**Sexual Harassment Prevention**

**Bystander Scenarios**

**LEARNING OBJECTIVES**

In this activity, students will be able to identify and successfully role play different ways to be an active bystander when confronted with sexual harassment and harassment. This will include knowing the 3-ds and identifying comfort with each tactic and the safety of using each in various situations.

**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:** Scenario half sheets (to be collected at the end of session), scripts, markers, white board or flip chart paper, Scrap paper for recording answers.

**ACTIVITY OUTLINE:**

1. Scenarios
2. Bystander Video

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| **SCENARIOS**   1. **Instructions** 2. Now that we have talked about three ways to be an active bystander, we are going to run through some scenarios to help us put these things into practice. 3. We are going to divide you into groups of 3-4 *[Groups can be smaller or larger depending on class size]* and give each group a scenario. 4. Please take 3-5 minutes to talk about your scenario and identify at least one action for each of the three ds that could be utilized in your scenario. There may also be additional questions listed under your scenario to answer. 5. We also want you to come up with a skit based on your scenario and your favorite intervention! Choose one of the three D’s to act out in front of the group. 6. **Scenario 1** 7. You’re walking down the hall and see Kyle, a 7th grader, who really isn’t into sports, wrestling, or other things that most guys in your class are into. He prefers reading to baseball, is not much of a “ladies man”, and doesn’t seem to be interested in dating. You also see Jessica, an 8th grader, who you know has noticed these differences. You hear her telling others that Kyle is gay. You also hear her making fun of the way Kyle dresses and calling him a “fag”.    1. Is this sexual harassment? Why or why not?    2. Do you think this is something you would see happen? Is it realistic?    3. How does hearing this kind of language make a bystander feel? (Uncomfortable, awkward, etc.) So knowing this, what are some reasons why someone wouldn’t step in? (Fear, next target, etc.) But what message do we send if we stay silent? (It’s okay)    4. How could you be a direct bystander in this situation? (Walk up to Jane and tell her stop, How would you feel if someone said that about you? Say something like, “that is so not cool to say” or “we don’t say things like that in our school”, etc.)    5. How could you distract in this situation? (Tell Gary you are sorry about what is happening and offer to walk with him to class, invite Gary over, see if he wants to grab pizza, sit with you at lunch, etc. Say “A teacher is coming”; make your own scene in the hallway, etc.)    6. How could you delegate in this situation? (Tell a guidance counselor, a teacher; decide with Gary who he could talk to, SARSSM, etc.) 8. **Scenario 2**    1. Jill receives a text from her friend, Sam. The text reads, “Elizabeth likes Jason, but she is so fat, he will never go out with her.” Jill thinks the message is kind of harsh, but she forwards it to another friend anyway.       1. Is this sexual harassment? Why or why not? (Yes, commenting on body, relationship.)       2. What could Jill have done differently? (Not forward the messages, delete it, talk to Sam about how that was “not cool”, and ask Sam how she would feel if someone sent a message like that about her to everyone).       3. What if you were the person she forwarded it to? What could you do? (Call Jill on it, delete it, let Elizabeth know what is going on and offer to help).       4. What are some concerns to consider when thinking through what you would say or do? 9. **Scenario 3**    1. You notice that a boy in your gym class, Colin, likes to stare at your classmate, Monique, both in class but also in the hallways and on the bus. You have heard Monique mention that Colin gives her “the creeps” and that she doesn’t like how much he stares at her. Monique has started making excuses to get out of gym class which has gotten her into trouble.       1. Is what is happening to Monique sexual harassment? Why or why not? (Yes because of sexualized staring, Monique is clearly uncomfortable) *[Bring back to the table the conversation about who gets to decide if something is harassment]*       2. How does this kind of interaction make a bystander feel? (Awkward, uncomfortable, unsure of what to say/do)       3. What are some reasons that a person might choose not to step in? (Not their concern, not sure what to do) But why should someone step in if they see this happening?       4. How could you use the 3 Ds in this situation? What specifically could you do to delegate, distract, or be direct? (Talk to Monique – tell her you are sorry this is happening and offer to support her, talk about someone she could talk to – Delegate, If seeing Colin staring, can be direct and tell him to stop – “She’s a person, not an object for staring”). 10. **Scenario 4**     1. Almost every day two boys, Anthony and Ezekiel, hide in the little side hallway on the outside of the girls’ locker room. They position themselves so that they can see into the locker room as girls come out, and they try to catch a peek of the girls changing without anyone knowing they are there. You see them one day as you are getting ready to go to gym class.        1. Is this sexual harassment? Why or why not? (Yes, sexualizing staring, about seeing girls’ bodies).        2. How does this kind of interaction make a bystander feel? (Awkward, uncomfortable, unsure of what to say/do)        3. How could you use the 3 Ds in this situation? What specifically could you do to delegate, distract, or be direct? (Be direct – tell the boys to stop, delegate to tell someone like a teacher or administrator, Let the girls inside the locker room know what is going on, distract the situation – say “a teacher is coming” or maybe ask the boys for help with something). 11. **Scenario 5**     1. You are at lunch with your friends and talking about last night’s football game. Your friend Alex says, “That ref was so gay, I can’t believe he called that penalty”. You notice some people around you start to look uncomfortable and you are also feeling unsure about what Alex said.        1. Is this sexual harassment? Why or why not? (Yes, using hate language about sexuality)        2. Is this situation something you have seen or heard before?        3. What is the power of the language being used in this situation? What kind of message does it send? (Strong language about sexuality, term “gay” becomes synonymous with “stupid”) *[Remind students of the power of words. In this case, a word has been re-appropriated and meant as a joke but identify the repercussions of using words in this nature]*        4. How could you use the 3 Ds in this situation? What specifically could you do to delegate, distract, or be direct? (Be direct – “hey that’s not an okay thing to say”, delegate - work together with the people at the table who are also uncomfortable to either walk away or say something together, distract from the conversation – “Hey did you see that touchdown by so-and-so”?) 12. **Scenario 6**     1. You receive a text from someone in your class that contains a link. When you tap the link, it opens to a page containing memes that were made using a picture of your classmate, Jamie, making fun of the way they look, dress, and act. You realize that the text was a group message that included 5 other people.        1. Is this sexual harassment? Why or why not? (Yes, commenting about body, how they do their gender, etc.).        2. How might a bystander feel upon seeing this? (Awkward, uncomfortable, unsure of what to say or do)        3. How could you use the 3 Ds in this situation? What specifically could you do to delegate, distract, or be direct? (delete the message, don’t send it to anyone else, report the link – see if it is a site that you can report to and/or get an administrator involved, let Jamie know what is going on, distract Jamie – “hey, I am sorry this is happening to you, let’s go do something to get your mind off of it”.)        4. Would your actions change if the message was only sent to you? (Hopefully not, still would want to delete the message, confront the sender, report the site, support Jamie, etc.) 13. **Scenario 7**     1. Your friend, Ben, sends you a Snapchat with a picture of the girl who sits in front of him in class bending over to get something out of her backpack. It has the caption, “Dat butt tho”.        1. Is this sexual harassment? Why or why not? (Yes, about someone’s body)        2. What kind of message does it send to Ben if you stay silent or response in a way that affirms the original message?        3. What are some concerns you might have about stepping in and doing something?        4. How could you use the 3 Ds in this situation? What specifically could you do to delegate, distract, or be direct? (Confront Ben – not cool man, do not screen shot or save the message, delete if at all possible, if the girl saw this happening or heard Ben say something, apologize for your friend). | **NOTES/PREP:** |
| **BYSTANDER VIDEO**   1. **As Simple As….** 2. We are now going to watch a video clip that shows us just a simple phrase can stop a situation from unfolding. Focus on some of the emotions you see and we will discuss it. 3. *[Show the following video clip:* [*https://www.youtube.com/watch?v=up-FKa0aEuI*](https://www.youtube.com/watch?v=up-FKa0aEuI)*]* 4. How do you think the bystander was feeling based on what you saw? (Sad, upset, distraught, angry) 5. How did this bystander become an active bystander? (Said “Stop!”) 6. What happened at that point? (The people who were harassing stopped and walked away). 7. Do you think this is realistic? Why or why not? 8. It is really important to remember that you do not have to be a superhero and swoop in with a major speech and action to stop harassment in its’ tracks – you can stop something with very simple words and actions. In fact, more than half of bullying situations (57 percent) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, and Craig, 2001).   **KINDNESS VIDEO**   1. **As Simple As…**    1. We are now going to watch a video clip centered on kindness. I want you to watch this video, take notes as you hear anything that jumps out at you. We will watch it twice.    2. *[Show the following video clip:* [*https://www.youtube.com/watch?v=-1KCzrTg9ic&index=8&list=PLvzOwE5lWqhScOdC3xMzs9FoAAfpxA-Tz*](https://www.youtube.com/watch?v=-1KCzrTg9ic&index=8&list=PLvzOwE5lWqhScOdC3xMzs9FoAAfpxA-Tz) *]*    3. So let’s break this down – what message was George Saunders trying to spread with this video? (Kindness is everything, he even regrets failures of kindness, recognizes that kindness is hard but still vital)    4. Thinking about being an active bystander, why is kindness so important? (Because it can make a difference in how someone is feeling, can be supportive, start to change a situation) How do we tend to remember kind people? (Warmly, with love, happiness, etc.)    5. What does George Saunders mean by regretting failures of kindness? (Times when he could have helped, should have helped, but didn’t, times when he didn’t react as actively as he wished he had)    6. I would empower you to remember the impact that kindness can have. Like we mentioned before, you do not have to be someone’s best friend to show them kindness but your kindness can leave a lasting impression. |  |