

Sexual Harassment To Teenagers

IT'S NOT FUN / *IT'S ILLEGAL*

A Curriculum for Identification
and Prevention of Sexual Harassment
for Use with Junior and
Senior High School Students

150362



Minnesota Department of Education

150362

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IT'S ILLEGAL

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**The Identification and Prevention of Sexual Harassment
to Teenagers:**

A CURRICULUM

(For use with junior and senior high school students)

Minnesota Department of Education
Equal Educational Opportunities Subteam
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St. Paul, Minnesota 55101

150362

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INTRODUCTION

This packet of materials contains a suggested three-class-hour curriculum for junior and senior high school students. Through a combination of lecture and student activities, students will learn:

- 1) what is sexual harassment;
- 2) what are some of the causes;
- 3) what is the legal liability;
- 4) how sexual harassment affects teenagers;
- 5) what to do if one is a victim of it;
- 6) steps to preventing sexual harassment.

Enough material is included to enable expansion beyond these three class hours. You will, of course, be able to adapt the material according to your particular needs, perhaps emphasizing certain aspects over others or providing extra time for class activities or discussions.

"Notes to the Teacher" provides background information on the topic of sexual harassment prevention to assist teachers in preparing to present the curriculum. Sexual harassment is an issue that is new to the secondary school arena for teachers and students alike. We hope that this pioneering journey will be one of discovery for you, the teacher, and for the teens you nurture.

HOW TO USE THIS HANDOUT

This handbook is designed to provide school districts with a model sexual harassment curriculum. As the model is adapted to a particular district's use, be sure to include a copy of the school district's policy on sexual harassment, and the grievance procedure.

The materials in this handbook are written for use with junior and senior high school students.

Three lesson plans are included in this handbook. Each contains a set of objectives with an outline for class activities. Suggested presentations or "scripts" for classroom use are in quotation marks, in bold-face type. It is recommended that at least three class periods be used for instruction. However, depending upon the interest and motivation of the students, more class periods may be needed to cover the material adequately.

A variety of support materials are provided, and master copies for transparencies are provided in the appendix, page 68 and beyond. Teachers may also wish to include information or materials on the topic of sexual harassment which they have gathered.

Requests for staff training and/or questions regarding the use of this handbook may be directed to:

Department of Education
Equal Educational Opportunities
522 Capitol Square Building
St. Paul, Minnesota 55101
612/ 296-7622

SEXUAL HARASSMENT IS AGAINST THE LAW

Sexual harassment is a form of sexual discrimination which is prohibited by law in employment and education. Following is a summary of federal and state laws prohibiting sexual harassment:

Minnesota Human Rights Act:

In the 1982 legislative session, the Minnesota State Human Rights Act, M.S. 363, was amended to clarify that sexual harassment is a form of sex discrimination in employment and education. The definition now incorporated into the law is nearly identical to the Equal Employment Opportunity Commission (EEOC) definition given below under Title VII.

Title VII:

In November 1980 the federal government's Equal Employment Opportunity Commission (EEOC) issued its "Final Amendment to Guidelines on Discrimination Because of Sex". The new guidelines interpret Title VII to include sexual harassment as a form of sex discrimination in employment, and provide a definition of sexual harassment. The EEOC definition reads:

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

Title IX:

Title IX of the federal Education Amendments of 1972 prohibits sex-based discrimination against students on the part of educational institutions. Institutions are also required to maintain grievance procedures which allow prompt and equitable resolution of sex discrimination complaints. Unlike Title VII, Title IX is not enforced by a single government agency. The law may be enforced through private litigation or through the federal Office for Civil Rights or under the Minnesota statute 124.15 which relates to the reduction of state aid for noncompliance with state and federal laws prohibiting discrimination.

In 1988 the Minnesota legislature passed a law requiring school districts to adopt a policy in their districts prohibiting sexual harassment and sexual violence.

Victims of sexual harassment may file a grievance with the school district as provided for under the district's sexual harassment policy. A complaint may also be filed with the Minnesota Department of Human Rights (612/296-5663) either concurrently with the district complaint or after an unsatisfactory resolution of the district complaint. Individuals also have the right of private suit.

Perpetrators found culpable of sexual harassment will be subject to sanctions as determined by each district.

Persons who make false allegations of sexual harassment which are found to be frivolous or harassing in intent may also be subject to disciplinary action.

Minnesota State Statute Chapter 127.46 SEXUAL HARASSMENT AND VIOLENCE POLICY

Chapter 127.46 SEXUAL HARASSMENT AND VIOLENCE POLICY

Each school board shall adopt a written sexual harassment and sexual violence policy that conforms with sections 363.01 to 363.15. The policy shall apply to pupils, teachers, administrators, and other school personnel, include reporting procedures, and set forth disciplinary actions that will be taken for violation of the policy. Disciplinary actions must conform with collective bargaining agreements and sections 127.27 to 127.39. The policy must be conspicuously posted throughout each school building and included in each school's student handbook on school policies. Each school must develop a process for discussing the school's sexual harassment and violence policy with students and school employees.

SEXUAL HARASSMENT PROGRAM GOALS

1. Define sexual harassment and list behaviors which constitute it.
2. Recognize the legal liability for instances of sexual harassment.
3. Examine the causes of sexual harassment.
4. Describe the effects of sexual harassment.
5. Examine the school district policy and procedure against sexual harassment.
6. State the proper procedure to follow if sexual harassment occurs.
7. State the recommended steps for preventing sexual harassment.

NOTES TO THE TEACHER

Introduction

Sexual harassment is an emotionally charged topic that is threatening to many adults and confusing to most adolescents. Teen-agers get many mixed messages about what it means to be male or female which may result in inappropriate behavior. Unhealthy sexual attitudes and behavior patterns formed before and during adolescence often remain unchanged throughout life unless there is intervention. Information about what sexual harassment is and how to prevent it may provide teens the opportunity to change their attitudes and behavior concerning sex roles and sexual harassment.

The topic of sexual harassment may generate some strong feelings in the students and in you, the teacher, because you are dealing with the subject of sexuality. Additionally, there will be students who have been sexually harassed and students who are victims of sexual abuse. The topic must be dealt with respectfully and with sensitivity. You may find that a student will approach you privately to tell you about his/her victimization. Be prepared to follow through.

Teaching Style

Your style of teaching will play a major role in minimizing student discomfort. Understand your personal attitudes, values, and comfort level before you begin presenting. Serve as a positive role model - identify your own behavior that may be construed as harassing. Studies show sexual harassment is occurring primarily in the classroom and the hallway. Be aware of what's going on in your classroom and hallways. As always, observe any change in student behavior, grades, or attendance as this may be a clue to possible sexual harassment. In addition:

- Tune into what is NOT being said as well as what is being said.
- If students voice opinions, especially if they disagree, it demonstrates that they are thinking about the issue.
- Their fidgeting or withdrawal could indicate anxiety, defensiveness or uneasiness about the topic.
- Pace the activities and your presentation based on the feedback you receive from the class.
- Make sure groups are divided equally among sex, race and "social status".
- Validate your students by praise, touch and other "warm fuzzies" to help them feel safe.

Teacher Attitudes

Even though most sexual harassment is done by males to females, that does not mean that most males sexually harass, or that males are bad/wrong. The behavior is wrong; that doesn't mean the person is bad. One of the goals of your unit should be to place as little blame as possible to keep resistance at a minimum. At the same time, it is important to acknowledge that statistics show women to be three times as likely to be harassed as men.

Deal with embarrassment and giggling early in the unit; sexual harassment is a serious topic. However, humor can be used to drive home a point, to lighten the presentation, and to help put all at ease.

There is additional material at the end of the unit if you wish to expand beyond three days.

Sexual Harassment and Power

Sexual harassment is not necessarily about sexuality. It involves one's gender being used as a basis for differentiating power in society. As with rape, sexual harassment is very often not sexually motivated, but motivated out of hostility and power needs using sexuality as an avenue of expression. To some, power can be erotic and exciting.

This socialization process begins early in life. By the time a child has reached the teen years, sexist attitudes are well embedded. Societal myths tell teen men what is expected of them - to be macho, in control, dominant and aggressive. Males think females want constant sexual attention, and conquering a female is a must in building the male ego. Females are thought of as sex objects, and are encouraged to be passive, nurturing, supportive, and to gain their identity from men. This sexist role stereotyping is one of the sources of sexual harassment. Females think nothing can be done about it, and that they are at fault. Females often believe males can't help themselves, that their libidos are out of control.

The media does an outstanding job of perpetrating this myth by teaching females that, to be female, you need to be attractive to males. And to be attractive to males, you need to be seductive. Females are expected to enjoy cat calls, whistles and leers, and to be flattered by them. This expectation may cause females to wonder if something is wrong with them when they do not like that kind of attention. These societal views disregard females as people with human feelings and desires. If a male likes a female, he won't try to intimidate and embarrass her by sexual harassment. It shows insensitivity and demonstrates his feelings of inferiority and inadequacy. A male is insecure if he persists with sexual advances when they are clearly unwelcome. Part of the problem, however, is that if a female says "no", it is often not enough to prevent sexual harassment.

Society perpetuates the myth that when a female says "no" she means "yes". Additionally, a male may not be able to accept that he is being rejected, so he must believe that something is wrong with the female and that she deserves retaliation. This may be a partial explanation of why sexual harassment escalates if it is not stopped. As the victims of sexual harassment often blame themselves (because society tends to blame the victim), their distress is increased, and they may be prevented from taking action and finding support. Thus, sexual harassment continues as a social problem.

Teen Sexual Harassment

"Boys will be boys." "She can't take a joke." "She asked for it; look how she is dressed." These are but a few of the common myths that help continue the cycle of sexual harassment. Much has been written about sexual harassment in the workplace and on college campuses, but there has been almost no attention given to sexual harassment to teens at school or work. High school students are sometimes subjected to sexual harassment by their peers, school staff, and those with whom they work. Students are not being informed about their rights, and what to do if it happens to them. Sexual harassment to teens at school is illegal, dehumanizing and interferes with their educational opportunities.

"Sexual harassment in the educational setting is more than an uncomfortable situation resulting from the trials and tribulations of adolescent sexuality. Rather, it is an experience that interferes with a young woman's access to the education of her choice, and therefore seriously threatens her future occupation."¹

Sexual harassment is a form of sex discrimination and is illegal according to the Civil Rights Act Title VII of 1964 which protects the teen at work and Title IX of 1972 which protects the teen from sex discrimination at school. Some sexual harassment can be a criminal offense under child abuse laws. Sexual harassment is an ambiguous term which conjures up different images to different people. To explain away some of the ambiguity it is important to know the legal definition of sexual harassment according to the Equal Employment Opportunity Commission:

¹ Massachusetts Department of Education. Division of Curriculum and Instruction. "Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools", May 1983 - Page 1.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when -

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual,
3. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

According to the National Advisory Council on Women's Educational Programs, sexual harassment is: "The use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate or opportunities."

The Office for Civil Rights, United States Department of Education states that: "Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides differently, or conditions the provision of aid, benefits, services or treatment protected under Title IX."

Specific behaviors that may constitute sexual harassment to teens at school are:

touching	jokes
verbal comments	cartoons/pictures
name calling	leers
spreading sexual rumors	"making out" in the hallway
pressure for sexual activity	too personal a conversation
gestures	blocking movements
sexual assault or	
attempted sexual assault	

Sexual harassment is in the eye of the beholder. What may be harassment to one person may be flirtation to another. Teens distinguish between sexual harassment and flirting. They list behaviors that constitute sexual harassment and behaviors that are flirting. There are some similarities in the lists, such as some touches, comments, looks and gestures. There are, however, some major differences in the feelings each behavior elicits:

Flirting

feels good
makes me feel attractive
is a compliment
is two-way
positive
I liked it

Sexual Harassment

feels bad
is degrading
makes me feel cheap
makes me feel helpless
feels out of control
one-way

Teen Sexual Harassment Studies

As of 1986, there appear to have been only three studies conducted on the incidence and impact of sexual harassment on teens:

1. The U.S. Merit Systems Protection Board study of 1980 demonstrated that while women of all ages are victims, women between the ages of 16-19 experience the most sexual harassment. This study gave data only on teens in the work place, not in school.
2. A 1980-81 study by the Massachusetts Department of Education of sexual harassment among teens resulted in a comprehensive curriculum and guide for school personnel entitled: Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools.
3. A study conducted at the Carver-Scott Cooperative Center, Chaska, Minnesota, among juniors and seniors in high school showed that a majority of the females had experienced sexual harassment at school. The most commonly reported harassing behaviors were: sexual comments, including name calling; staring/leers; inappropriate touch and gestures. Most reported that the incidents had occurred in the classroom and in the hallway.

These three studies, as well as other anecdotal evidence, indicate that sexual harassment among teens is a major social problem. This problem has not as yet been acknowledged or addressed in school systems even though it may be causing social and emotional consequences for students.

SEXUAL HARASSMENT: LESSON I.

- Title: Sexual Harassment - What Is It?
- Target Group: 7-12 Grade Students
- Approximate Time: 45-60 minutes
- Objectives: Define and discuss sexual harassment.
- Identify sexual harassment behavior observed in the school setting.
- State the difference between flirting and sexual harassment.
- Review federal and state laws which prohibit sexual harassment.

Activities/Procedures:

1. (Use Transparency #1, "Course Objectives".) Discuss objectives.
2. Introduce and discuss the concept of sexual harassment:

"Today through _____ we'll be talking about sexual harassment. We're having a unit on sexual harassment so you can learn what it is and what to do if it happens to you, and to teach you how to avoid harassing others. Sexual harassment is sometimes a hard thing to talk about because we get embarrassed. Not everyone even knows what sexual harassment is. Sexual harassment is a serious problem for adults at work, college, vo-tech, etc. We know, now, that sexual harassment is also a problem for teen-agers at school and at work."

3. (Use Transparency #2, "Definition".) Define and discuss sexual harassment with students. Point out how the need for power and the imbalance of power is part of sexual harassment behavior.

"It is important that we each understand what sexual harassment is and what kinds of things we do to each other that sexually harass. Before we can talk about what causes it and what we can do about it, we first must know what it is".

"Sexual harassment is a type of sexual discrimination. Sexual discrimination means that someone is treated differently because of their sex. For example, men usually make more money than women; women (mothers) usually get the children in a divorce. Can you think of other types of sexual discrimination?"

"Sexual harassment in employment is illegal, or against the law, according to the federal law called Title VII and the Minnesota Human Rights Act. In schools, it is a violation of the Federal Education Amendments of 1972, Title IX, and the Minnesota Human Rights Act. Our school district has a policy against it which we will learn about."

4. Divide students into groups of approximately 8 students. Make sure each group has newspaper print and a magic marker. Instruct the students to list as many sexual harassment behaviors as they can think of that they have seen happen or have heard about in school or work. Tell them to think about different places in or around the school where it may have occurred - gym, hallway, lunch room, waiting for the bus, classroom, lockers or at any extra-curricular activities like sports events, band, etc. Instruct them to think about certain instances that may have occurred to them; for example, a girl walking by a group of boys to get to her locker. Sexual harassment is any sexual attention that they don't want from their friends, other students, teachers, principals, counselors, janitors, secretaries...

Tell the groups to pick one person to write down the behaviors and one person to read the list to the rest of the class. Tape the lists to a wall in the room and discuss the similarities and differences.

5. Differentiate between flirting behaviors and sexual harassment behaviors. Go back into the same groups and have the students list behaviors that are flirting, choosing another student to write and another to read the list to the class. Again, tape the lists to the wall and compare.

Sample List of Sexual Harassment Behaviors

sexual rumors	touching (any time there is unwanted touch it also becomes assault)
sexual name calling	dirty jokes
staring	pictures
gestures	comments
graffiti	kissing in hallway
pulling clothes	dirty notes

Sample List of Flirting Behaviors

touching	hold hands
smile	wink
certain looks	comments

Discuss the similarities between sexual harassment and flirting. Similarities - touching, gestures, comments (Flirting feels good. Sexual harassment doesn't.)

Is it possible that a situation could begin as flirtation and change to sexual harassment? (Discuss limits and the right to say "no".)

On the board, make two columns and label one sexual harassment and the other flirting. (or use Transparency #3, "Sexual Harassment/Flirting.")

"We know there are some similarities between flirting and sexual harassment, but they are really quite different. For example, if a touch is wanted it may be flirting; if you don't want to be touched, it's sexual harassment. Some gestures and looks are flirting and some sexual harassment. One of the main differences between flirting and sexual harassment is how it makes us feel. We'll list some of these differences in feelings. OK - How do you feel when someone is flirting? ...sexually harassing?" (The point needs to be made that flirtation relates to sexual attraction but sexual harassment doesn't always relate to sexual attraction. Sexual harassment can be a type of sexual abuse and motivated by power.)

6. (Use Transparency #4, "Eye of the Beholder".) Explain the concept of "unwanted" personal attention in relationship to sexual harassment behavior. Discuss with the students the meaning of the phrase, "Eye of the Beholder".

Ask if anyone knows what this phrase means.

"Eye of the Beholder" means that sexual harassment is different for different people, that everyone has a different point of view. What matters is what the victim thinks/feels, not what the harasser thinks. (Be sure they understand the terms victim and harasser.) If the behavior is not wanted or turns the person off, it is sexual harassment even if the harasser means it as flirting. A rule of thumb is: 'Don't do anything you wouldn't want printed in the newspaper where your parents, teachers, or friends would find out'."

Carefully choose the names of three people in the class, two girls and one boy. "Sally, if John said you really looked sexy today and that made you feel good, were you sexually harassed?" (no) "Jodi, if John said you really looked sexy today, but it made you feel icky, (angry, embarrassed, dirty) were you sexually harassed?" (yes) (You may choose other people and examples to make the point.) "We're really talking about respecting another person's feelings, treating them with respect, as you would want to be treated, being kind and nice."

7. Distribute copies of the Sexual Harassment Survey to students (Handout A, pp. 29-30). Ask them to complete it individually. Discuss the results with them in class. If there is not enough time for this activity, it can be used as an assignment and reviewed at the beginning of the next lesson on sexual harassment.
8. (Use Transparency #1, "Course Objectives", as an outline.) Review the highlights of Lesson I. Point out the support of the school district through its policy on sexual harassment.

"Can boys be sexually harassed? (yes) Only 15-30% of boys/men are sexually harassed. Sexual harassment usually occurs to females more than males at school and at work, so most of our examples will involve girls/women being the victims of sexual harassment. Girls/women are three times more likely to be sexually harassed than men/boys."

"Some boys/men who are sexually harassed are sexually harassed by other boys/men."

"This doesn't mean that all boys/men sexually harass or that any of you do or will harass."

"Girls/women also sexually harass boys/men and we're seeing more and more of this."

"We hope these next few days will teach you all what sexual harassment is, what causes it, and what to do if it happens to you."

"Studies show that males and females perceive sexual harassment differently. Boys/men tend to like sexual attention from girls/women and feel flattered by it. Also, sexual harassment occurs less often to boys. When it does occur, it is less intense and seems to

have less of a negative impact on their self esteem and life choices. Some of the reasoning about this should become clearer when we discuss causes."

Discussion Questions

1. What are other examples of sexual harassment that you have seen or heard?
2. Could it happen that the harasser is not aware of how his/her behavior is perceived? (felt/seen) Could it be misunderstood as sexual harassment when it isn't meant to be? If it is taken as sexual harassment when it isn't meant as such, is it then sexual harassment?
3. Is there any difference between boys harassing girls and girls harassing boys or boys harassing boys?
4. Do students ever sexually harass teachers?
5. Do you think most people your age have personal rules? What are they?
6. Where do these rules come from?
7. What is the social rule about sexual harassment? How does that compare to the legal rule?

Materials/Resources:

- . Summaries of federal and state laws on sexual harassment (pg. 5)
- . Copy of Sexual Harassment Survey #1 for each student (pp. 29-30)
- . Transparencies #1, 2, 3, 4,
- . Newsprint
- . Magic markers
- . Masking tape

SEXUAL HARASSMENT: LESSON II

Title: Dispelling Myths about Sexual Harassment

Target Group: 7-12 grade students

Approximate Time: 45-60 minutes

Objectives: Investigate facts and opinions about sexual harassment.

Recognize the causes of sexual harassment.

Determine how stereotypes, myths and assumptions about females and males support sexual harassment.

Examine common assumptions and attitudes about sexual harassment.

Activities/Procedures:

1. (Use Transparency #2, "Definition".) Review the definition of sexual harassment.
2. Pass out the Agree/Disagree Survey on Sexual Harassment (pp. 31-32). Have students complete it. Collect all completed surveys and randomly hand them back to the students, making sure each student has another's survey. Go over each question, asking the students to raise their hands to indicate the answer on the survey they have. After they have answered, give the "correct" answer with the appropriate reason. (See Answer Guide, pp. 33-38.) After each, particularly if there seems to be a large number of "wrong" answers, discuss the possible reasons people would answer the way they did.
3. (Use Transparency #5, Females and Males = Unequal.)
"The basic cause of sexual harassment is inequality between women and men." "We see it reflected in our newspapers..."
"...and it's something with which we have all grown up."

(Use Transparency #6, Why Write a Letter and Transparency #7, Writing a Letter to the Harasser) (here, or with #17) to practice empowerment, for sexual harassment in education and in employment settings. (Source: Mary P. Rowe, Harvard Business Review, 5-6/81.)

4. (Use Transparency #8, "Causes of Sexual Harassment".) Discuss with students these other causes of sexual harassment. Discuss the background of each point.

"Point #1 - This means that perhaps a woman isn't clear when she says 'Knock it off'. She may also be smiling because she's embarrassed. She may be saying 'no' and not smiling. But often, in our society, we don't believe that 'no' means 'no'. Boys are taught that when girls say 'no' they're playing a game and really mean 'yes' or 'maybe'. Girls are taught not to hurt people's feelings and to protect and take care of relationships. Therefore, they must not be honest about their feelings and allow themselves to be victims to protect the boys' feelings. Play it safe. If a person says "no" then stop!"

Point #2 - "This means that in our society, men and women are 'supposed to be' a certain way. Let's make a list of what TV, rock stars, magazine ads, TV commercials, movie stars, parents, teachers, tell us what a man or a woman is supposed to be. This is, by the way, called a stereotype. What are the stereotypes for males and females? Use the board and make two columns labeled male/female. Some ideas may include:"

<u>Male</u>	<u>Female</u>	<u>Cont'd.</u>
Strong muscles	wear make-up	passive
don't cry	skinny	need help
always thinking about wanting sex	sexy	manipulative
	want male attention	she wants "it"

"None of these into consideration that males and females are whole human beings. It pretty much reduces them both to something less than human. We've been taught since infancy to think in a sexist way. (Be sure they know what this term means.) Cultural myths tell men to be macho and in control and that women want constant sexual attention. Women are thought of as sex objects. This sexist stereotyping is one of the causes of sexual harassment. Stereotypes are not true, but because we sometimes think they are, we are pressured to behave in ways that actually may make them true. These stereotypes sometimes are used to excuse certain behaviors ("Boys will be Boys") and ridicule other behaviors ("Don't be such a prude"). Boys feel they have to act tough, be aggressive, be the BOSS. Boys who want to challenge these roles may find it tough to do so; they may fear their masculinity is in question."

Point #3 - "This ties into what we were discussing yesterday. Very often power is the reason for harassment, and it has nothing to do with sex. Sex is just the way the harasser shows power. It can be similar to rape. In

our society, men are usually in control: in control of our country, our businesses, our schools and have been thought to be in control of the family. Men are often physically bigger and stronger, and therefore more powerful. You may have noticed that our society treats men and women unequally. Women earn less money, have had fewer career opportunities, have been considered the "weaker" sex. All of that is beginning to change, but because men have been more powerful in society, it stands to reason that they are usually the harasser. Other power situations involve teachers having power over a student, a coach over a player, a boss over employees. Even certain kids or groups of kids are more powerful than others."

5. Define the terms: stereotype, myth, assumption. Explain to the students how these three concepts support sexual harassment behaviors.

"We've just looked at a few facts and opinions about sexual harassment. What do you think are some of the causes of sexual harassment?"

"Playing into these causes are some assumptions we make. Listen carefully to this story and see if you can figure out the answer."

"A mother and her daughter were in a car accident and the mother was killed. As the daughter was rushed into the emergency room the nurse on duty said: 'I can't treat that girl. She's my daughter!' How is this possible?" (Nurse is the Dad.)

Discuss the story and tie it into the assumption that nurses are women. Let's look at how this stereotype/myth/assumption fits with sexual harassment and other assumptions about men and women and work.

Ask the students to identify stereotypes, myths, and assumptions about females and males. Write the three words on the board. Place the terms 'female' and 'male' under each word. Have the students call out descriptive words that would fit in each list. Write them on the board.

6. (Use Transparency #9, "Assumptions and Attitudes about Sexual Harassment")

Go over each assumption and discuss. See if the students can come up with other assumptions. Examples: "No doesn't mean no"; "You know you really like it, look how you dress"; "It's a compliment"; "Boys are only after sex". There is a difference between welcome compliments and sexual harassment. Nobody asks to be sexually harassed. Remember, it's unwanted. Also remember that boys and men can be victims of sexual harassment too, either directly or (rarely) as victims of false accusations.

7. (Use Transparency #10, "Sexual Harassment Generally Occurs".)

Point #1 - "How many know if your school has a sexual harassment policy? What about your workplace?" (Typically there is a low show of hands for both.)

Point #2 - "Those of you who know that your school/workplace has a policy, how many have seen it or were told it existed when you were hired? Is it in the student handbook? If you do know that one exists at your school/workplace, is it visibly supported and enforced - in other words, is it working?"

Point #3 - "Sometimes one sex - the majority - resents the opposite sex intruding on 'its' turf."

Point #4 - "This places most teenagers in a perfect position to be harassed. Most teen jobs are routine, repetitive and low level due to their young age and inexperience."

Point #5 - "Again, typical for youth, your manager at Hardee's, McDonald's, etc. may be your lab partner in Biology. Or the reverse may be true: due to lack of experience and education there is little chance for advancement."

Point #6 - "Do you feel the school/workplace - even society - listens to the ideas of teens?" Discuss. Teens have stated that they feel 'at the bottom', even if adult perceptions differ from this.

8. (Use Transparencies #11 Illinois Survey.)

Read through the transparency with the class. (Note: miscellaneous forms of unwanted sexual attention may include pictures, gestures, jokes.)

Transparency #11 - Workplace Data

"This transparency deals with the workplace and the behaviors that occur there. What about at school?"

(Use Transparencies #12-18,) (MN High School Survey)

Transparency #12 - Position of Harasser

"Most sexual harassment was committed by students to students in this study involving kids from 4 school districts; there is some teacher-to-student harassment and little administrator-to-student sexual harassment."

"Does this seem to fit with how you see our district?"

Transparency #13 - Form of Attention

"Remarks and staring were the most common forms of sexual harassment, but touching was close behind. Remember: any time you have touch there has been a cross into a gray area that includes sexual assault."

Transparency #14 - Where ...

"Interestingly, most of the sexual harassment occurred in the classroom, with the hallway being a close second."

'Other' referred to the bathroom, gym or parking lot."

Transparency #15 - When ...

"And during class, where are the teachers? Why don't they say anything? Does it surprise you that most of it occurs in the classroom and hallway during class rather than after or before school? Does this seem to be how you see it here in our school?"

Transparency #16 - Feelings

"The teen women reported the same feelings as those of a rape victim. Many stated that they remained angry and had not dealt with it. Some indicated that it was a sexist attitude because 'Boys will be Boys'; 'other' included many of the feelings shown on Transparency #20, Effects of Sexual Harassment."

Transparency #17 - What Did You Do?

Unfortunately, most of the teen women ignored the incident, stating that they didn't want to make waves or were afraid of being ridiculed, or wondered if they had brought it on themselves. If it is ignored, it tends to escalate."

"How is it usually dealt with by students here at District # _____?"

Transparency #18 - Who Did You Talk To ...

"Of those who shared their experience with someone, 'a friend' was their first choice. ('Agency' meant social services, sexual assault organizations, etc.) Why do you suppose teens would talk to a friend - another teen - before an adult? Why would they be least likely to go to school personnel?" ('Other' included minister, medical staff, etc.)

Discussion Questions:

1. What do you think would happen if a boy tried to stop other boys from sexually harassing someone?
2. Can boys be victims of sexual harassment besides being directly harassed? (Yes - victimized by society's roles and expectations.)
3. What does the word RESPECT mean? How do you treat a person with respect?
4. What makes up a whole person? (body, intellect, emotions, spirituality, ethics, morals, relationships, social...)
5. When someone is sexually harassed, what part of their person (as referred to in #4, above) is getting attention? What part is being ignored?
6. Why is it that students who are sexually harassed don't feel comfortable talking about it?
7. Why do boys feel they have to harass girls? Why might a girl harass a boy?
8. Why do girls feel they have to take it? Boys?
9. How do stereotypes limit peoples' choices?
10. How are kids your age pressured by stereotypes?
11. Is it important to break down sexual stereotypes in order to build a good relationship with the opposite sex? Why? Why not?
12. How do you not be pressured to fit a certain stereotype?
13. What are some of the ways boys respond when girls tell them "no"?
14. Should the way girls dress affect the kind of attention they receive?

Materials/Resources:

- . Definitions of: stereotype, myth, assumption from Glossary of Terms (p. 58)
- . Transparencies #2, #5-18
- . Copies of Agree/Disagree Survey on Sexual Harassment for each student (pp. 31-32)
- . Answer Guide: Agree/Disagree Survey on Sexual Harassment (pp. 33-38)

SEXUAL HARASSMENT: LESSON III

- Title: Stopping Sexual Harassment
- Target Group: 7-12 grade students
- Approximate Time: 45-60 minutes
- Objectives:
- Describe the effects of sexual harassment on its victims.
 - Determine action to take if a person is a victim of sexual harassment.
 - Recognize the "informal resolution" concept as a method of resolving student-to-student sexual harassment.
 - Determine solutions to sexual harassment incidents.
 - Examine the school district's policy on sexual harassment.

Activities/Procedures:

1. (Use Transparency #9, "Some Assumptions and Attitudes about Sexual Harassment.") Review the information. Explain how these assumptions might affect the victim emotionally.
2. Divide into groups of eight. Have one or two groups brainstorm how sexual harassment emotionally affects the victim. If they are having difficulty, tell them to imagine how they have felt when someone has sexually harassed them or been disrespectful and cruel in some other way. Ask the boys to pretend they are girls and are being sexually harassed, or to imagine how they would feel if another boy or man sexually harassed them. Examples include: shame, fear, guilt, embarrassment, anger, confusion, powerlessness, degradation, isolation, withdrawal, self-doubt, humiliation and stress. Use newsprint and magic marker.

Have another group or two brainstorm how sexual harassment would affect the student at school. Groups could address one of three situations: 1) general emotional stress from sexual harassment, 2) effects of sexual harassment on the student's behavior in school, 3) physical effects and resulting ailments of the victim. Examples: absenteeism, skipping a class, lowered grades due to skipping a class, stress, not trusting, less pride in work, less enjoyment of school, loss of friends, rumors, decreased educational opportunity (especially in non-traditional courses) which could therefore decrease economic opportunities.

Use Transparency #19, "The Effects of Sexual Harassment".

"Most sexual harassment victims report the same feelings as a sexual assault victim. They often blame themselves (shame, embarrassment, guilt), thinking it was somehow their fault due to what they did, said, how they dressed or behaved.

Repeat- It is not the victim's fault. No one asks to be sexually harassed".

Review the chart and discuss the students' lists. Ask students if they can add to any of the lists or if they have questions or don't understand.

"How does sexual harassment in the school affect learning? Attitudes? Behavior?"

Optional

Divide into a third group for miscellaneous outcomes. Very often the increased stress brings on physical ailments to the victim, like headaches, ulcers, colds, etc.

Remind them that this is a very serious issue with serious consequences to the victim and the harasser. It is against the law. What are some consequences that could happen to the harasser?

- law suit
- fired/suspended
- embarrassed
- jail
- loss of reputation
- if a minor, his/her parents could be sued and could lose a lot of money (Transparency #19, "The Effects of Sexual Harassment.")

Have the students record their ideas on newsprint. Post the information on the wall and ask the students to report on their ideas.

SEE pp. 54-57, APPENDIX, FOR OPTIONAL SUB-UNIT AND HANDOUT G ON EMPLOYER LIABILITY. INSERT SUB-UNIT HERE IF APPROPRIATE.

3. Review your school district policy on sexual harassment. Pay particular attention to the procedure to use in reporting a sexual harassment incident. What would you do if it happened to you?

Give students a copy of your school's sexual harassment prevention policy if it's not in their student handbook. If the district has no policy, give them Handout C, pp.

39-41 Have the students identify key school staff, by name, that they feel they could trust. They should not be made to feel that they have to go to only one or two designated people. Remind them that each individual, personally, is the one who decides what is unwanted sexual attention. No one has to take it. It's illegal and you should, above all, not ignore it. Studies show that ignoring it causes it to escalate.

Discussion

Go over the policy and procedure and discuss:

1. How the school will handle the problem.
2. What the consequences will be.
3. What are the rights and responsibilities of the victim? (See policy and procedure.) Make sure the procedure for student reporting is very clear and that the teacher's role is very clear.

If the district has no policy, ask students how they can influence the district to develop one - then do it!

Stress that it is not the victim's fault. Our society tends to blame the victim. Examples: "She asked for it". "She always dresses sexy." "She's a flirt." Girls/women often feel it is their fault even though they have done nothing. When the girl/woman blames herself, she has a rough time taking any action to stop the behavior.

4. Hand out and review the sample procedure for handling sexual harassment (Handout D, p.42). Discuss the process with the students.
5. Describe to the class a sexual harassment incident involving a student and another person. Ask the students to describe how they would go about reporting the incident using the school district's procedures. Write the outline of their procedure on the board. If time allows, this activity could also be role played.
6. One other issue to bring out at this time is the possibility of an informal resolution in student-to-student sexual harassment. Informal resolution also uses the educational process by helping the harasser in trying to understand the feelings of the victim. Informal resolution involves the victim communicating to the harasser:

- 1) the specific harassing behavior that is unwanted;
- 2) how it makes the victim feel and any consequences that have occurred because of it, and
- 3) a request to stop, rather than "you so and so".

Very often a trusted adult accompanies the teen in this communication. Informal resolution does not replace the need for formal training, support groups, policy and grievance procedure.

An informal resolution may be done in the form of a letter by the victim and includes the same communication as above. This 1) encourages a response by the harasser, 2) empowers the victim to become proactive, while the harasser is a receiver, 3) shows the harasser there are serious consequences, and 4) catches the harasser alone. This letter is given to the harasser by the victim with an adult present and in private. This 5) allows victim to feel safe in confronting harasser, 6) protects the victim legally by documentation and warning the harasser, 7) helps the victim realize the harasser may have perceived her/his behavior differently than the victim, 8) helps keep the incident private.

7. (Use Handout E, "Case Study Questions and Options for Resolving a Sexual Harassment Experience" and the Case Study Answer Guide, pp. 43-47) Divide students into small groups. Depending upon time available, assign several case studies to each group. Provide each student with a copy of "Case Study Questions and Options for Resolving a Sexual Harassment Experience." Have each group determine:

- 1) Is it sexual harassment?
- 2) Why, or what is the behavior?
- 3) Who is the harasser?
- 4) Who is the victim?
- 5) What should we do?

Have students report their solutions. Consult the "Case Study Answer Guide", pp. 43-47

8. (Use Transparency #20, "Rights/Responsibilities".) Review the rights of the victim and the workplace/school.

"It's important to remember that you have rights - the right to be safe, not to be discriminated against, the right to be treated with respect and dignity. What are some others?"

"Along with those rights you have responsibilities - to yourself primarily: to be assertive if you've been harassed, talk to the harasser, follow the grievance procedure outlined in the policy, document the behavior and report it to a superior. Be true to yourself."

OPTIONAL

(Use Handout F, "Sexual Harassment Questionnaire," pp.48-52)
Distribute a copy of the Sexual Harassment Questionnaire to each student. Ask them to complete the questionnaire and hand it in at the end of class.

"We are not sure how frequently sexual harassment occurs in your age group and in our school district. Please take your time and carefully fill out this questionnaire. You play a very important role by giving us this information. If you don't understand a question, please ask for help rather than guessing."

9. Review and conclude the program on sexual harassment.

Mention that preventing sexual harassment from occurring is the ultimate goal. These classes will hopefully do just that.

Discussion Questions:

1. Why do you think girls ignore the sexual harassment problems? Why do boys?
2. Is there pressure to accept or ignore sexual harassment? If so, by whom?
3. How is pressure applied, or what kind of pressure is there for girls to accept it? Is there pressure for girls to harass?
4. What pressure is there for boys to accept it as the victim? As harasser?
5. How can you tell the harasser to stop?
6. If that doesn't work, then what should you do?
7. Who are some people in the school you could go to for help? (List names.) Outside the school?
8. What should you NOT do if you are sexually harassed? (ignore it)

9. What is the harasser likely to do if he/she thinks you like it?
10. What could a boy do to prevent sexual harassment? A girl?
11. What do you think the responsibility of the teacher/principal/school district should be concerning sexual harassment in school?
12. What could a group of students do to stop sexual harassment in your school?

Materials/Resources

- . Optional Sub-Unit on EMPLOYER LIABILITY, including Workplace Case Studies (Handout G, pp.56-57)
- . Your school district policy and procedures on sexual harassment (or Handout C, pp.39-41, if your district has no policy).
- . Sample Procedure for Handling Sexual Harassment (Handout D, p. 42)
- . Transparencies #9, 19, 20
- . Handout: Case Study Questions and Options for Resolving A Sexual Harassment Experience (Handout E, pp. 43-45)
- . Case Study Answer Guide (pp. 46-47)
- . Newsprint
- . Magic Markers
- . Masking Tape
- . Sexual Harassment Questionnaire (Handout F, pp. 48-52)

Evaluation

Students will be able to identify and describe the process for reporting and resolving a sexual harassment incident.

Female _____ Male _____ Grade _____

SEXUAL HARASSMENT SURVEY #1

Listed below are behaviors that may be considered sexual harassment. Consider the whole school or workplace (not just the classroom or work unit) and please check the behaviors that you have heard or observed at school or work.

	<u>School</u>	<u>Work</u>
1. Patting, pinching, touching.	_____	_____
2. Telling sexual jokes or passing around sexual pictures or cartoons.	_____	_____
3. Making comments about someone's weight or body shape.	_____	_____
4. Rating an individual's physical appearance on a scale from 1-10.	_____	_____
5. Leers, stares, sexual looks.	_____	_____
6. Questions or comments asked about a person's sex life or relationships.	_____	_____
7. Sexual teasing or flirting.	_____	_____
8. Leaning over or cornering - being "too close".	_____	_____
9. Making sexual remarks about someone's clothes.	_____	_____
10. A boy or girl pressuring each other to be together.	_____	_____
11. Obscene or sexual "prank" phone calls.	_____	_____
12. A teacher or other school staff makes sexual comments to a student	_____	_____
13. Kissing - hugging.	_____	_____
14. Spreading sexual rumors.	_____	_____
15. A teacher or other school staff pressuring a student to have a "date", or spend time alone with him/her.	_____	_____

	<u>School</u>	<u>Work</u>
16. Giving special favors to other students or school staff for going along with sexual attention.	_____	_____
17. "Punishing" another student or school staff for not going along with sexual attention.	_____	_____
18. Pulling on clothes in sexual way (pulling down pants, snapping bra strap, pulling shirt).	_____	_____
19. Falsely accusing another student or school staff of sexual harassment.	_____	_____
20. Falsely accusing an employer or co-worker of sexual harassment.	_____	_____

_____ Female _____ Male _____ School
 A G R E E / D I S A G R E E S U R V E Y # 2

Sexual Harassment

The following statements represent varying facts, opinions, and perspectives on sexual harassment. In the margin to the left, circle either Agree (A) or Disagree (D) to indicate your answer.

Agree Disagree

- | | | |
|---|---|--|
| A | D | 1. Sexual Harassment occurs more often to women in "blue-collar" jobs (for example: bus drivers, factory workers) than to women in professional jobs (for example: teachers, nurses, lawyers). |
| A | D | 2. The number of men being sexually harassed by women is on the rise. |
| A | D | 3. If a woman dresses or behaves "properly" she will not be the target of unwanted sexual advances at work or school. |
| A | D | 4. More and more women are filing false charges of sexual harassment. |
| A | D | 5. The employer is not legally liable (responsible) for sexual harassment between co-workers, but is liable for it between supervisors and their employees. |
| A | D | 6. The school is legally liable for sexual harassment between students. |
| A | D | 7. Women in non-traditional jobs (jobs that have usually been all male) are the most likely group to experience sexual harassment. |
| A | D | 8. Most women enjoy getting sexual attention at work and at school. |
| A | D | 9. Sexual harassment is a problem in school. |
| A | D | 10. A firm "NO" is enough to discourage anyone from sexually harassing. |
| A | D | 11. A little harmless sexual teasing and joking makes the school day fun. |

Agree Disagree

- | | | | |
|---|---|-----|---|
| A | D | 12. | A good teacher will know if sexual harassment is occurring in his/her classroom. |
| A | D | 13. | Most women and girls at work/school use their sexual attractiveness to get their way. |
| A | D | 14. | Sexual harassment can occur between members of the same sex. |
| A | D | 15. | The majority of working women have never experienced sexual harassment in the workplace. |
| A | D | 16. | Most men enjoy getting sexual attention at work and school. |
| A | D | 17. | Most sexual harassment cases are reported by the victim. |
| A | D | 18. | Most men and boys at work/school use their sexual attractiveness to get their own way. |
| A | D | 19. | Women of other races are sexually harassed more than white women. |
| A | D | 20. | Only people in authority--such as teachers, bosses, principals and supervisors--commit sexual harassment. |
| A | D | 21. | The best way to handle sexual harassment is to ignore it. |
| A | D | 22. | Both the victim and the harasser must think of the behavior as sexual harassment before it can be considered illegal. |

A N S W E R G U I D E
AGREE/DISAGREE SEXUAL HARASSMENT SURVEY #2

The following statements represent varying facts, opinions, and perspectives on sexual harassment. In the margin to the left, circle Agree (A) or Disagree (D) to indicate your answer.

Agree Disagree

A

D

1. Sexual Harassment occurs more often to women in "blue-collar" jobs (for example: bus drivers, factory workers) than to women in professional jobs (for example: teachers, nurses, lawyers).

D. This has not been proven but rather it is thought that women in all professions receive about the same amount of sexual harassment. It is felt that "blue collar" women are probably victims of more overt types of sexual harassment while professional women experience more implicit and "sophisticated" harassment.

A

D

2. The number of men being sexually harassed by women is on the rise.

A. As more and more women enter the workforce and management positions, it seems that there is an increase in sexual harassment complaints by men. This seems to be more prevalent in traditionally female careers. It will probably never reach the same proportion of males to females however, because we have a male dominated society.

A

D

3. If a woman dresses or behaves "properly" she will not be the target of unwanted sexual advances at work or school.

D. This thinking is a myth that perpetuates the "blame the victim" kind of mentality. Women/girls may dress seductively because of social conditioning to be a "sex object". Dressing for business does not prevent sexual harassment from occurring any more than dressing seductively causes it. Dressing seductively, however, increases the likelihood of being harassed because people buy into the myth that women dress that way to invite sexual attention.

Handout B - Answer Guide

Agree Disagree

- A D 4. More and more women are filing false charges of sexual harassment.
- D. Very few false charges are made. The majority of women don't file a charge or complaint if they are victims so it stands to reason that a false accusation - though it happens - is rare. Discussing sexual harassment is embarrassing and victims report that it evokes many of the same feelings as with sexual assault. However, it's worth noting that to file a false charge of sexual harassment would in itself be sexual harassment.
- A D 5. The employer is not legally liable (responsible) for sexual harassment between co-workers, but is liable for it between supervisors and their employees.
- D. The employer is legally responsible for sexual harassment occurring between co-workers as well as between teachers and students or among school staff.
- A D 6. The school is legally liable for sexual harassment between students.
- A. The school is legally liable (responsible) for sexual harassment between co-workers as well as between supervisors and their employees.
- A D 7. Women in non-traditional jobs (jobs that have usually been all male) are the most likely group to experience sexual harassment.
- A. Women in non-traditional jobs are in the minority in those jobs and receive more sexual harassment, perhaps because the men resent the women entering their domain. It is believed that men in traditionally female also jobs also experience increased harassment.

Agree Disagree

- | | | |
|---|---|--|
| A | D | 8. Most women enjoy getting sexual attention at work and at school. |
| | | D. Most, not all, women feel uncomfortable with sexual attention at work and would rather receive attention crediting them for their work performance. |
| A | D | 9. Sexual harassment is a problem in school. |
| | | A. Studies are showing that approximately 50% of high school students are sexually harassed at school. Though there is no study to indicate how many junior high school students are harassed, early evidence seems to indicate that it's a problem there too. |
| A | D | 10. A firm "NO" is enough to discourage anyone from sexually harassing. |
| | | D. While it is important to clearly communicate your feelings about the sexual attention, it does not always stop the harassing behavior. Saying "no" won't work if sexual harassment is motivated by power. It is difficult to say "no" to a teacher, coach, bully, and the "popular" kids. A person who complains about sexual harassment is often rejected by other kids and labeled a troublemaker. Our society still perpetuates the myth that "no" means "maybe" or "yes". |
| A | D | 11. A little harmless sexual teasing and joking makes the school day fun. |
| | | D. This is a matter of opinion, but remember: sexual harassment is in the eye of the beholder, so what is harmless and flirtatious to one may be offensive to another. |

Agree Disagree

- | | | |
|---|---|---|
| A | D | 12. A good teacher will know if sexual harassment is occurring in his/her classroom. |
| | | D. Most sexual harassment seems to occur in classrooms. The teacher may be aware of "something" happening - due to behavior change, lowered grades, etc., but not know it to be sexual harassment until investigation. Perhaps the teacher knows, but doesn't know how to respond, or buys into social conditioning and accepts it as a way of life. Perhaps the district offers no support in the form of policy or procedure, or the sexual harassment is very subtle and hard to detect. |
| A | D | 13. Most women and girls at work/school use their sexual attractiveness to get their way. |
| | | D. While a few women may, indeed, use their sexuality, the idea of "sleeping her way to the top" is a myth. Again, women would like to be recognized for their personhood and work performance and not as a sex object. |
| A | D | 14. Sexual harassment can occur between members of the same sex. |
| | | A. At least 25% of all males are sexually harassed by other males and 3% of females are sexually harassed by other females. The law protects and applies for homosexual harassment too. "Lezzie" and "faggot" are words of sexual harassment. |
| A | D | 15. The majority of working women have never experienced sexual harassment in the workplace. |
| | | D. Studies show 50-90% of working women have experienced sexual harassment at work. It is a major problem in business, on college campuses and we now know it is a problem in the K-12 schools too. |

Agree Disagree

- A D 16. Most men enjoy getting sexual attention at work and school.
- A and/
D. Men do not enjoy being sexually harassed (the key word here is unwelcome Men, however, tend to receive less sexual attention at work and, when they do, they often report being flattered by it.
- A D 17. Most sexual harassment cases are reported by the victim.
- D. No. Victims are often met with ridicule, hostility and doubt. As with rape cases, they are often blamed for bringing it on themselves.
- A D 18. Most men and boys at work/school use their sexual attractiveness to get their own way.
- D. They wouldn't do this anymore than a woman. They'd prefer to be recognized for work experience.
- A D 19. Women of other races are sexually harassed more than white women.
- A. Myths, such as the notion that black women are exposed to sex at an early age and enjoy sexual attention, perpetuate the behavior. Also, women of color tend to be in lower paying jobs, which increases their risk.
- A D 20. Only people in authority - such as teachers, bosses, principals and supervisors - commit sexual harassment.
- D. Other students, customers, friends, and co-workers also are capable of illegal sexual harassment.
- A D 21. The best way to handle sexual harassment is to ignore it.
- D. Sexual harassment which is ignored tends to escalate. It is important to inform the harasser that the attention is unwanted.

Agree Disagree

A

D

22. Both the victim and the harasser must think of the behavior as sexual harassment before it can be considered illegal.
- D. It is only the victim's perspective that matters.

A SAMPLE SCHOOL POLICY ON SEXUAL HARASSMENT

I. THE POLICY

- A. It is the policy of the _____ Public Schools to maintain a learning and working environment that is free from sexual harassment. No employee or student of the district shall be subjected to sexual harassment.
- B. It shall be a violation of this policy for any member of the _____ Public Schools staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications of a sexual nature as defined in Section II.
- C. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and board policy and procedures governing sexual harassment within his or her school or office.
- D. Violations of this policy or procedure will be cause for disciplinary action.

II. DEFINITION

- A. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
 - 1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement or of a student's participation in school programs or activities;
 - 2) submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student;
 - 3) such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

B. Sexual harassment, as set forth in Section II-A, may include, but is not limited to the following:

- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks to a person, with sexual or demeaning implications
- unwelcome touching
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, job, etc.

III. PROCEDURES

- A. Any person who alleges sexual harassment by a staff member or student in the school district may use the procedure detailed in the District Grievance Procedure or may complain directly to his or her immediate supervisor, building principal, or district Title IX Coordinator. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.
- B. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

IV. SANCTIONS

- A. A substantiated charge against a staff member in the school district shall subject such staff member to disciplinary action, up to and including the possibility of discharge.
- B. A substantiated charge against a student in the school district shall subject that student to disciplinary action which may include suspension or expulsion, consistent with the student discipline code.

V. NOTIFICATIONS

Notice of this policy will be circulated to all schools and departments of the _____ Public Schools and incorporated in teacher and student hand-books. Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in all schools on an annual basis.

Sources: Equal Employment Opportunities Commission (EEOC), Programs for Educational Opportunities (PEO), Ann Arbor, Michigan, and St. Paul Public Schools.

PROCEDURE FOR HANDLING SEXUAL HARASSMENT

Handout D

- STEP 1 Follow the sexual harassment policy/procedure in your school or workplace.
- STEP 2 If no policy/procedure exists: Communicate to the harasser what your feelings are, and that you expect the behavior to stop. (May do so verbally or with a letter.)

If this is too difficult to do alone, seek assistance from a friend, parent, professional, or other trusted adult.

- STEP 3 If the behavior is repeated, write a formal complaint to the harasser.

Document exactly what happened, and keep a copy of the letter:

what happened	what I said/did
when it happened	how I felt
where it happened	how harasser responded
who harassed	<u>verbatim quotations</u>
any witnesses	

Go to a higher authority with the complaint - supervisor, personnel office, principal, assistant principal, counselor.

- STEP 4 If behavior is **AGAIN** repeated: document in writing again. Go to yet a higher authority than those in STEP 3 - personnel director, "boss", superintendent, school board member. Send the letter by registered mail, and keep the receipt. Keep a copy of this letter too.
- STEP 5 If behavior still persists: contact a social service agency or government enforcement agency to pursue legal recourse.

Resource Agencies

1. Department of Education - Equal Educational Opportunities - 296-7622.
2. Department of Human Rights - 296-5663. Or a lawyer.
3. Ramsey County Program for Victims of Sexual Assault 24 hour line - 824-5555.
4. MN Program for Victims of Sexual Assault - 642-0256
5. Y.E.S. - 379-6363
6. Programs for Healthy Adolescent Sexual Expression (PHASE) - Programs for males, females - 612/777-8060
7. MN Department of Human Services, Child Protection Services - 297-3634

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CASE STUDY QUESTIONS AND OPTIONS FOR RESOLVING A SEXUAL HARASSMENT EXPERIENCE

These are examples of incidents that have happened in schools. (These have been reported to the EEO Section of the State Department of Education and at student leadership conferences.)

1. Cindy is an 11th grade student who is asked by a male teacher to sit in the front of the room. At various times he makes comments on how good she looks in her sweater or asks her how her love life is or tells her she would make a great subject for Playboy magazine.
2. A Junior High School teacher chooses to punish his students if they are tardy for class by having them do physical exercise. The male students are required to do push-ups and the female students are required to do jumping jacks.
3. A male colleague goes into the faculty lounge at least two or three times a week to tell dirty jokes and stories. The women are very embarrassed but not assertive enough to speak up and let their colleague know they are being offended. The situation continues.
4. Mrs. Tyler is the Social Studies Curriculum Coordinator. She explains to Howard, a new teacher assigned to her area, that she is much too busy during school hours to take time for his orientation and that he should come to her home that evening. When he arrives, he finds that Mrs. Tyler has created a very romantic and provocative atmosphere with slow music, low lights and chilled wine. It is soon clear that Howard's "school district orientation" means succumbing to Mrs. Tyler's sexual advances.
5. After a physical education class, female students are required to leave the gym and walk down the hall through a long corridor to the locker room. The male students are reported to rapidly leave their classes in order to line the corridors. They make cat calls and ugly remarks of a sexual nature. This situation is not monitored by an adult.

6. Mr. Wilson is a branch manager of a bank which has seven female tellers, two of whom are work study trainees from the local high school. Periodically, he visits each of the teller cages to supervise transactions. Whenever he visits the area assigned to the work study students, he continually touches them, puts his arm around them when giving individual instruction, and often will pat one of them on his way out. However, neither of the students has rebuffed his actions or complained to him directly. He has never asked either of them for sexual favors.
7. In Anytown Junior High School during the time when students are moving from one class to another, several male students seem to make a point of brushing up against female students and physically making contact. Occasionally an angered female student will speak up and report the incident. When this occurs the male students accuse the female of being a poor sport or making more out of the situation than is necessary.
8. Diane Smith is a Senior High English teacher. Three male students - after graduation - tell a female friend that they had gone to bed with the teacher in order to get a higher English grade. (Their grades were raised and they were not complaining - just laughing about it.)

ANSWER THESE QUESTIONS FOR EACH CASE STUDY:

- A. Did sexual harassment occur?
- B. How do you know it is or is not sexual harassment?
- C. Who is the harasser?
- D. Who was harassed?
- E. What should be done?

CHOICES FOR ITEM E, ABOVE:

1. Talk to best friend
2. Talk to teacher
3. Talk to counselor/personnel
4. Talk to boss/principal
5. Talk to parent/guardian
6. Ignore it
7. File an official complaint/legal action
8. Write a letter to harasser

9. Drop the class/quit the job
10. Join a support group
11. Follow school/workplace grievance procedure
12. Get someone else to talk to harasser
13. Talk to harasser

Other Possible Questions:

1. How would you feel in this situation?
2. What would you be most concerned about?
3. What do you think is going on for the harassers?
4. What if this were your friend, a student in your class, or someone with whom you work, and you disagreed with what she wanted to do? Would you support her? How?
5. Is it important that students and co-workers support each other?
6. Could such an incident be prevented? How? (Watch out for "blaming the victim" myths on this one.)

CASE STUDY ANSWER GUIDE

Case #1

- A - yes
- B - sexual content of comments
power of teacher over Cindy
- C - teacher
- D - Cindy
- E - see options - 1, 5, 8, 11 Others?...why or why not?

Case #2

- A - no, sex discrimination, not harassment
- B - not a sexual nature

Then change one aspect...

"The teacher required that the girls did the jumping jacks in front of the boys. Now is it sexual harassment?"

- A - yes
- B - sexual when girls jump - breasts move
exploitive - in front of boys and teacher
power - teacher's wish
- C - teacher
- D - girls - boys too
- E - 1, 2 (perhaps as a group), 5, 8, 11 Others?
Why or why not?

Case #3

- A - yes
- B - dirty jokes
- C - male teacher
- D - other faculty - the women and perhaps some men
- E - 13, 8, 11 Others? Why or why not?

Case #4

- A - yes
- B - sexual, power of coordinator over new teacher.
Even though the sexual harassment is occurring outside the school/workplace, it is still illegal because it affects the working relationship.
- C - Mrs. Tyler
- D - Howard
- E - 13, 8 - if doesn't stop - 11 Others? Why or why not?

Case #5

- A - yes
- B - cat calls, ugly remarks - staring at girls
- C - boys
- D - girls
- E - 1, 2, 3, 4, 5, 11 Others? Why or why not?
Even though there is no adult, there should be;
therefore, the school is liable.

Case #6

- A - no
- B - no, because none of the girls have complained to him or rebuffed his actions. He's asked for no sexual favors. It's possible that sexual harassment may be occurring, but more information is needed. Remember that touching is healthy, but sexual harassment is in the eye of the beholder.

Case #7

- A - yes
- B - physical contact, brushing up against the females
- C - boys
- D - girls
- E - 1, 3, 4, 5, 11 Others? Why or why not?

Case #8

- A - yes
- B - sexual rumors
- C - boys
- D - Diane Smith
- E - 1, 4, 7, 13 Others? Why or why not? Just because their grades were raised does not prove they went to bed with Diane.

SEXUAL HARASSMENT QUESTIONNAIRE

Sexual harassment may occur in school between students and teachers and among students. To refuse sexual demands from a teacher, administrator, counselor or other school personnel means risking lowered grades, poor recommendations for jobs or other schooling or perhaps other negative consequences. To be sexually harassed by fellow students in school may also lead to a variety of negative effects. There are laws to protect you, a student, if sexual harassment occurs in school. All information provided by you on this questionnaire is confidential. The more accurate information we have about the threat and reality of sexual harassment to students, the better able we will be to prevent it from occurring.

For questions with more than one answer, please check as many as apply.

Please indicate your sex: _____ Male _____ Female
 _____ School _____ Age
 _____ Grade

1) Are you aware of sexual harassment going on in your school...

among students _____ yes _____ no
 among students and teachers _____ yes _____ no

2) How often do you think sexual harassment is happening?

_____ all the time
 _____ most of the time
 _____ 1/2 of the time
 _____ sometimes
 _____ not very often
 _____ it's not occurring

3) Please check all that apply: Do you feel you have ever been sexually harassed by a...

_____ student
 _____ teacher
 _____ coach
 _____ principal
 _____ janitor
 _____ secretary
 _____ other (explain: _____)

OPTIONAL If you checked any item in Question 3 ...

... for the following questions mark "S" if the situation occurred with another student and "P" if it occurred with school personnel. If it occurred with both a student and school personnel mark "S" and "P". You may choose to use just a check mark.

4) How did you feel about the attention?

- angry
- scared
- confused
- ashamed
- I thought the attention was misunderstood by me
- I was flattered.
- I didn't think it was a big deal.
- It was just a sexist attitude.
- embarrassed
- Other (specify: _____)

5) What form did the sexual attention take?

- staring
- gestures
- pulling at clothes
- saying things to me or others
- touching
- vibes/"a gut feeling"
- obvious proposition - asking for sexual activity
- Other (specify: _____)

6) Where did the attention take place?

- classroom
- car (if she or he gave you a ride home)
- auditorium
- parking lot
- teachers' lounge
- cafeteria
- office
- hallway
- gym or locker room
- Other (specify: _____)

7) When did the attention take place?

- after school
- before school
- between classes

7) cont.

- during class
 during lunch or recess
 in the evening
 Other (specify: _____)

8) Did you talk about what happened to you with someone else?
If so, who?

- friend
 teacher
 guidance counselor
 parent
 boyfriend/girlfriend
 family member
 school staff or administrator
 community group (please describe: _____)
 church
 agency (e.g., hotline, community mental health center)
 Other (specify: _____)

9) What did you do about it?

- I ignored it
 Went along with him/her (if so, explain) _____

 talked to a teacher or counselor
 stayed away from him/her in halls, classes, etc.
 reported him/her to the principal
 cut his/her class
 didn't go to school for a couple of days
 transferred to another class
 quit school
 talked alone to harasser
 slapped or hit harasser
 talked with group to harasser
 talked with parents about harasser
 Other (specify: _____)

10) If you reported him/her, to whom did you report?

- teacher
 counselor
 principal
 superintendent
 other

What did this person say/do? _____

11) How did you feel about the action you took when the person harassed you? _____

12) How do you feel now about the harassment? _____

13) Did the way you respond to the attention change the relationship between you and the harasser?
_____ yes _____ no

Please explain: _____

14) If you went along with the sexual attention, what were the main reasons that you did?

- _____ grades
 _____ I like him or her.
 _____ I need a good recommendation for a job.
 _____ I need a good recommendation for college or Vo-Tech.
 _____ She/he was popular with the kids.
 _____ It made me feel important.
 _____ It made me feel loved.
 _____ I thought it would help my popularity.
 _____ I was scared of what would happen if I didn't.
 _____ Other (specify: _____)
 _____)

15) If you didn't go along with the harassment - how come?

- _____ I didn't like him/her.
 _____ She/he was too old.
 _____ I was afraid someone would find out.
 _____ I was offended/disgusted.
 _____ I didn't think anyone would believe me.
 _____ I was not sexually interested in the harasser.
 _____ Other (specify: _____)
 _____)

16) Did she/he imply you could get a special favor if you went along with his/her attention? If so, what? _____

17) Did she/he imply that you would be punished if you would not go along with the attention?
_____ yes _____ no

Explain:

- suspension
- disciplinary action
- drop in grades
- smear your reputation/tell lies about you
- phone call to your parents - lying or smearing your reputation
- Other (specify): _____

18) How often has this person verbally or physically harassed you sexually?

- repeatedly
- daily
- weekly
- monthly
- occasionally
- once or twice

19) Does the harasser have a reputation of sexually harassing people?

- yes no I don't know

20) How do you think a situation like sexual harassment in the school should be handled?

- student suspension
- legal action
- ignore it
- follow sexual harassment policy for reporting
- teacher or administrator suspension or firing
- peer support groups
- let individuals deal with it in their own way
- knowledge and availability of support within the school
- knowledge and availability of support within the community
- Other (specify): _____

Please give us any additional information or comments about this questionnaire or about the problem of sexual harassment.

APPENDIX

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EMPLOYER LIABILITY
Optional Sub-Unit

(Use Transparency #2 "Definition")

- #1 - This means that "going along" or "not going along" with the sexual harassment will determine whether or not you are hired for the job, or if you are fired. If this happens the employer is legally liable and could be sued.

It may happen at school: A coach/advisor may approach you the same way in reference to getting on the cheerleading squad, football team, school paper or debate, etc. Then the coach/advisor may be liable as well as the principal and the school district.

- #2 - This says that "going along" or "not going along" with the sexual harassment will determine whether you get a raise or promotion, what hours you may have or how you get reviewed.

Remember: It is still sexual harassment, even if consequences are only implied. (Explain "implied".)

Who may be liable? (boss, company)

Both 1 and 2 deal with people in power positions.

- #3 - In #3 it becomes a bit more difficult to determine liability.

#3 indicates that the harassing behavior may be from a person not in a power position over you: For example, a person that does the same job as you, or the person whose locker is next to yours, or a customer/client. It could be anyone who is harassing you to the point that you don't want to go to work or school.

#1 and 2 are very clear in stating that the employer is always liable for sexual harassment.

#3 indicates that the employer may be liable; it is sometimes dependent upon whether or not the employer was notified of the harassment. If the employer is aware that harassment is occurring and chooses to ignore it, then there is liability. The victim should document, document, document.

Suggestion for activity - go through **Workplace Case Studies** (Handout G p. 56) and determine which of the three conditions exists and who is liable.

Workplace Case Studies

1. Ms. Sarah Wilson has been promised a promotion if she agrees to have a few "late dinners" with her boss.
2. John has been trying to break off his affair with his boss, Larry. Larry is having a rough time accepting John's decision and has told John he'll be fired if he continues to be "so hard to get along with".
3. Amy is consistently the only woman accountant involved in the accounting staff meetings. The chairperson of the meeting repeatedly asks Amy to be the recorder of the minutes.
4. Mary is a waitress at a bar/restaurant that is frequented by the employees of a major retail business adjacent to Mary's workplace. She is subjected to sexual advances and comments by the men from the retail business. She is thinking about quitting her job because of the behavior.
5. Pete, a janitor at a local fitness club and Joyce, the aerobics instructor, have been dating and will soon be moving in together.
6. Dr. Jill Johnson, department chair of In-Patient Services at the hospital, is attracted to her new assistant - Dr. Mike Frenzel. She is interested in pursuing a dating relationship with him and asked him out one night after the staff Christmas party. He was shocked, said he was busy, and quickly left in his car.

ANSWER THESE QUESTIONS FOR EACH CASE STUDY:

- A. Did sexual harassment occur?
- B. How do you know it is or is not sexual harassment?
- C. Who is the harasser?
- D. Who was harassed?
- E. What should be done?

CHOICES FOR ITEM #, ABOVE:

1. Talk to best friend
2. Follow workplace grievance procedure
3. Talk to personnel
4. Talk to boss
5. Talk to harasser
6. Ignore it
7. File an official complaint/legal action
8. Write a letter to harasser

Answer Key - Workplace Case Studies

Case #1

- A - yes
- B - implied relationship other than professional,
power issue of boss over Sarah
- C - Boss
- D - Sarah
- E - options - 2, 4, 5
others? why or why not?
Who's liable? the boss and the company

Case #2

- A - yes
- B - homosexual affair carried into
workplace
power issue of Larry over John
- C - Larry
- D - John
- E - options - 2, 3, 7, 8
others? why or why not?
Who's liable? Larry and the company

Case #3

- A - no
- B - discrimination - not harassment
(not of sexual nature), but still illegal if made
a condition of her employment as an accountant.
- C - NA
- D - NA
- E - Amy should assert her right to say no.

Case #4

- A - yes
- B - comments of sexual nature and offensive
- C - men in bar
- D - Mary
- E - Mary's boss, who is liable, should stop the customers
from harassing Mary -- even if it means evicting the
customers.

Case #5

- A - no

Case #6

- A - maybe

GLOSSARY OF TERMS

- ASSUMPTION - Taking something for granted without checking to make sure it is accurate.
- COERCE, COERCION - To force someone to think or act in a given manner by pressure, threats or intimidation.
- EMPLOYEE - One who works for a company.
- EXPLICITLY - Straightforward, openly.
- IMPLICITLY - Implied, not openly expressed, hinted at.
- LIABILITY - Often used in the legal sense, as being responsible or obligated and therefore chargeable under criminal law.
- MYTH - A fictitious story or unsubstantiated belief of unknown origin.
- PHYSICAL SEXUAL CONDUCT - Touching a person's body parts jokingly or as a form of showing affection when it is not requested.
- REJECTION - Deny, disapprove. To refuse to consider or go along with.
- SEXISM - Stereotyping a person on the basis of gender. Behaving as though males and females fit the stereotypes.
- SEXUAL ADVANCES - Attempts to lure someone into a sexual act.
- SEXUAL FAVORS - Requesting sexual acts in return for a reward, such as a higher grade.
- SEXUAL HARASSMENT - Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
- STEREOTYPE - Attributing abilities, behaviors, interests or values to individuals and/or groups of people based on their sex or race.
- SUBMISSION - To consent or go along with someone's proposal or suggestion. The word suggests reluctant consent.
- VERBAL SEXUAL CONDUCT - Inappropriate remarks about a person's clothing, body, etc.

MISCELLANEOUS STUDENT ACTIVITIES

- 1) Have students think back to a time when they were sexually harassed, and write a letter to the harasser telling him/her:
 - what the harasser did (specific behavior) and when it occurred,
 - how that made the victim feel, and
 - that the victim wants the harasser to stop.

(Students may choose to rip up the letter and throw it away.)
- 2) Find a magazine ad or TV commercial of a product that exploits a male or female (one which is offensive to the students) and have the class or individual students write a letter to the company explaining what the class or student feels and thinks about the ad.
- 3) Have students bring in magazine ads that define what it is to be male or female. Discuss the stereotypes and have students make collages of ads.
- 4) Break into groups and give students role plays to do. Try role reversals where students strike up conversations with the opposite sex in the manner that they think the opposite sex normally approaches them. Discuss how they like seeing how they are perceived. Are their perceptions correct? Why or why not? Also, have a female sexually harass a male. Discuss how each felt.
- 5) Give each student a copy of the words to the song - "No Laughing Matter: High School Students and Sexual Harassment" (p.67) and discuss what it means.
- 6) Put a picture of a "macho" man up on the board. Have the students write a story about the man: what he does, how he feels about himself, about women, etc. Do the same with a picture of a seductive woman.
- 7) Have students watch TV programs and commercials and evaluate for sexual messages.
 - What is the ideal male? female?
 - Can this ideal be attained by anyone? Some? At what cost?
 - How do males and females relate to each other? Who's in control? Who is responsible for the relationship?

- 8) Put stereotypes/myths/assumptions on notecards. Give one to each student and have the student read to the class. Get reactions and discuss.
- 9) Have students tell who their personal heroes/heroines are. (Rock stars, movie stars and/or athletes are the usual.) What is the message each is saying about being male or female?
- 10) Have students develop a play about sexual harassment to do in front of _____.
- 11) Decorate the class bulletin board with articles dealing with sexual harassment.
- 12) Encourage students to write an article on sexual harassment for their school paper.
- 13) Work through the student council and have a sexual harassment prevention poster contest in the school.
- 14) Divide into male and female groups. Have the male group list five things that females can do and boys can't. Have females list five things males can do and females can't. (Only difference is — really — that females can have babies.)
- 15) Divide into all-male or all-female groups. Have males list all the advantages to being male; females do the same. Then have males list all the advantages of being female; females do the same. Repeat the procedure with disadvantages. Discuss.
- 16) Have each student draw a picture of a whole person; the person is to represent the student so should be male or female. Have the students color in the areas of their body that are OK for someone to touch. Discuss touching and its relationship to sexual harassment.
- 17) List adjectives on the board that could be used to describe someone. For example — strong, pretty, sensitive, tough, aggressive, wimpy, smart, athletic, sexy, brave, graceful, violent, helpful, friendly, emotional, honest, etc. Have each student mark each adjective with a "M" or "F" according to whether quality for "male" or "female". Then take a class vote on whether each characteristic is male or female. A quick vote is taken and the majority "wins".

Did the class agree 100% with which qualities are masculine and feminine? Ask the girls how many found some "male" qualities they like in their girlfriends and themselves. How many boys found some "female" qualities they like in their boyfriends or themselves? Ask them which qualities are OK for male and/or female.

- 18) Divide into groups (no more than 6-8 per group) and give each group one or two case studies of your description. They are to decide if it is sexual harassment and, if so, what the victim and the school district should do about it.
- 19) On the blackboard, write the following:

Female

Male

Food-Plant-Animal-Other Food-Plant-Animal-Other

Have the students brainstorm (in groups) as many names/terms as they can that males and females are called for each category. (Examples: honey, tomato, dish, sugar, peach, shrinking violet, clinging vine, dog, cow, ball and chain, etc.) Anything goes. Write the words on the board in the appropriate column. Ask the students to indicate which words are positive and which are negative. Discuss.

How many more negative than positive terms are there? Do boys or girls have more negative terms? Discuss this in relationship to showing disrespect, treating/viewing each other as sex objects, and sexual harassment. (Careful with words like chick and fox. While they are often used as a compliment, they are usually negative and sexist.)

- 20) Have students interview parents and grandparents to learn the attitudes they have about the role of males and females, their opinions about sexual harassment stories they have witnessed or experienced. How do the students' attitudes compare and contrast to those of their relatives?
- 21) Research a sexual harassment court ruling (example - Burlington Northern RR) that involves sexual discrimination. What legal principles were at work? Is it fair for an employer to be liable for sexual harassment?

- 22) Role play various sexual harassment scenarios:
- a boy seeing Playgirl centerfold in a girl's locker
 - a girl receiving cat calls from three boys
 - a girl trying to get to her locker but being blocked by a group of boys
 - a boy being sexually harassed by his track coach.
- 23) A bulletin board display for the entire school with articles, pictures, a write-up of the law with charts and posters. Include both sexes working at non-traditional jobs.
- 24) Begin a support group dealing with the issue of sexual harassment and related issues.
- 25) Divide the student handbook into sections and have small (three students) groups evaluate the policies according to Title IX regulations. Have them report their findings to the Title IX school coordinator.
- 26) Obtain music and lyrics to popular songs. Play and listen to each song and discuss the implications of its messages.

ACTION PLAN FOR STUDENTS CONCERNED ABOUT SEX DISCRIMINATION

What can you as a student do when you believe that:

- Course material or instructor comments ignore or deprecate you because of your gender?
- An instructor does not take your career and educational goals seriously because she/he appears to believe them inappropriate for members of your gender?
- You are denied resources, such as financial aid, admission to a class or an apprenticeship because of your gender?
- You are being sexually harassed by another student?
- You are pressured by an instructor or staff person to participate with him/her in social and/or sexual activities?
- You are patted or caressed in a sexual manner and it is an unwelcome behavior?

Students often feel powerless in such situations, but there are people in your school who are willing to talk to you about these problems. Such situations as the ones described above may be against the law. In some instances they occur out of ignorance or misunderstanding, and need only be brought to the attention of the perpetrator. In other instances, the perpetrator may be subject to professional reprimand or discipline.

ACTIONS YOU CAN TAKE (In Suggested Order)

1. **Talk to the perpetrator.** Carefully explain why you view the particular comment, joke, course reading, action taken, etc., as sexist. Regard the meeting as a kind of consciousness-raising session where you help her/him understand how you feel. Sometimes people aren't aware of how their remarks or actions affect someone else, and communicating your feelings to the person might be most helpful to him/her in avoiding such actions in the future. Be sure to prepare for the meeting ahead of time with documentation (e.g., class notes, tapes, specific comments she/he made) and a logical presentation. Sometimes

people don't understand how sexist remarks can hurt; it might help you to draw the analogy of racist or anti-ethnic remarks as, "Would you make fun of a person's skin color or ethnic background? Then why do so with a person's gender?"

1. To get support for yourself, consider going to see the perpetrator with people who will support you. You can also seek help from the people who hold the positions listed below.
2. Tell your parents and ask them to help you.
3. Contact school staff people who are concerned about gender discrimination and/or sexual harassment to provide help and advice if you need it.

District Superintendent (phone #)

District Title IX Coordinator (phone #)

Principal (phone #)

Counselor (phone #)

4. If you have talked to the instructor, staff person, or peer who is the perpetrator and still the gender discrimination continues, write a letter to the Title IX Coordinator documenting the incidents and explaining why they are offensive to you. State that you have not obtained results from telling the perpetrator to stop and note the date(s) you told him/her. Send a carbon copy to the principal and superintendent. If you fail to receive a satisfactory answer, request a meeting with them and take along an objective third party (your parents or another instructor).
5. It may be necessary to file a formal grievance or complaint. Find out if your school has a sexual harassment policy and a grievance procedure. Ask one of the people listed above or another trusted adult to help you follow the grievance procedure.

6. Minnesota Department of Education Equal Educational Opportunities staff may also be contacted to hear your complaint and give you advice.

Adapted from a paper prepared by: Utah University Committee
on the Status of Women

NO LAUGHING MATTER:
HIGH SCHOOL STUDENTS & SEXUAL HARASSMENT

The boys don't show
And the girls don't tell
How hard sometimes it is to think
You could ever learn it well.

The girls don't tell
And the boys don't show
How hard sometimes it is to know
You're hurting
Someone else.

The boys don't show
And the girls don't tell
How hard sometimes
It is to think
You could ever learn it well.
Just like a woman
Just like a man
We're all in this together
We all can hurt sometimes.

Doing my work
Feeling able and strong
More to be learned
And it's coming along
Fit it together
Lift it in place
A joke calls me back
To my shape and my face.

Guys that I see
Have so much to lose
Act like a man
There's not much to choose
It's something to prove
You're weak or you're tough
And being yourself
Doesn't seem like enough

The girls don't tell
And the boys don't show
How hard sometimes
It is to know
You're hurting
Someone else
Trying to think
About yourself
You hate to show you care
Want to fit right in somewhere.

The boys don't show
And the girls don't tell
How hard sometimes it is to think
You could ever learn it well.

Just like a woman
Just like a man
We're all in this together
We all can
Help sometimes.

I'm out in the morning
I swing in the sun
I lift in the breeze
My feet want to run
An ugly laugh
A dirty name
My woman's body
Won't take the blame.

The girls don't tell
And the boys don't show
How hard sometimes it is to know
You're hurting
Someone else
What are you thinking
About yourself
You hate to show you care
Want to fit right in somewhere.

The boys don't show
And the girls don't tell
How hard sometimes it is to think
You could ever
Learn it well
Just like a woman
Just like a man
We're all in this together
We all can help sometimes.

copyright: Kathy Moore,
Solid Ground

"Who's Hurt, Who's Liable:
Sexual Harassment in
Massachusetts Schools".
Massachusetts Department
of Education, May 1983.

AGENCY RESOURCES

Department of Education Equal Educational Opportunities	(612) 296-7622
Equal Employment Opportunity Commission (EEOC)	(612) 370-3330 1+ 800 872-3362
Department of Human Rights	(612) 296-5663 1+ 800 652-9747
24 hr. referral service for MN crime victims	1+ 800 247-0390
Youth Emergency Services crisis	(612) 379-6363

Course Objectives

- Recognize and list behaviors which may constitute sexual harassment.
- Recognize the legal liability for instances of harassment.
- Describe some of the causes of sexual harassment.
- List some of the potential psychological effects of harassment on the victim, the classroom/work unit, and the organization.
- Know how sexual harassment costs your employer money.
- Know the proper procedures to follow if sexual harassment occurs.

DEFINITION

Sexual harassment includes "unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature," when any of four conditions are met:

- **Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;**
- **Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;**
- **The conduct or communication has either the purpose or effect of "substantially interfering" with a person's education; or**
- **The conduct or communication creates an "intimidating, hostile or offensive" educational environment.**

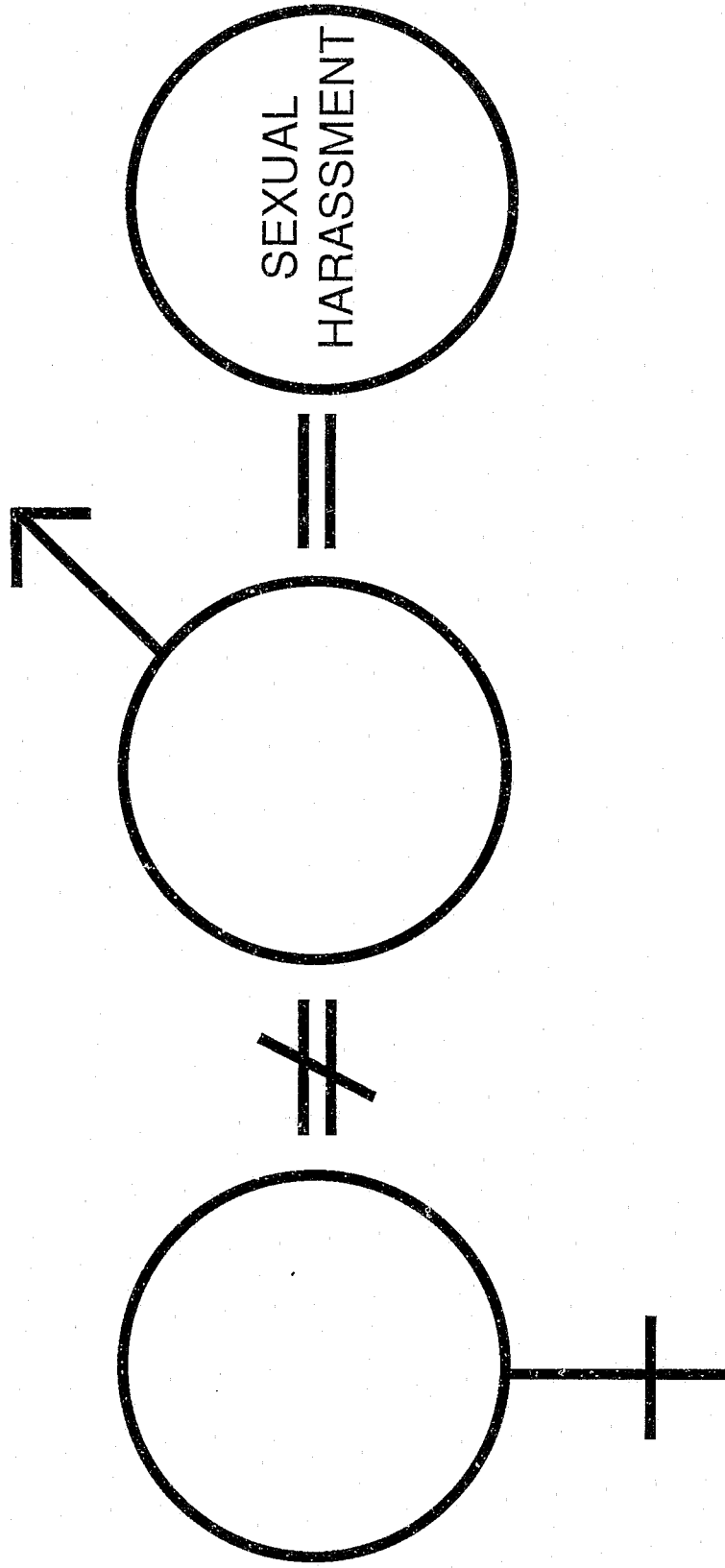
Sexual Harassment

Feels "bad"
one sided
feel unattractive
is degrading
feel powerless
power based
negative touching
unwanted
illegal
invading
demeaning
sad/angry
negative self-esteem

Flirting

Feels "good"
reciprocal
feel attractive
is a compliment
in control
equality
positive touching
wanted
legal
open
flattering
happy
positive self-esteem

EYE OF THE BEHOLDER



The basic cause of sexual harassment is inequality between the sexes.

Causes of Sexual Harassment

1. Sexual harassment can result from communication problems between people in the workplace.
2. Sexual harassment can result from a need to conform to social norms which encourage it.
3. Sexual harassment can be due to an abuse of power.

Some Assumptions and Attitudes About Sexual Harassment

1. This doesn't happen here: we don't have this problem.
2. She asked for it/provoked it; she's responsible for it.
3. It's only harmless flirtation
4. She enjoys it; she's flattered by it.
5. If it's not physical, it's not bad.
6. It's inevitable - It's your lot in life as a woman.
7. Women are manipulators; they use their sexuality.
8. It's a man's world - boys will be boys.
9. She's too sensitive - she took it the wrong way.
10. She's a prude.
11. Now men can't even talk to women.
12. Women are sex objects.
13. The way she dresses, she must be asking for it.
14. It can't happen to me; my own behavior is harmless.
15. She can't take a joke.
16. She's a troublemaker.
17. It's normal work-day behavior - everyone here does it.

Sexual Harassment Generally Occurs:

1. In organizations where there is no policy or procedure;
2. In organizations where policy and procedure are not visibly supported;
3. In areas that are traditionally all female or all male;
4. In areas where job requirements are routine, repetitive, and low level (i.e., positions that are easily filled);
5. In departments where the distance between a supervisory position and an employee's position are negligible in terms of additional knowledge or skill requirements, and conversely where the chance for supervisory promotion is slight because considerable knowledge, experience, and skills must be added;
6. In organizations where there is limited information from the bottom up.

ILLINOIS SURVEY

Out of 4859 women surveyed:

- 90% of the women think sexual harassment is a problem
- 70% of the working women felt they had been harassed at one time or another

Of those who felt they had been harassed:

- 52% had been subjected to sexual remarks or teasing
- 41% had been the target of suggestive looks or leers
- 26% had experienced subtle sexual hints or pressure
- 25% had been physically touched or grabbed
- 20% had been propositioned
- 14% had been repeatedly pressured to engage in a personal sexual relationship
- 9% reported other miscellaneous forms of unwanted sexual attention
- 2% had reported forms of coercive sex

What position did the harasser hold?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
student	76	21	79
teacher	34	31	25
administrator	7	15	4
other	---	---	---

What form did the attention take?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
remarks	79	62	79
staring	52	46	79
touch	48	62	67
gestures	38	38	79
propositions	6	8	7
other	9	11	8

Where did the
attention take place?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
classroom	79	62	71
hallway	76	62	63
cafeteria	20	15	17
auditorium	17	---	13
other	14	15	29

When did the
attention take place?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
during class	76	62	67
between classes	69	54	75
after school	24	23	38
before school	17	15	25
lunch	17	15	17
other	21	5	33

How did you feel about the attention?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
angry	72	70	75
confused	31	31	33
scared	20	---	42
it was sexist attitude by harasser	20	46	29
ashamed	17	23	25
it was misunderstood by me	7	15	13
flattered	---	---	8
other	7	8	29

What did you do?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
ignored it	79	54	75
hit harasser	10	15	17
talked alone to harasser	10	---	8
transferred to another class	7	8	4
didn't go to school for a few days	3	---	---
talked to teacher/ counselor	3	---	4
reported him to principal	---	15	4
other	10	8	13

To whom did you talk about the incident?

	Group 1 (%)	Group 2 (%)	Group 3 (%)
friend	76	62	63
boyfriend/girlfriend	28	---	29
other family member	21	8	29
parents	14	38	29
agency	7	---	---
teacher	3	8	8
administrator	3	8	---
other	10	---	---

The Effects of Sexual Harassment

	Effects on the Victim	Effects on the Work Unit	Effects on the Organization
Potential Psychological Effects	<ul style="list-style-type: none"> <i>Shame</i> <i>Fear</i> <i>Humiliation</i> <i>Self-Doubt</i> <i>Embarrassment</i> <i>Guilt</i> <i>Anger</i> <i>Powerlessness</i> <i>Stress</i> <i>Withdrawal</i> <i>Isolation</i> <i>Degradation</i> 	<ul style="list-style-type: none"> <i>Morale problems</i> <i>Tarnished reputations</i> <i>Trust decreased</i> <i>Confusion/bewilderment</i> <i>Shock</i> 	<ul style="list-style-type: none"> <i>Lowered morale</i> <i>Public relations problems</i> <i>Loss of trust</i> <i>Hostile employee relations</i> <i>Polarization of men & women</i> <i>Anger towards company</i>
Potential Economic Effects (Costs)	<ul style="list-style-type: none"> <i>Loss of job</i> <i>Job search expenses</i> <i>Loss of seniority</i> <i>Loss of references</i> <i>Medical expenses</i> <i>Increased absenteeism</i> <i>Reduced productivity</i> 	<ul style="list-style-type: none"> <i>Reduced productivity</i> <i>Increased work load</i> <i>Manager's performance review potentially affected</i> <i>Potential turnover costs for recruiting and training</i> <i>Safety can be jeopardized</i> 	<ul style="list-style-type: none"> <i>Legal expenses</i> <i>Cash settlements</i> <i>Reduced productivity</i> <i>Increase in use of benefits</i> <i>Unemployment Comp. claims</i>

Reprinted from: "Effective Management Strategies, Preventing Sexual Harassment", Chrysalis, 1982.

RIGHTS RESPONSIBILITIES

WHY WRITE A LETTER?

- 1. It helps the victim gain a sense of control over the situation;**
- 2. It breaks a pattern of silence the victim may have kept out of fear of retaliation and/or disbelief;**
- 3. It maintains confidentiality;**
- 4. It provides harassers with information about the way their behavior is being interpreted by another individual;**
- 5. It most likely avoids formal charges and a public confrontation;**
- 6. It suggests that the victim is willing to take action to stop the harassment.**

WRITING A LETTER TO THE HARASSER

- **Factual account of what happened including date(s), place(s), people present and a description of the incident(s). Date your letter.**
- **Description of how you felt about the incident(s).**
- **What the writer wants to happen next.**

(This letter is between us, this time, but I have kept a copy and have noted that it was hand delivered at such and such a time and place on this date. NOTE: The writer does not have to wait while it is being read in case the alleged harasser wants to minimize and discount the writer's feelings and perceptions. There is no need to be revictimized.)