (if in context of other inappropriate conduct)
- Displaying sexually suggestive calendars, photographs, posters, cartoons, etc
- Sending sexually explicit letters, notes, email messages, or texts, including sexual jokes
- Inappropriate dress: see-through clothing, open buttons or zippers, etc
- Inappropriate or sexual touching of oneself in view of others



Name \_\_\_\_\_

To avoid complaints about verbal harassment:

- Call people by name.
- Avoid telling jokes based on gender or anything sexual.
- Interrupt a person who is telling an inappropriate joke or story.
- Use a normal tone of voice.

To avoid complaints about physical harassment:

- Ask permission before touching anyone.
- If you have to touch someone, do it in a professional manner that can't be misinterpreted.
- Avoid tight or cramped quarters that may cause you to rub against another person.

To avoid complaints about visual harassment:

- Obey policies that prohibit the display of sexual materials in the workplace.
- Ask teachers to keep an eye out for offensive materials being displayed anywhere.
- Avoid hanging suggestive pictures or calendars.
- Dress appropriately.
- Do not send any emails or text messages with inappropriate language or depicting pictures with any sexual content.

Name \_\_\_\_\_

**Directions:** Read the following scenarios and pick **one**. Identify the victim, perpetrator, and bystanders in the scenario. Writing in First Person, detail how each their lives were affected by an instance of sexual harassment. Focus your writing on the emotional, social, and legal consequences of the event described. Each character should have their own entry, paragraph, or verse in first person.

-----

**Scenario #1:** The gym teacher always puts his arm around one of the female students, calls her sweetie pie, and whispers in her ear. These behaviors make the student feel very uncomfortable.

-----

**Scenario #2:** A group of girls always hang around a male student's locker. When he comes by, they make kissing sounds and rude sexual comments about him. He asks them to stop, but they refuse and continue bothering him. He feels humiliated by their behavior.

-----

**Scenario #3:** A female student talks to her math teacher about getting extra help. He pats her on the knee and offers to help if she stays after school. After school the teacher sits very close to her, rubs her back, tells her how beautiful she is, and makes comments about her body. The student feels uncomfortable but also guilty, as though his actions are her fault.

-----

**Scenario #4:** A young male student is constantly followed around the school by a group of females who are continually taunting him with sexual jokes and stories. They also ask him personal questions about his intimate social life. No matter how many times he has asked them to stop, they won't. Their behavior distracts him from focusing on school.

-----

**Scenario #5:** A male teacher invites a male student to his house to help him study for science class and pass the class. While inviting the student over, the teacher puts his arm around him. This makes the male student very uncomfortable.

-----

**Scenario #6:** A girl at school has a crush on a male classmate. She always waits for him after school at the bus stop where he catches a bus home, frequently rubs up against the boy and tells him that she has sexual dreams about him. The boy already let her know he is not interested and has a girlfriend, but the girl says she won't stop until he asks her out.

-----

**Scenario #7:** A student is chatting with someone from school on the computer. The student receives some inappropriate messages with very sexually explicit photographs stating that the sender wants to do the things in the photographs to her. This causes the student to feel uncomfortable. She doesn't want to go to school.

Name \_\_\_\_\_  
-----**Before You Start**

1. Review your “Verbal, Physical, Visual Harassment” worksheet and ensure that everyone in your group is familiar enough with the terms to plan out your PSA.
2. Each group should assign the following roles to its members:
  - **Project Manager** - This person makes sure that the guidelines below are followed in each decision the team makes. They keep a daily log of the group members’ work, and keep them on task. They turn in the final product to the teacher.
  - **Director** - Has the overall vision for how the group’s ideas will be turned into a visual message. They also help and direct the artist in creating and selecting images.
  - **Art Director** - This person is responsible for drawing and selecting the pictures for the PSA.
  - **Writer** - This person is responsible for writing the words of the PSA poster.

**Guidelines**

1. Pictures, or drawings depicting the topic.
2. A clear definition of sexual harassment.
3. An explanation of what the consequences of sexual harassment are at your school.
4. Suggested alternatives for sexual harassment.

**Procedure**

1. Consult your notes or other resources for information about sexual harassment.
2. Collaborate with your group on the design of your poster.
3. Add a picture or drawing from online resources, old magazines, or free-hand drawing.
4. Place all required information onto the poster.
5. Keep in mind the primary purpose of the poster is to help PREVENT sexual harassment!

Name \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Graphics - Clarity</b>	Graphics are clear and the content is easily viewed and identified from 6 ft. away.	Most graphics are clear and the content is easily viewed and identified from 6 ft. away.	Most graphics are clear and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
<b>Graphics - Originality</b>	Several of the graphics used on the poster reflect an exceptional degree of student creativity.	One or two of the graphics used on the poster reflect student creativity.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easy to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	More than one required element was missing.
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be somewhat messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer more than 75% of questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used to create the poster.
<b>Grammar</b>	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

### How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubrics score student's work and performance in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student's work has earned and divide by a perfect score of 36 to assign his or her grade. For example:  $4+3+1+2+3+4+4+3+2=26$ , the grade is  $26/36$ .

Name \_\_\_\_\_

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Name \_\_\_\_\_

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15. Which of the following may happen to a victim of sexual harassment?
- Anxiousness
  - Decreased self-confidence
  - Stomach aches
  - Difficulty concentrating
  - All of the above

Name \_\_\_\_\_

<b>“Hostile Environment” Harassment</b>	Occurs when unwanted sexual touching, comments, and/or gestures are so severe or occur so often that they interfere with schoolwork, make you feel uncomfortable or unsafe at school, or prevent you from participating in or benefiting from a school program or activity. This type of sexual harassment at school can come from a teacher, other staff, <u>or</u> other students.
<b>Physical Harassment</b>	Includes touching, pinching, mooning or grabbing in a sexual way.
<b>“Quid Quo Pro” Harassment</b>	Occurs when a teacher or other person in authority offers to give a higher grade in return for sexual favors. It can also be a threat to lower a grade if sexual favors are not given.
<b>Sexting</b>	The act of sending sexually explicit messages or photos electronically, (primarily between mobile phones) or when a person takes a sexually-explicit digital photograph of himself or herself, or of someone else, and sends it to others.
<b>Sexual Harassment</b>	Any unwanted or unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive environment and interferes with the right to receive an equal educational opportunity.
<b>Title IX</b>	A law that protects students from sexual harassment connected to any of the academic, educational, extracurricular, athletic and other programs or activities of schools, regardless of the location.
<b>Verbal Harassment</b>	Comments about your body, dirty jokes spreading sexual rumors, or accusations.
<b>Visual Harassment</b>	Pornographic pictures or cartoons, sex related objects or obscene gestures.