**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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| **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. When you hear us say FREEZE, you can step out of your character. 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. | **NOTES/PREP:**  *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. *[Read lines 1-4:Rachel then FREEZE]* 2. **If we think back to the beginning, what was Rachel trying to figure out?** (Rachel liked John, but wasn’t sure how John felt about her.) 3. **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.) 4. We’re now going to do an activity where we hope to hear some of your opinions. 5. Thinking about the first part of the scenario that we just read, we’re going to make a statement. If you agree with the statement, we want you to walk to this (choose a side) side of the room. If you disagree, we want you to walk to the other side of the room. If you are unsure, stand in the middle. 6. We want to know *your* thoughts on this so remember to not pressure your classmates to agree with you. We’ll have plenty of time to talk through our reasoning behind our answer. 7. One person speaks at a time and we will remain respectful of other peoples’ opinions. 8. And remember, you or anyone else is allowed to change their mind. If you start off on one side of the room but the discussion makes you think a different way, feel free to walk to another area in the room. 9. **Agree/Disagree/Unsure** 10. We know that Rachel was initiating the flirting and we also know that John wasn’t interested. With that in mind, consider this statement: **John is responsible for letting Rachel know that he is not interested and that her flirting behaviors are making him uncomfortable.** Please stand in the area that corresponds with your opinion about this statement. Do you agree, disagree or are you unsure? 11. **Who can explain why they went to the side of the room that they did?** *[Call on students to discuss their opinions]* (John needs to stand up for himself; how can Rachel know if he’s not interested; Rachel should be reading his signals; etc) 12. **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). 13. **If this flirting were happening in person, what would be some of the other signs that the person was uncomfortable?** (No eye contact, avoiding the person, closed off body language, not reciprocating the conversation.) 14. **Thinking back to our harassment definitions, who gets to decide what behaviors are harassment?** (The person being harassed) **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). **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.) 15. **In a car, who is responsible for the safety of everyone in that car?** (The driver) Who would we consider the “driver” of the flirting between Rachel and John? (Rachel) Yes, Rachel is “driving” the sexual behavior (in this case flirting) because she is initiating it. Because of that, she is responsible for making sure he is safe and comfortable. 16. **If you are initiating the behavior/flirting you are responsible for asking/making 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.** 17. **Next Steps** 18. **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). **We know that Rachel is unsure of how John is feeling. Instead of continuing to text him, what could Rachel have done differently**? (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. 19. **How should Rachel check in with him? Should she text him and ask?** (No, in person) 20. **It might feel awkward to ask face to face how someone is feeling but it is more awkward to accidentally sexually harass someone.**   *[Pick up with Line 4: Rachel]* | *\*\*Remind students that this is a respectful conversation*  *Allow student responses to direct the conversation, responding to each other.*  *If students say Rachel should call him, reexamine body language conversation.* |
| **DISCUSSION: LINES 4-6**   1. **The Impact of Friends**    1. *[Read lines 4:Shelly (friend from soccer)-line 6:John, then FREEZE]*    2. We know that when flirting and harassment happens, especially in a school, friends often get involved.    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. **DAVID** 6. **How do David’s actions impact the story?** (Rumors are being spread about Rachel, David calls Rachel a slut *[Refer back to sexual harassment definition and gender boxes the year before—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.) 7. ***Is what David said something you have heard before? Can you see someone using this harassment word in this situation?*** 8. **What could David have done differently?** (Not spread rumors, not pressured Rachel to send that picture or shame her.**)** 9. **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 feelings 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. Knowing John’s feelings at this point, who are some trusted adults John could talk to in order to receive support? What are some reasons why someone might not talk to an adult? *[Relate this back to earlier discussion about how it is never the victim’s responsibility to step in and do something about the harassment. However, if John were feeling comfortable he could absolutely go talk to a trusted adult.]* 10. **What does David’s behavior tell us about the impact of friends in situations like these?** (Friends can be harmful when they become involved in flirting. David should have check in with john before saying anything to Rachel. David is inadvertently harassing both Rachel and John by contributing to false rumors.) 11. **Based on our definition of sexual harassment, is what David did harassment? Why?**   *[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. **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. **HARASSMENT FEELINGS** 3. **How do you think John is feeling at this point?** (Scared, freaked out, uncomfortable upset. We know this because of the way he responded to the photo.) 4. **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.)*[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].* 5. **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]* | *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: LINE 10-12**   1. **REVENGE SEXUAL HARASSMENT A/D/U** 2. We’ve already talked about how Rachel is now a victim of sexual harassment now as well. Let’s talk more about the sort of harassment she’s receiving with another A/D/U. 3. **“Rachel is a victim of sexual harassment but it is justified since she was the first to sexual harass John.”** Do you agree, disagree or are you unsure? 4. **Let’s discuss your opinions.** 5. **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). 6. **Did Rachel choose to take that picture and forward it to anyone and everyone?** (No, Ashley took the picture and pressured her to send it, then it got forwarded all over) 7. **What if Rachel chose to take the picture of herself and sent it to John by her own choice. Would she then deserve the cyber sexual harassment she’s experiencing?** 8. We may not agree with the choices someone makes but it’s important that we’re not exploiting someone’s vulnerability. For instance, if someone leaves their car unlocked overnight do they deserve to have all of their stuff stolen from inside the car? (No) I may not agree with their decision to leave their car unlocked, but it’s not a reasonable punishment to have their stuff stolen, and it’s someone’s *choice* to abuse that position of vulnerability. 9. **CYBER SEXUAL HARASSMENT** 10. We want to talk to you specifically about the cyber sexual harassment Rachel is experiencing now. Does this sort of scenario seem realistic? Have any of you seen photos of people that have been forwarded without their permission, “Hot or Not” polls, or fake profiles made specifically to bash someone? 11. We know that things like that are happening in schools all over Maine because we’ve heard stories just like these. 12. A/D/U **“Cyber harassment isn’t as big of a deal as harassment that occurs face to face.”** Do you agree, disagree or are you unsure? 13. **Let’s discuss your opinions.** 14. **Who saw Rachel’s photo?** (People in her school, people on the internet, some random guy in California) 15. **Who is in your “online community”?** (Anyone and everyone) **With that in mind, who sees cyber (sexual) harassment?** (Everyone, even people who we may not know personally.) These online communities are endless and are constantly growing even bigger, so an *infinite* number of people can see anything that is posted or forwarded. 16. **If something is posted, how difficult is it to make that disappear?** (Impossible. Anyone can screenshot, forward, pass on and even if you delete yours the copies will continue to exist—John screenshotted the Snapchat so could continue to forward it. It told Rachel he did that but there was nothing she could do to get the photo back). Sometimes with apps like Snapchat we might think that after 10 seconds these images disappear, but we know that they can be saved with special apps or they can be screenshotted. And we know also know that those images are stored in Snapchats (and similar services’) servers, meaning they never actually disappear. 17. With that being said, we’re not telling you to not post anything or to not use Snapchat or other apps; we love technology! What we’re saying is to **STOP AND THINK BEFORE YOU POST**. 18. **Why do you think cyber harassment can feel “easier”?** (It’s quick, maybe don’t know them, other people are doing it, don’t see the harassed person) If you don’t see the person being harassed, what are we missing as their reading those words and seeing those photos? (Their reaction/face). And what’s the reaction that Rachel is having? (can’t eat/sleep, doesn’t want to go to school, humiliated, alone) 19. **Cyber harassment can sometimes feel easier than face to face harassment because a harasser doesn’t see the person being harassed.** 20. **Harassment can make a person feel extremely alone and isolated, like no one is on their side. Do you think this feeling is amplified when that harassment is cyber harassment?** (Yes, the harassment reaches far more people, can last for much longer) |  |
| **VIDEO**   1. **BYSTANDER TRANSITION**   [Bystander Transition Video](https://www.youtube.com/watch?v=gyAtYa6qMWM)   * 1. This video discussed only cyber harassment, but we’re interested in the effect of bystanders in the presence of all types of harassment.   2. Does anyone have a definition of bystander? (Someone who watches harassment and does nothing)   3. Until our next class, we’d like you to think about who the bystanders might have been in the scenario we read today. What did they do, what could they have done, why didn’t they do anything? We’ll be focusing on that when me meet next. |  |
| **RESOURCES**   1. **SARSSM SERVICES** 2. We’ll be talking next class about some great people to talk to if you are experiencing or know of someone experiencing sexual harassment, but if anything we talked about today brought up questions or concerns, we are a great resource for info or support. 3. 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. 4. 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. |  |