**Sexual Harassment Prevention**

**Flirting and Boundaries: RACHEL**

**LEARNING OBJECTIVES**

Students will create a foundation for healthy communication within relationships by identifying healthy flirting behaviors and learning to respect personal boundaries while flirting. Students will contrast healthy flirting and respectful communication with sexual harassment behaviors and identify different ways to be an active bystander.

**STATE/NATIONAL LEARNING RESULTS**

MAINE – C2: Avoiding/Reducing Health Risks, D1: Influence on Health Practices/Behaviors, E1: Interpersonal Communication Skills, E2: Advocacy Skills

NATIONAL –2: Students will analyze influence of family, peers, culture, media, technology, and other factors on health behavior; and 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Grade Level:** 7

**Time:** 30 minutes

**Materials:** scripts, scrap paper, worksheets

**ACTIVITY OUTLINE:**

1. Flirting Think & Write
2. Sexual Harassment Link
3. Activity Directions
4. Discussion Lines 1-3
5. Discussion Lines 4-6
6. Discussion Lines 7-9
7. Discussion Lines 10-12
8. Discussion Lines 13-15
9. Resources
10. Wrap-Up

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| **FLIRTING THINK & WRITE**   1. **Think & Write**    * + 1. We are going to pass out a worksheet to each of you. I want you to spend the next minute thinking and writing about the flowing questions at the top of the worksheet:           1. What is flirting?           2. Why do we flirt?    1. We will not collect your answers, but everyone needs to have something written down for each question. Don’t worry about complete sentences or spelling, just be ready to share your thoughts on these questions when we come back together as a group. 2. **Discussion**    1. I want to hear what you wrote down for the first question, “What is flirting?” (Flirting is a way to get to know people you might like to go out with or have a crush on. Flirting can be verbal, like talking, or it can be through texting or messaging online. Flirting can also be physical, like using your body language to show you like someone. Flirting is mutually participatory.) *[If students do not volunteer answers, presenter can call on a student. It is also appropriate to address why it can be uncomfortable to talk about flirting and crushes in class. Presenter may need to ask follow up questions i.e. What are some ways we flirt? What do we use to flirt?]*    2. Let’s move onto the second question, “Why do we flirt?” (We flirt to let someone know we are interested in them romantically, and we are trying to figure out if they feel the same way. We flirt because we are exploring the feelings and boundaries associated with the romantic feelings we are having. Basically we are testing the waters with the person we like.) *[Presenter may need to ask follow up questions i.e. What are we trying to figure out by flirting? ]*    3. Now that we have a good definition of flirting and understand why we do it, let’s talk about what it feels like to be flirted with.    4. How does it make a person feel when someone they like is flirting with them? (Good, happy, nervous, still awkward, self-esteem goes up, butterflies in stomach, excited)    5. **Ok so how does it make a person feel when the flirting is unwelcome?** (Scared, worried, anxious, angry, annoyed, confused, awkward)    6. **What happens if this unwelcome flirting continues to happen?** (Sexual Harassment) | **NOTES/PREP:**  *Pass out worksheet.*  *When students are writing, presenter should walk around the room to make sure everyone is thinking/writing.*  *Give the students a 15 second warning when the 1-2 minutes of writing time is wrapping up.* |
| **SEXUAL HARASSMENT LINK**   1. **Define Sexual Harassment** 2. You’ve probably heard about sexual harassment, but we want to make sure we all have a clear understanding of what it is and how it can happen. Let’s start by breaking down the definition together. 3. Let’s start with basic harassment. **What is harassment?** (Harassment is when someone does something that is unwanted.) 4. **Who gets to decide if the behavior is unwanted, the person doing the harassing or the person being harassed?** What if the harasser says “it’s just a joke, stop being so sensitive!” (The person receiving the behavior gets to decide if it’s unwanted or not, even if it’s just a “joke”. That doesn’t change how they feel. If it makes them uncomfortable, the harasser needs to stop the behavior.) 5. **Does harassment happen just one time?** (No harassment is repeated.) 6. **What are the ways a person might experience harassment?** (Physical, Verbal, Written or Cyber) 7. Ok let’s talk about what turns harassment into sexual harassment. Any time that harassment is sexual in nature, we call that sexual harassment. 8. It doesn’t have to be sexually graphic or explicit for the harassment to be sexual in nature 9. “Sexual in nature” means that the harassment is about someone’s gender, body or relationship.    1. Gender: talking about someone’s gender identity or gender expression, using gendered sexual harassment terms (reference gender box activity if applicable)    2. Body: Making sexual comments about someone’s body; sending pictures or Snapchats of someone’s body that are sexual in nature; drawing sexualized body parts; groping someone or snapping a bra snap    3. Relationship: making fun of someone because of who they are dating or attracted to; rumors about who someone is dating or attracted to; asking someone out repeatedly; rumors about what someone is or isn’t doing in a relationship; **flirting with someone who doesn’t want to be flirted with.** 10. Is flirting sexual in nature? (yes) [*if students struggle with understanding this, revisit the beginning question of why we flirt:* when we flirt we’re expressing that we are interested in someone romantically and want to know if they feel the same. Do we flirt with our platonic best friend? No.] 11. Do the ways in which we flirt mirror the ways in which someone can be harassed? (Yes, verbal, physical and written or cyber) 12. When you have a crush on someone, sexually harassing them is probably the LAST thing you want to do, so picking up on their signals when you’re flirting is so important to figure out their boundaries and determine if they like you back. | *As students are unpacking the definition with the presenter, fill in the pieces of the sexual harassment definition on the board as follows:*  ***Harassment:***  ***-Unwanted behavior***  ***-Repeated***  ***1. Verbal***  ***2. Physical***  ***3. Written/Cyber***  *Invite the students to do the same on their worksheets.*  *When “sexual in nature” is discussed, presenter should add the “sexual” to the harassment definition on the board:*  ***Sexual Harassment***  ***-Unwanted behavior***  ***-Repeated***  ***-Sexual in nature***  ***1. Verbal***  ***2. Physical***  ***3. Written/Cyber*** |
| **ACTIVITY DIRECTIONS**   1. **Activity Introduction** 2. We are now going to do an activity where we will think more about flirting, sexual harassment, boundaries and how to be an active bystander. 3. We are going to work through a scenario about students named John and Rachel where each person will have the opportunity to play a role as one of the characters in the story. 4. Everyone is going to get a numbered card. We are going to ask you to stand up in groups based on what number you have on your script. *[Hold up an example of the skit cards to the class].* 5. Our facilitator­ [Name] will be playing the role of Rachel, one of our main characters. The story will bounce back and forth between Rachel and the other characters in the story. 6. We are going to pause the dialogue at certain points to dissect what’s happening in the story. 7. Some of you may have more than one line or role. *[This depends on the number of students].* 8. This activity only requires that one person talk at a time, so please be respectful of your classmates. | *At any point during this activity if students are quiet or not answering the questions it can be helpful to ask, “does this seem realistic?” This can help break the ice if students are hesitant.*  ***\*\*Preface this activity with a language disclaimer: “In this activity you are going to hear some REAL language that you might hear at school or in the community to put down another person. We realize that these words might make you uncomfortable and are against school rules. We are using these words in this activity, not because these words are acceptable to use, but so we can explore how these words make people feel. We are not giving you permission to use these words outside of this context and classroom. We know you hear words like these, so we need to talk about why they are not okay.”***    ***Reference the 6th grade activity they had the year before, as needed.*** |
| **DISCUSSION: LINES 1-3**   1. **Recognizing body language and written/verbal cues.** 2. *[Read lines 1-4:Rachel then FREEZE]* 3. **If we think back to the beginning, what was Rachel wondering about?** (Rachel liked John, but wasn’t sure how John felt about her.) 4. **What were some of the ways that Rachel was communicating that she had feelings for him?** (Got his number from a friend, texted him compliments, wanted him to go her soccer game.) 5. We know that this was Rachel initiating the flirting, but she needs to pay attention to how John responds. **How did John react to Rachel and what does this tell us?** (He was answering with one word answers, not committing to saying that he liked her, not being enthusiastic, responding in a way that confused Rachel, that he doesn’t like her or doesn’t like the flirting). 6. **Since this flirting is happening over text, what is Rachel missing? What does she not see and hear?** (Body language, tone, facial expressions) 7. **If this flirting were happening in person, what would be some of the other signs that John was uncomfortable?** (No eye contact, avoiding the person, closed off body language, not reciprocating the conversation, lower or monotone voice.) [*if students bring up emoticons, ask if emoticons are always 100% honest. Was John really “laughing out loud” when he sent the lol?]* 8. Do we see mutual participation here? (No, Rachel has long texts and he has short responses, he’s not engaging). 9. Do you think it’s John’s responsibility to make sure Rachel understands he doesn’t like this flirting? Should he have to wave his white flag for her to understand? (No) 10. **If you are initiating the behavior/flirting you are responsible for asking sure that the other person is comfortable with it. This means reading their body language and listening to them verbally or paying attention to what they’re saying over text. If we look at our definition of harassment we see that it is unwanted and repeated, so it’s Rachel’s responsibility here to make sure her behaviors are not unwanted.** 11. **Since we know that Rachel is unsure of how John is feeling. Instead of continuing to text him, what could Rachel have done differently**? **How could she clarify any confusion about how he’s feeling?** (Stopped what she was doing and checked in with him. Apologize if she made him uncomfortable and promise to never do it again). Rachel may be embarrassed or uncomfortable doing this, but it would have avoided the situation from escalating. **Do you think Rachel should take the next step over text or in person?** 12. **It might feel awkward to ask face to face how someone is feeling but it is more awkward to accidentally sexually harass someone.** 13. **Harassment Feelings**     * + 1. **How do you think John would have felt if Rachel had stopped and check in with him**?(Relieved, like Rachel cares, not upset or made to feel uncomfortable). 14. **Based on our definition, is there sexual harassment happening in the story thus far?** (Yes, because Rachel is continually flirting with John and making him feel uncomfortable – be sure students identify why this is “sexual in nature”). **Does it matter that Rachel didn’t mean to harass him?** (No, it still means that there is some harassment going on. It’s important that Rachel pay attention to John behavior so that harassment doesn’t happen.)   *[Pick up with Line 4: Rachel]* | *If students say that John didn’t stick up for himself and say that he didn’t like Rachel: refer back to how the responsibility lies with the initiator. If John is sending mixed signals it is Rachel’s job to find out how John is feeling.* |
| **DISCUSSION: LINES 4-6**   1. **The Impact of Friends**    1. *[Read lines 4:Shelly (friend from soccer)-line 6:John, then FREEZE]*    2. Do you think it’s natural to want to involve our friends in situations like this? (Yes) We know that when flirting and harassment happens, especially in a school, friends often get involved. Can you see how getting others involved can sometimes make matters worse or more confusing?    3. We need to consider the friends in this story because they contribute to the harassment that happens to both John and Rachel.    4. It’s never the fault of the individual who is being harassed, so we need to think about how bystanders and friends can constructively get involved to prevent harassment from happening. 2. **SHELLY** 3. **Let’s talk about Shelly - How did Shelly get involved in the situation?**  (Offers to flirt for Rachel) **How is what Shelly told David different from what she told Rachel she would say?** (Instead of asking David if John likes Rachel she says that Rachel wants to hook up with him). 4. **What is the impact of this on Rachel and the situation?** (Shelly breaks Rachel’s trust and starts a rumor about her.) 5. **How do you think Rachel would feel if she heard what Shelly said about her?** (She would be hurt, confused, embarrassed) 6. **DAVID** 7. **How do David’s actions impact the story?** (Rumors are being spread about Rachel, David calls Rachel a slut *[Make sure students can identify why this is a sexual harassment word: having to do with gender, body and relationship—slut is used to tell women and girls to get back in their gender box]*, he pressures Rachel to take a photo, David is speaking for John and spreading rumors about him.) 8. ***Is what David said something you have heard before? Can you see someone using this harassment word in this situation?*** 9. **What has happened with the involvement of these friends?** (Made the situation worse, like a bad game of Telephone) 10. **What could David have done differently?** (Not spread rumors, not pressured Rachel to send that picture or shame her.**)** 11. **How do you think John is feeling at this point? How is it affecting his day-to-day life?** (Confused and upset, embarrassed, uncomfortable that everyone knows Rachel has feeling for him, having trouble in school and at soccer. Harassment can affect our whole life, school, etc. *Refer back to sexual harassment definition*). John is a victim of sexual harassment and needs some support. 12. Finally, what did David ask for from Rachel? (Pictures of her) Do we think he’s just asking for her yearbook photo? (No) And does John want a photo of that sort from Rachel? (No) **So based on our definition of sexual harassment, is what David did harassment? Why?**     1. John wouldn’t want to receive a photo like that from Rachel and it is a picture of her body. Pressuring someone to take pictures of their body (when it’s unwanted like this is) is sexual harassment.   *[Pick up with line 7: Rachel]* |  |
| **DISCUSSION: LINES 7-9**   1. **ASHLEY**    * + 1. *[Read lines 7:Rachel-9:John, then FREEZE]*        2. We know that Ashley takes a picture of Rachel in her bra and pressures her to send to John. **What is harmful about Ashley’s behavior?** (She pressures Rachel, takes a photo without permission, ignores that Rachel is uncomfortable.)        3. **Should anyone be taking pictures of anyone else without their permission, regardless of how much clothing they have on?** (No, they need to give their permission)        4. **Rachel was uncomfortable about having that photo taken, how do you think she might have looked in that situation?** **What do you think her body language would have looked like?** (Eyes down, hands up or covering her body, blushing, tight body)        5. **Do you think this situation might look a little different if instead Ashley had said, “it’s up to you if you want to send this photo or not, it shouldn’t matter either way.** **You can talk to me about it if you’d like.”** (Rachel wouldn’t have felt pressured, she would have felt supported and like she could talk about it.)        6. **How would the situation have changed if Ashley had paid attention to all of the signs that showed that Rachel was uncomfortable?** (She wouldn’t have added pressure to Rachel by saying that it’s no big deal and she does it all the time. She wouldn’t have sent the photo). 2. **SEXTING AND RISKS**    1. **Are there inherent risks in sending a photo like this?** (It could be screenshotted, sent around to everyone, put on the internet, impossible to delete)    2. We’re not here to tell you that sending a photo like that to someone is wrong or bad, but we do want to discuss the risks involved. We encourage you to stop and think about those risks before sending something like that to anyone else.    3. Now that Rachel did decide to send that photo to John, what is his responsibility? (Don’t send it to anyone else, delete it, don’t show it to anyone else)    4. **We may not agree with a risky decision that someone has made, but it’s our responsibility to realize that the person has put themselves in a vulnerable position and that doesn’t justify us taking advantage of that vulnerability. Sexual harassment and harassment are never punishment.**    5. If John and Rachel have an agreement to send these kinds of photos to each other and then they have a falling out or break up or something of the sort, what is now their responsibility? What should they do with the photos they have of each other? (Delete them) 3. **HARASSMENT FEELINGS** 4. **How do you think John is feeling at this point?** (Scared, freaked out, uncomfortable, upset, physically ill. We know this because of the way he responded to the photo.) 5. **How is Rachel feeling at this point?** **Is she a victim too?** (Her friends are not being helpful and she is being sexually harassed at school by being called a slut and the rumors and pictures are being spread around. She’s feeling upset, scared, overwhelmed, not sleeping, and anxious, not wanting to go to school, etc.) 6. **Are rumors and pictures examples of sexual harassment? Why or why not?** (Rumors are repeated, and they can create a hostile environment because it creates a school culture where students are afraid to be themselves because they are worried the next rumor will be about them. [*Reference back to definition of sexual harassment and it being sexual in nature.]*   *[Pick up with line 10: Rachel]* | *[Refer back to definition of sexual harassment to clarify why the rumor and photo are examples of harassment. Also clarify that it is harassment because of the feelings she is experiencing].* |
| **DISCUSSION: LINE 10-12**   1. **BYSTANDERS** 2. *[Read lines 10-12:Ashley, then FREEZE]* 3. Let’s talk about the impact of individuals who are not direct friends or participants in the main action. 4. We call these people bystanders because they know and see that a situation is happening and have the chance to impact it, either positively or negatively. Our hope is that all bystanders are helpful, but we need to examine why that might be hard or why some people might choose not to. 5. **Let’s talk about Jamie first. Was Jamie a helpful or unhelpful bystander?** (Unhelpful. They used Rachel’s behavior as an excuse to harass her, blame her, and condone other student’s behavior). **Does it seem like this picture is going to stop with Jamie?** (No, seems like they’re going to continue to pass it along.) 6. **Was Ashley helpful or harmful?** (Harmful. She is acting as though she played no part in the harassment of Rachel and John when she was definitely partially at fault; she is also continuing to blame Rachel and condone other students’ behaviors). **Even if Ashley wasn’t involved in this, is it helpful at all for her to be blaming Rachel? What could she do to be a helpful friend?** (Support Rachel, stand up for her, etc) 7. **Why do you think that Jamie and Ashley responded the way they did? Does Rachel’s behavior at the beginning of the story justify what happens later?** (People put themselves in vulnerable positions, but that doesn’t justify harassment. Harassing another person also doesn’t justify harassment). **What impact does their behavior have on people who are not directly connected to the situation?** (Creates a hostile and unsafe environment where people feel they may be unjustly blamed for instances of violence and harassment.) 8. **What happened to Rachel in the hallway?** **What message does the other student’s behavior send?** (Sends a message to the people spreading the rumors/harassment that it’s okay. Sends a message to the victim that they’re alone and what’s happening to them is normal.) 9. **Do you think that everyone who is laughing thinks the situation is funny?** (Some people laugh because they’re uncomfortable, but Rachel probably wouldn’t know that. It’s important to be aware of our reactions and how they may be impacting an instance of harassment) 10. **Was Alex a helpful or unhelpful bystander?** (A little bit of both. Alex knew that what was happening to Rachel was bad but didn’t step in to change it at all). 11. **Why didn’t Alex intervene?** (Wasn’t his/her business) **What are some other reasons bystanders choose not to intervene?** (fear of being targeted or made fun of, it’s not cool, worried what others might think or how they’ll react, think someone else will do something to help, none of their business) 12. **What are some reasons that a bystander SHOULD try to help John and Rachel?** (Everyone is unsafe if we let John and Rachel become targets of harassment because it creates a hostile environment. It is not Rachel’s fault that people are taking advantage of her vulnerability and it is not John’s fault that Rachel wasn’t reading the signs that he didn’t want to be flirted with. You don’t have to be their best friend to stick up for them or to prevent the situation from escalating.) 13. If we know that everyone is impacted by harassment, then everyone has a part in preventing it. We need to think about how we can be supportive bystanders. We’re going to think more about this in the next part of our story.   *[Pick up with Line 13: Rachel]* |  |
| **DISCUSSION: LINES 13-15**   1. **ACTIVE BYSTANDERS** 2. *[Read Lines 13: Rachel-15, then FREEZE]* 3. Our goal is for bystanders to become active bystanders. **What is an active bystander and why are they important? Why do we focus on them?** (Because someone is never responsible for being harassed, the focus of preventing harassment needs to be on the bystanders who have peer influence and power to prevent it from happening.) 4. **In the last part of this story, who were the active/supportive bystanders** (Emily, Eddy) 5. **How was Eddy helpful?** (Eddie told John to stop forwarding the picture and to let things die down). *Eddie used the Direct method by going to John and telling him that maybe he should stop forwarding the picture. Eddie wasn’t confrontational or aggressive, he was to the point. Being direct can be a useful tool with our friends or peers since we have a lot of peer influence with our friends. This is a helpful use of our peer influence, as opposed to the peer pressure we saw Rachel using.* 6. **How was Emily a helpful or active bystander?** (She tried to take Rachel’s mind off of the harassment and also suggested they call SARSSMs CSL). *Emily used both the Distract and Decide/Delegate tactics. First she wanted to get Rachel’s mind off of the harassment by inviting her to a movie. Rachel is having trouble thinking of anything else so this can make her feel so much less alone. She also realized that this is a problem too big to handle by herself so suggested calling the advocates at SARSSMs support line.* 7. **Who are some other people Emily and Rachel could have gotten involved to try to make this situation better?** (Teachers, guidance counselor, parents, coaches, principal, etc) **Do you think the adults here at school care about things that are bothering you even if they’re happening outside of school or even online?** (Yes, they know that it can affect your whole life and so are always there to support you) 8. **What are some of the things that the unhelpful bystanders could have done or said to help John and Rachel?** (Direct, Decide, Distract) **Would this have been difficult?** (If no one else is sticking up for her, it’s easier to go with the crowd- afraid of being targeted- none of my business. 9. **ADDITIONAL BYSTANDER QUESTIONS** We are going to divide you into groups of 3-4 students; each group is going to get a question about how a character could have intervened in this story. Use the 3Ds to think of three ways that the person could have been an active bystander. 10. If your friends were forwarding the picture of Rachel at lunch, what could you say or do? 11. If you heard David calling Rachel a slut before class started, how could you change the situation? 12. If you notice that John isn’t acting life himself and seem distracted, what could you say to him? 13. If you were in the locker room when you heard Ashley pressure Rachel to send the photo, how could you be supportive of Rachel in the situation? 14. What could you say to Rachel to be supportive if you know these rumors are going around? 15. If you were a friend of Rachel’s what could you say to her when she’s texting John to prevent the situation from unfolding? 16. Everyone has the power to be an active bystander. Even the smallest actions can make a difference i.e. being a supporting friend or asking if someone is okay. | *Write the 3 Ds on the board to reference as being an active bystander is discussed.*  *Make sure to pin-point the 3 D’s to give students tangible options for intervening. Make sure to specifically address interventions that are not direct.*  *Invite students to respond to the questions on the bottom of the worksheet as they come up in conversation.* |
| **RESOURCES**   1. **TRUSTED ADULTS** 2. There are other resources and people available to you besides peers. Who are some adults John or Rachel could talk to in a situation like this? (teachers, parents, counselors) 3. **SARSSM SERVICES** 4. We are another great resource for you to talk to if you or someone you know if experiencing sexual harassment. 5. We have a 24/7 confidential Crisis and Support Line where you can call at any time night or day. We can help you think of a plan, be there to listen to your questions or concerns etc. 6. We don’t need to know your name, school etc. and will only break confidentially if we are afraid that you will hurt yourself or someone else. |  |
| **WRAP-UP**   1. **CLOSING** 2. In closing here are 3 things to take away from today’s lesson: 3. If you’re flirting with someone it is important to recognize the signals you’re receiving and continue or discontinue the flirting based on your crushes response. 4. You have a lot of power! Choosing to be an active bystander and help out your friends and classmates so sexual harassment doesn’t happen. 5. Lastly, you don’t have to deal with this alone. Sexual harassment is a difficult thing to deal with. Find a supportive friend, trusted adult, or call us if you need help. 6. Assign Evaluations as Homework |  |