**Sexual Harassment Prevention**

**Bystander Intervention Introduction**

**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 – 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:** Fish with questions, bowl, gallery walk questions, sticky notes

**ACTIVITY OUTLINE:**

1. Intro/Icebreaker
2. Gallery Walk
3. How we can help/ 3Ds

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| **INTRO/ICEBREAKER**  **Welcome**   1. Welcome to the second session of the program. Last time we were here we talked about flirting and when flirting crosses the line into sexual harassment. Today we will be talking about ways you can intervenes if you see sexual harassment happening. Before we start, let’s do a quick icebreaker.   **Fish For Thought**   1. We are going to pass around a bowl that contains several different types of questions. When you receive the bowl from the person next to you, please pull out one of the questions and immediately pass it along to the next person (no peeking!). 2. We will then go around in the circle/group and answer the questions we picked from the bowl. 3. Remember, be respectful of your classmate’s responses and be open-minded to the question that you receive. 4. Great! Thank you for doing this exercise. Now that we have gotten to know each other a little better, let’s continue on with our activities for today. | *Notes:*  *If time is tight, they can get in groups to share their questions and answers instead of going around for each student to share with the whole class.* |
| **GALLERY WALK**  **Introduction**   1. Remember last session we talked about sexual harassment.    1. **Who can remind me what the definition of sexual harassment is?**  *(unwanted, repeated, sexual in nature)*    2. **What are the three ways someone can experience sexual harassment?** *(physical, verbal, cyber/written)*    3. **What impact can sexual harassment have on the victim/target?** *(Can’t concentrate, isolated, angry, sad, depressed).*    4. **What about those who witness harassment?** *(Hostile environment).* 2. **Where does sexual harassment happen?** (Get answers from students). 3. **Are there usually people around when sexual harassment happens? What do we call these people?** (Bystanders). 4. Our goal today is to empower all of you to be active bystanders. **What do you think we mean by active bystander?** 5. We will hand out sticky notes and we want you to answer each question on a different sticky note. When you are finished filling out the answers, stick your sticky note to the flip chart paper with the corresponding question on it and return to your seat. The first question we want you to consider is**: What are some barriers/reasons someone might not be an active bystander or choose not to get involved?** The second question is: **Why should people get involved and be active bystanders?**   **Processing**   1. Let’s go over the questions together- **“what are some barriers/ reasons someone might not be an active bystander or choose not to get involved?**” (Fear of being the next target, don’t know what to say, not my business, don’t know the people, etc.). *(Ask if there are any other thoughts; acknowledge that these can be realistic fears).* 2. We have just talked about why someone might not get involved as a bystander, but now let’s talk about why it is important to get involved. So let’s look at your responses for **“Why should people get involved and be an active bystander?”** (The right thing to do, I would want them to intervene if I was the target, people have the right not to be harassed, etc.). *(May need to coax them more if all they write is “because it is the right thing to do”).*    1. What message do we send to the perpetrator if none of the bystanders get involved?    2. What messages are we sending to the target or victim if no one gets involved?    3. Is that really how everyone is feeling? (no). Unfortunately if no one gets involved though, those are the messages that are conveyed. |  |
| **4Ds**  **Introduction**   1. There are a lot of reasons that it is important to be an active bystander. We talked about some of the reasons that people might not get involved in being an active bystander, but many of these barriers are the result of getting directly involved in a situation. That is why we like to give you four options for bystander intervention. If one method feels uncomfortable or unsafe, there are other options. We hope to empower you by the end of today to feel comfortable using at least one of these bystander approaches. 2. We call the different bystander approaches the 3 Ds. They include Direct, Distract, and Delegate.    1. What do you think we mean by **Direct?**       1. Taking action in the moment to address either the perpetrator or the person being targeted. Does not necessarily need to be confrontational.    2. What do you think we mean by **Distract?**       1. Providing a distraction to interrupt the situation. “I want to show you something at my locker,” “creating a loud noise,” “a teacher is coming,” etc. It doesn’t even have to be true.       2. You can also distract the victim afterwards by offering to do activities that might get their minds off of what is happening. “You want to watch a movie after school at my house.”    3. What do you think we mean by **Delegate?**       1. Sometimes it isn’t safe or reasonable to get directly involved by yourself, or maybe the situation needs to be addressed by someone with more power. Delegating is getting others involved to help. Could be accessing a resource such as a teacher, principal, or crisis and support line. It could also be calling on friends to assist in intervening.    4. What do you think we mean by **Delay?**       1. If you couldn’t do anything during the incident, you can reach out and take action after the incident.       2. This could be reaching out to the target after the fact with words of support like “I am sorry this is happening to you, I don’t agree with it.”   It could also be talking to the perpetrator later one on one and let them know what they said or did was not ok. They may be more receptive if they don’t have to save face in front of a group of people. | *Write the 4Ds on the board.*  *Direct*  *Distract*  *Delegate*  *Delay* |