

Objectives

By the end of this lesson, students will be able to:

- Recognize and define sexual harassment
- Explain the difference between flirting and sexual harassment

Vocabulary

- **Sexual harassment** (n.) when someone bothers someone else with words, actions, or pictures of a sexual nature
- **Flirting** (n.) welcome attention that makes you feel good, flattered, or neutral



Bold—Teacher’s script

Italics—Anticipated student responses

Prep

- One “Where Do I Stand?” anonymous survey per student (included)
- OKAY and NOT OKAY signs, posted in two different areas of your classroom (included)
- Make sure the poster showing how to report harassment is on display in your classroom
- Partners or small groups

Lesson Notes

- Advise students to report all incidents of sexual harassment to a trusted adult.
- If teaching this lesson remotely, use an anonymous online poll in place of the paper survey.
- Have students save their handouts. They’ll need them to complete the Activity in Lesson 13.

Warm-Up (8 min.)



1. Review the previous lesson: **In the last lesson, we learned about harassment and how it’s different from bullying. Can anyone remember the similarities and differences between the two?** Call on volunteers to respond.

They’re both intentionally mean behavior. Bullying involves a power imbalance and is repeated. Harassment is being mean about a characteristic of somebody, like their race or gender. It needs to only happen one time and does not need a power imbalance.

2. Set the purpose of today’s lesson: **Today we’ll learn how to tell the difference between a specific type of harassment, called sexual harassment, and flirting. Sexual harassment is a sensitive topic, so for everyone to feel safe and comfortable talking about it, we’ll use the same class norms we established in our last lesson.**



3. **Let’s start by finding out what our class believes about behaviors that are sexual or romantic in nature. We’ll do this with an anonymous survey. Please only use a pencil to fill out the survey.**
4. Hand out the survey.
5. Read the instructions on the screen aloud.
6. **Think carefully about each statement and circle the answer that matches your own opinion.**
7. Give students time to complete the survey. When they’re finished, collect the surveys and redistribute them randomly.
8. Have students stand up and gather near the OKAY and NOT OKAY signs displayed in the room.

Warm-Up (cont.)



9. You're now holding someone else's survey. When you hear each statement, move to the sign that represents that person's response (not your own). For example, if the survey you're holding says that "Being asked if you want to hold hands or have a hug" is okay, move to the OKAY sign, regardless of what you put for your response. You will do this without talking and remain silent for this whole activity. Let's do the first one.



10. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding. You will repeat this same action for the next four statements.



11. **Here's the next one.** Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding.



12. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding.



13. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding.



14. Read the statement and the question on the screen aloud and have students move to the sign that represents the response on the survey they're holding.



15. Read the question and the five behaviors on the screen aloud. Give students think-time, then call on students at random to respond. Follow up with this question: **Did the majority of our class think these behaviors were okay or not okay?** *Not okay.*

16. **What about the other behaviors? Did most of us believe they were okay or not okay?** *Okay.*

17. Behaviors 2, 3, and 5 on the survey are sexual harassment. Behaviors 1 and 4 are not.

Define: Sexual Harassment vs. Flirting (6 min.)



18. Now that we've seen some examples of sexual harassment, let's look at definitions of sexual harassment and flirting. Let's start with sexual harassment. Click the first card on the screen and read the definition aloud.

19. Sexual harassment is one-sided, makes you feel uncomfortable and powerless, and violates school rules and the law. It can happen in person or online. Every school and workplace has a policy against sexual harassment.

Define: Sexual Harassment vs. Flirting (cont.)

20. **Sexual harassment is also different from flirting.** Click the second card on the screen and read the definition aloud.



21. **Flirting often goes both ways, but if it's one-sided, the other person quickly stops when you ask them to. If the other person won't stop, then it's harassment.**

22. **Now we'll practice identifying the difference between sexual harassment and flirting. Let's look at some reactions and decide if they're caused by flirting or sexual harassment.** Read the responses on the screen aloud.

23. **Working with a partner, decide whether each response is caused by sexual harassment or flirting. Put a check mark in the appropriate column on your handout.**

24. Have students work with a partner to fill out the table in the Activity section of their handouts.

25. When they're finished, have the class vote on whether each response on the screen is caused by sexual harassment or flirting. As they do, drag the Harassment and Flirting labels on the screen to their corresponding responses.

26. Click the check button to reveal the correct answers.

27. You may find that opinion is divided on the last two responses: "The attention is unwelcome" and "You did not say 'yes' to the behavior." Engage students in a discussion of why these responses may indicate that the behavior fits in either category. *They might mean it's flirting because someone can start flirting with you without asking, or without knowing if you want to flirt, but it's not mean behavior. And they stop if you ask them to. They might mean it's harassment because they did not get your consent, and they don't care if it's unwelcome.*

Sexual Harassment	Flirting
<ul style="list-style-type: none"> You feel unsafe The attention is unwelcome You did not say "yes" to the behavior 	<ul style="list-style-type: none"> You feel okay or even happy You feel comfortable and can make it stop

Video: The Hallway (2 min.)



28. Introduce the video: **Now we'll apply what we've learned by watching a video of students in the hallway at school. There are two similar interactions shown in this video: one between Drew and Sarah, and another between Mariah and Kirk. As you watch, pay attention to whether the interactions are welcome or not. Ask yourself: Are these interactions sexual harassment or flirting? And, why? You'll write your thoughts about this in your handout afterward.**

29. Play the video.

Discuss: Sexual Harassment or Flirting? (5 min.)



30. Read the question on the screen aloud.
31. Have students write their responses in the Video section of their handouts.
32. Discuss the interactions together as a class. Encourage them to build on one another's thoughts. Invite a wide range of ideas. If needed, play the video again.

Drew and Sarah: Flirting. It's welcome and they both feel happy about it.

Mariah and Kirk: Sexual harassment. It's unwelcome and makes Mariah feel uncomfortable. She has a hard time making Kirk stop.

Wrap-Up (4 min.)



33. Read the Wrap-Up prompt on the screen aloud.
34. Have students write their responses in the Wrap-Up section of their handouts.
35. **Sexual harassment is a serious issue and you may need help to get it to stop. It's important that you report all incidents of sexual harassment to a trusted adult.** Refer students to the poster on reporting harassment.
36. Remind students to save their handouts.
37. Conclude the lesson: **Today we learned to tell the difference between sexual harassment and flirting. In the next lesson, we'll learn how sexual harassment affects the people who experience it.**



“Where Do We Stand?” Anonymous Survey

Where Do I Stand?

Instructions: Read each statement, then circle if you think it is OKAY or NOT OKAY. Don't write your name on this survey. Use a pencil.

- | | | |
|---|------|----------|
| 1. Being asked if you want to hold hands or have a hug | OKAY | NOT OKAY |
| 2. Sexual comments that make you feel uncomfortable | OKAY | NOT OKAY |
| 3. Being sent sexual pictures you didn't ask for | OKAY | NOT OKAY |
| 4. Receiving a romantic text message that makes you smile | OKAY | NOT OKAY |
| 5. Being touched in a sexual way without your consent | OKAY | NOT OKAY |

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OKAY

NOT

OKAY

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