

Teaching Sexual Harassment Prevention in the Elementary Classroom

• Includes Grades K-3 and 4-6 Curricula







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This curriculum has been developed with the recognition that younger elementary students' conceptual development is not as sophisticated as that of the older elementary students. Therefore, separate programs for grades K-3 and 4-6 are included in this manual. These programs are different from one another, and great care has been taken to develop materials that appeal to the respective age groups. The Minnesota Department of Education also has a sexual harassment curriculum for grades 7-12, entitled *Sexual Harassment to Teenagers: It's not Fun - It's Illegal*. Please contact the MDE for a copy.

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Curriculum Notes

Girls and Boys Getting Along project

Girls and Boys Getting Along was developed during the 1992-93 school year with a federal grant to the MDE Sex Equity Office for a project team of curriculum developers. The goal of the program is the primary prevention of sexual harassment and intervention to reduce the incidence of sexual harassment among Minnesota students in grades K-6. The curriculum employs age-appropriate story telling, puppetry and other fun activities designed to provide students with factual information about personal safety planning, respecting one another, identifying sexual harassment, fostering positive gender-based relationships and promoting the use of positive conflict resolution skills when problems occur. Finally, up-to-date information on sexual harassment, violence, laws and policies is included to assist educators in preparing for the curriculum. The curriculum is designed to be presented specifically by classroom teachers, but it can also be taught by enrichment teachers, school counselors, social workers, nurses and other school professionals. To facilitate convenient use of this manual, it is divided into the following five main sections:

- Curriculum Notes
- Implementing the Curriculum
- K-3 Lessons
- 4-6 Lessons
- Appendices

Child 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 and attitudes that help continue the cycle of sexual harassment. Much has been written about sexual harassment in the workplace and on college and high school campuses, but little attention has been given to sexual harassment of children in elementary schools.

Sexual harassment is in the eye of the beholder. What may be harassment to one person may be flirting or teasing to another. Teens and preteens can distinguish between sexual harassment and flirting/teasing. They list behaviors that constitute sexual harassment and behaviors that are flirting

separately. These lists contain some similarities, such as touches, comments, looks and gestures. There are, however, some major differences in the feelings each behavior elicits:

Flirting/Teasing

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

Sexual Harassment

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

We have included this comparison to assist you in distinguishing between positive and negative behavior between boys and girls and setting some guidelines.

What is sexual harassment in the schools?

It is generally accepted that any type of unwelcome conduct directed toward an employee or student because of his or her gender may constitute sexual harassment. This includes sexual touch, sexually-oriented comments and forceful acts of coercion. (For more information on the definition of sexual harassment, see Appendix A: Legal Definitions.)

In an educational setting, sexual harassment may result from words or conduct of a sexual nature communicated in a manner that would, under the circumstances, offend, stigmatize or demean the student against whom the harassment is directed on the basis of sex. In one case of student-tostudent harassment among first- to fourth-graders, there was no question that even the youngest girls understood that the conduct and the language being used were expressions of hostility toward them on the basis of their sex and, as a clear result, were offended and upset.

On a bus... the student's ability to avoid the misconduct was restricted. ...the sexually offensive conduct was sufficiently frequent, severe, and/or protracted to impair significantly the educational services and benefits offered.

The fact that neither the boys nor the girls were sufficiently mature to realize all the meanings and nuances of the language

that was used does not obviate a finding that sexual harassment occurred. (U.S. Department of Education Office for Civil Rights: Mutziger, #05-92-1174, Eden Prairie)

This sexual harassment curriculum for elementary students was developed in response to requests from educators, administrators and parents or guardians to address the increased sexually offensive language and behavior seen and heard in the schools. Much of the conflict between girls and boys in grades K-6 involves gender-based attitudes that include sexual stereotyping and teasing; however, reports of sexual touching and verbal abuse using sexually explicit language are increasing in even the youngest grades of elementary school children.

Schools must become aware of any role they may play in promoting sexual harassment in the classroom. Any attempt to decrease or prevent sexual harassment will be flawed unless the school environment is looked at by teachers in a fresh and open-minded way. There are some types of sexual harassment that are built into our culture, organizations and value system, and they may be difficult to see. It is important that teachers examine and eliminate any built-in factors that encourage sexual inequality or promote sexual harassment on any level so that sexual harassment, whether intentional or not, does not occur. For example, Keith Gergen, president of the National Education Association, said the research "makes the point very clearly that there are many subtle and unknown things teachers do in the classroom" that hurt girls. Some of these include: (1) paying less attention to girls than boys, (2) giving more detailed directions to boys, (3) praising boys for content and quality while praising girls for neatness, (4) giving more praise to boys (the work of Sadker and Sadker, and the AAUW study, How Schools Shortchange Girls, 1992). Many classroom materials needs to be written that is inclusive, and gender-fair. This would do much to help decrease sexual stereotyping and increase equality.

When educational professionals sensitize themselves to the many levels on which sexual harassment operates, they empower themselves and their students to promote positive beliefs, attitudes and behaviors.

Why teach elementary children about sexual harassment?

Sexual harassment problems need intervention now. The authors hope that possessing clear, compelling information will help students make positive decisions. It is our feeling that providing sexual harassment education in the elementary schools can be an essential ingredient in teaching healthy,

elementary schools can be an essential ingredient in teaching healthy, respectful interaction between boys and girls. Unhealthy gender-based attitudes and behaviors that form in childhood may go unchallenged and therefore unchanged if we don't intervene through education. This curriculum provides information and exercises regarding sexual harassment as a step toward correcting learned negative behavior of young children and preventing potentially serious problems later in life. The curriculum is designed to help generate a positive and pleasant school environment from which adults and students alike can benefit.

How does the Girls and Boys Getting Along curriculum teach K-6 students about preventing sexual harassment?

Through interactive stories, classroom discussion and fun activities, students learn about respecting themselves and others, good/bad touch, good/bad talk, sexual stereotypes, sexual harassment, positive conflict resolution and personal safety. Students explore the concepts of dignity and respect specifically as they apply to sexual harassment. Finally, asking for help is discussed as a sign of strength as students explore their own support network.

At the conclusion of the program, students are recognized and given Completion Certificates for their new understanding and their abilities to prevent sexual harassment.

Girls and Boys Getting Along: Respecting privacy, personal beliefs and families

Teachers are encouraged to remind children often that <u>the purpose of the</u> <u>curriculum is to create more positive ways for girls and boys to interact with</u> <u>each other</u>. The curriculum has been carefully written to be supportive and respectful of the values of the student's beliefs, personal support system and family. The goal of the curriculum is not to conflict with the children's values, but respectfully to focus attention on beliefs and behaviors that may be harmful to themselves and others.

Because the curriculum is designed to support children in having the most positive experience possible at school, children are encouraged to share the information with their families.

Setting blame aside...

We've all heard the old saying, "boys will be boys," as a way of excusing boys when they are aggressive, rough, and even violent. But we know that girls, to a lesser degree, can be abusive and violent as well. Abuse and violence are not exclusively male against female dynamics; they also occur male against male, female against female, and female against male. The project team has taken great care to make this curriculum as gender-fair as possible. It would be a disappointment if this material were to be perceived as being pro-female to the point of being anti-male. The purpose of this curriculum is to engender respect and complete equality between the sexes.

Having pointed this out, we must acknowledge that, while sexual harassment can be experienced by boys and girls alike, reports show that a vast percentage of sexual harassment and sexual violence is committed by males against females. Given this trend, much attention must be given to how boys become harassers, while girls need to be taught to confront and/or report sexual harassment when it happens to them. It is clear that both girls and boys need help building positive self-esteem to decrease the likelihood that they will become either harassers or victims of harassment.

When we are teaching young boys and girls it is important to keep from shaming and blaming them, for they are only reflecting what they have learned from those around them. As much as possible, focus attention and language on harmful attitudes and behaviors, while supporting them as people. As teachers you need to tell harassers that you like them, but not some of their behaviors. Teachers need to tell victims that they did not deserve being hurt.

The curriculum will offer alternatives to help prevent further problems. By telling your students of their great potential and that you value them highly, but also pointing out that you disapprove of negative actions, you can create a supportive atmosphere where you can correct undesirable behavior without attacking their self-esteem. If students trust that you will not judge them, they may risk changing their behavior and try new ways to approach some of life's situations. This will bring successes as well as failures, but discovery befriends those who are given the opportunity to try.

Parent support

Consistency and repetition are important to support children in learning the life skills included in *Girls and Boys Getting Along*. Parent modeling and involvement at home can encourage children to keep working on these skills. A sample letter to parents or guardians that communicates about the program and encourages their support is provided. Also, the activity sheets can be used in class or as take-home assignments to be done with parents or guardians. Some cultures do not have a concept for sexual harassment. We strongly recommend extra assistance be given to families whose cultures necessitate clarification and elaboration of the sexual harassment concepts in this curriculum. Teachers can get help from English as a Second Language (ESL) personnel or consult other bilingual resources for the most effective way to implement the lessons and translate materials for communicating with the parents or guardians.

Teaching special education students

Teachers need to be informed that this curriculum is being used with all of their students. The U.S. Department of Education Office for Civil Rights has stated:

Under Title IX standards, a recipient may not act any less effectively to combat sexual harassment by special education students which interferes, on the basis of sex, with other students' receipt of the services offered by the recipient. (Mutziger, Eden Prairie)

It is important to enforce policy appropriately so that the behavior is corrected, but the law says that it must be done regardless. Only the occurrences of explicit language in Tourettes Syndrome may be allowed, and even then, they can be used to teach other students about Tourettes.

Culture is no excuse

Sometimes the comment arises, "But that's the way 'that' culture behaves," or, "It's a cultural difference." While those statements may very well be true and help to explain cultural differences in behavior, "culture" cannot be used to excuse behavior that violates human rights, respect and dignity. Often these comments, as well as the familiar "boys will be boys," are used to excuse a culture's treatment of females. In most cultures, sexual harassment stems from

the historical power and privilege given to males. As a result, some males argue that using sexually descriptive and slang words to describe women is not sexual harassment but is, in fact, part of the language of their culture. We cannot allow "culture" as an excuse for sexual harassment. Please refer to resources pertaining to multicultural teaching included in the bibliography for more information on working with students from diverse cultures.

Integrating Girls and Boys Getting Along into academic skill areas and learner outcomes

During the course of the *Girls and Boys Getting Along* curriculum, students exercise reading comprehension, classroom discussion, critical thinking and creative problem solving skills. The curriculum has been designed to support both academic skills and learner outcomes as they have been defined by the MDE.

Use of proper terminology and the Girls and Boys Getting Along curriculum

If you overhear a child saying to another of the opposite gender, "I have a penis and you don't", this can usually be handled by the teacher responding "That's right (child's name). That's what makes you a boy" and moving on to the teaching of the day rather than thinking that this age-appropriate comment is sexual harassment. If the same comment is made to another boy and/or is done very public put-down way, these same words can be hurtful and harmful and are likely to have crossed the line into sexual harassment.

Implementing the Curriculum

Introducing the curriculum

When introducing the sexual harassment curriculum it is important to take time to discuss the many emotions the topic may elicit from the students. Acknowledge that it may be embarrassing for the student as well as for you, the teacher, to discuss sexual harassment and related issues. In pilot tests, we talked about the "giggle factor" whenever embarrassing moments cropped up. This allowed us all to acknowledge our discomfort, express it naturally through looks and giggles, and then return to task.

Review the necessity of demonstrating respect for each other even when there is disagreement. Humor, jokes and laughter are welcome and should be encouraged as long as they are not at someone else's expense.

Teaching style

While teaching this information it is key to familiarize yourself with all the background information and the curriculum ahead of time. This curriculum may need a little more preparation than others in order to present the information in a way that feels comfortable to you. Above all, be yourself, take a positive stance on the topic and pass your excitement on to your students.

Your style of teaching will play a major role in minimizing student discomfort. **Examine your personal attitudes, values and comfort level before you begin teaching.** If you are not comfortable with the activities, get further training before you implement the curriculum. Explore who is available in the school or community to assist you in teaching the curriculum.

Although the material is educational and meant to be presented in a fun and positive way, the content might be painful to children. Allow enough time for children to discuss concerns and fears. Children may get angry and start pointing fingers at one another, or get hurt and start to cry. Discussing hurtful behaviors must be done with respect and sensitivity. Ask students what needs to exist in the classroom for them to feel safe. Find out what they need from you as the teacher in dealing with this topic.

Page 10 Implementing the Curriculum

There are several steps to take that help make the implementation easier and fun:

Get to know the material. Practice with some of the ideas ahead of time until you feel comfortable using them.

Be yourself. Everyone has their own style of presenting. Students will respond better if they sense you are being yourself.

Be flexible. Allow yourself to be creative. Adapt the activities to best meet the needs of the students.

Pass on your excitement. Students will get excited about what you are teaching if they see your excitement.

Have fun. Although you will be teaching the students about a serious issue, allow yourself to have fun teaching it.

Use variety in your teaching style. Each student has his or her own style of learning. Some are kinetic, others visual, auditory, etc. Hopefully you will be able to reach most of them through the diverse activities in this curriculum.

Self Care. Build your own support system within your school to help you through this project. It is important to process how things are going, to learn to get help and to let go. Self-care is a must for your well-being at all times.

Prevention: The role of the school

Children spend a great deal of time at school each day. It is a natural place for them to learn new and positive concepts, behaviors and attitudes, but only if we, as adults, chose to create a safe environment. A safe environment is one where children are treated as whole beings and are given equal opportunity to learn, play and express themselves. Every child deserves to feel safe, knowing their feelings and well-being are respected. They deserve to leave school at the end of the day feeling positive and with great anticipation of what they will do in school the next day. For many children school is the only safe place they have, and teachers might be among the few people they trust. We believe that safer schools will make for safer communities and neighborhoods.

Think of prevention education as an opportunity for an exciting change in education which focuses on teaching children **positive survival skills.** We can evaluate our effectiveness to the extent our school: (a) empowers the children by allowing them to be curious, imaginative and part of the learning process, and (b) is comprised of a group of people with a deep connection to each other--children and adults alike--in a way that opens windows of growth opportunities for everyone.

Before we begin teaching a prevention curriculum in our schools, we need to create a positive school climate with caring, innovative classrooms **that go beyond curriculum**. Going beyond curriculum means being able to adapt information, discovering the best way to deliver it and getting our students to become active participants in their process of learning. It means connecting with their needs and issues and committing the time you have together to learn academic subjects as well as addressing those issues that get in the way of creativity and a healthy appetite to learn. Sexual harassment, respect and safety need to be explored in the classroom. By covering these issues, you will be doing yourself, as well as your students, a great service. They will learn something about life that is very valuable, and you will be operating in a proactive and positive mode to encourage positive classroom behavior.

Following is a list of positive actions for improving the school climate and supporting effective prevention and intervention strategies:

1. Use lessons that teach real life skills often as a prevention strategy. Infuse this curriculum into existing subject areas.

2. Work toward something permanent; refuse to use band-aids on existing problems such as violence, sexual abuse, chemical abuse, early pregnancy, gangs, etc.

3. Believe in the power of educators, children, families and communities working as partners and find more direct ways to connect these parties.

4. Work toward a common vision for your school building that defines how you would like to see the educational system change and address problems.

5. Focus on our resiliency and strengths rather than our limitations.

6. Teach students to celebrate diversity so that they may learn to embrace other cultures.

7. Create a strong support system by organizing a team of your like-minded peers. Proceed by collaborating with existing programs and services.

Dealing with indicators of sexual harassment/sexual abuse

As always, during and after use of the curriculum, observe any change in student grades or attendance, expressions of anger, depression, bullying or acting out sexually. Such change may be an indication of possible sexual harassment or sexual abuse. In addition:

- Tune into nonverbal behavior by and between students.
- Student's fidgeting or withdrawal may indicate anxiety, defensiveness or uneasiness about the topic.
- Pace the activities based on reactions from students. Spend the time necessary on each activity to ensure students learn the material.
- If students voice opinions, especially if they disagree, it may demonstrate that they are thinking about the issue.
- In small groups, divide students equally among sex, race and socio-economic status.
- Validate your students by praise and other positive responses to help them feel safe and comfortable.

If the option is available to you, consider team teaching the curriculum with a staff member of the opposite sex. This will provide positive male and female role modeling for students while fostering an environment that encourages both boys and girls to be receptive during activities. Likewise, tune into the cultural diversity of your school when identifying teachers of this curriculum.

A note on confidentiality

The curriculum instruction given to the students is not meant to be kept in the classroom. Our hope is that they will share what they learn with other students in order to begin the process of preventing sexual harassment and promoting an atmosphere of respectful behavior among their peers.

On the other hand, students should be told that they need to respect each others' right to privacy and that it is not okay to tell everybody outside their classroom how other students felt or what personal problems or stories were shared. Unfortunately, the teacher does not have control over this situation, but that does not prevent you from reminding them periodically of the importance of confidentiality. Keeping the confidences of friends is a part of the respect we are trying to generate among the students.

Reporting disclosures

A student may disclose information regarding child abuse. At times a student will disclose in an indirect way about an abusive experience he or she had. For example, "I know someone who is in trouble."

If children disclose during a lesson, acknowledge their comments, support them and assure them they are not the only ones who have experienced a problem of this nature. Acknowledge them for their courage in sharing and clearly tell them you will talk to them after the lesson. Let all children know that they can speak with you about personal issues in private, and be prepared to refer them to the appropriate student assistance resources available in your building. For information on reporting see Appendix A.

The acting out child

If there is a child who consistently acts out behavior related to sexual harassment or violence, he or she will need extra support through additional materials and referral to an appropriate school counselor, social worker or school nurse designated to assist children with special personal needs. You may feel that a call to child protection services is necessary to follow up on the reasons for the child's acting out sexually.

Timing Markers

Throughout the weekly lesson plans, approximate times allotments for each activity are indicated next to each step by a clock and the number of minutes to allocate to the activity. Use these timing markers as guidelines to help you pace the presentation. There is always room for flexibility. You may wish to spend more or less time on particular sections. Note that the total time allocated per lesson equals 45 to 55 minutes, or approximately one average class period.

Scripting

Stories and animal characters are used in the K-3 lessons. Scripts have been provided for teachers to suggest language and style to use. The scripts are included as an aid, and some passages may be more scripted out than necessary. Please feel free to adapt and improvise along the lines of the lesson. All teacher scripts for lesson content are clearly marked by the following sign and typeface:

Script...

Teacher's scripts are presented in bold, italic lettering like this...

Scripting for the puppet dramas is marked thus:

🗢 Script...

Puppet script looks different than the teacher's ...

Communication Box

After each curriculum students may have some challenging feelings as they process the information; therefore it is essential to give them the opportunity to ask questions or share concerns. For some students, it is much easier to do so in private. The purpose of the Communication Box is to allow students the opportunity to ask questions or share concerns regarding the information presented to them in a confidential way. Make a mailbox out of a shoe box or coffee can. Keep this available in the classroom during the curriculum so students can ask questions or share concerns as needed.

During the week go through the box to find out what the students are thinking about in response to the information in the curriculum. Make sure you review the letters in the box promptly and allow students time to discuss with an adult they trust the content of any letter which discloses abuse. Such a trusted adult might be a social worker, an elementary school counselor or a teacher.

Letter to parents or guardians

Date

Dear parents or guardians:

During this school year we will be working hard to create a safe and nurturing learning environment for your child. As part of our effort, we will be teaching all students how to deal with conflicts in ways that do not physically or emotionally hurt one another. We need your help in creating this safe and nurturing learning environment. We ask that you help us to teach your child how to deal with his/her feelings in positive, unhurtful ways. We recognize that being a parent is tough. It is also scary, particularly with the increase in violence all around us. Teaching all our children nonviolent conflict resolution is one step toward reducing the violence in today's world.

Toward this end, we are pleased to announce that we will begin a new curriculum on sexual harassment prevention. The curriculum has been created to increase children's awareness of inappropriate behavior and to leave them with personal safety practices that deal with sexual harassment. This program was developed and pilot tested by the Minnesota Department of Education and a team of educators and experts in the field.

The program teaches skills for improving your child's confidence in selfprotection as well as positive attitudes and behaviors to use when they are in a group. The curriculum includes positive, experiential exercises that have been geared for grade levels K-3 and 4-6. The lessons focus on the concepts of dignity, equality and respect for one another.

If you know a child who is involved in an incident of sexual harassment, please ask the school for the school district sexual harassment policy so that you know what to expect from the district and how to proceed.

Because we believe in working in partnership with parents or guardians, please do not hesitate to call me if you have any questions or comments.

Sincerely,

K-3 Lessons

K-3 Lesson Plan Chart

| | Lesson #1 | Lesson #2 | Lesson #3 | Lesson #4 | |
|---------|---|--|---|--|--|
| STEP 1 | Opening: Learn the Respect Cheer | Opening: Respect Cheer | Opening: Respect Cheer | Opening: Respect Cheer | |
| STEP 2 | Definitions:Dignity, Respect,Equality and Sexual Harassment | Review Lesson #1 Review Lessons 1 & 2 | | Review Lessons 1-3 | |
| STEP 3 | Home Assignment #1: Ail About Me | Share Time: Share Time: Homework Review Homework Review | | Sexual Harassment and Your Rights at School | |
| STEP 4 | Communication Box | Three Stories | Feelings Activity Sheet | Think, Say and Do | |
| STEP 5 | Preview of Lesson #2 | Learning to Say NO to Sexual Harassment | Feelings and Our Bodies | Share Time: Homework Review | |
| STEP 6 | Closing: Respect Pledge | Homework Assignment #2 | We Have Special Private Places | Communication Box | |
| STEP 7 | | Preview of Lesson #3 | Homework Assignment #3: People Who Care About Us | Summary of Lessons 1-4 | |
| STEP 8 | | Communication Box | Summary of Lesson #3 | Posttest | |
| STEP 9 | | Closing: Respect Pledge | Preview of Lesson #4 | Celebration: Completion Certificates | |
| STEP 10 | | | Communication Box | Closing: Respect Pledge | |
| STEP 11 | | | Closing: Respect Pledge | | |

K-3 Lessons

Pre-Program Introduction

🕒 10 - 15 minutes

Purpose

To introduce the program and begin to promote a safe and healthy classroom environment with rules that help allow sexual harassment to be discussed in a realistic and respectful way. This section includes **program description, ground rules, pretest, and the Respect Cheer.**

Program description



Script...

(Note: This script is written for animal puppets. Whereas animal puppets are very effective with younger children, you may prefer to use human puppets, role play or read the lessons as a story. Use your creativity and the techniques that are most comfortable for you.)

Let's try something new...

Have you noticed that sometimes kids don't get along as well they might? Sometimes kids' feelings get hurt, don't they? Can you think of some ways that you have seen kids treat each other unfairly?

Possible answers:

- somebody might call you a bad name
- too much yelling
- someone is bossy, or yells a lot

Well, some of the other teachers and I here at school know that it is hard to have fun and do well in school if you don't feel comfortable and accepted, and have some friends. That's why we decided to start a great new project called: Girls and Boys Getting Along! We will have three special new friends during this program, and I want you to meet one of them right now:

(Introduce Respect the Turtle)

Hey, everybody! My name is Respect. Respect the Turtle. I'm one of the helpers in the Girls and Boys Getting Along program. Your teacher asked me to stop in and tell you a little bit about our great new project together. I'm so glad to be here. I think kids are fun to be with and have lots of great ideas and good things to say.

This new project helps us learn how to get along better in our classroom, hallways, playground and cafeteria, the school buses, at home and in our neighborhoods, by taking a good look at respecting each others' ideas and feelings. We often get along just fine, but sometimes we don't, and we are going to look at how we can get along better, with less teasing, fighting and name calling because those things hurt. Do you think that boys and girls can get along better? (Answer) Sure they can! Can boys get along better with other boys than they do now? (Answer) Sure they can! Can girls get along better with other girls than they do now? (Answer) Sure they can!

Over the next three weeks, we will have fun as we learn how to get along better in our classroom.

This program includes a lot of fun things to do. Let me tell you about some of the best parts:

- You'll meet three new friends: Dignity, Equality and me -- Respect!
 We'll read stories:
- Do fun activities in class;
- Take home fun activities to do with your family.

That's all I've got to say for now, kids. See you next time, and I'll bring along my friends Dignity the Snail and Equality the Frog. Bye!

Ground Rules

Purpose

To establish an environment of safety, where students can share their feelings, thoughts and concerns.

Directions

Point out the rules of the class that are already established.

Options:

- Take suggestions from the students for any additional rules they would like to include.
- Write rules on board or poster board and display to students.

Script...

Kids have been taught not to tattle on one another. Kids who have been hurt or what we call abused have often been told the abuse is "our little secret." In this classroom you can share your thoughts and feelings. If you have anything you would like to share in private, this is not tattling. You deserve to be listened to. You can see me after the lesson or write a note in the mailbox.

Remember that we have rules in our classroom? Can anyone tell me what a rule is and what it is for?

Possible answers:

- They teach us to stay out of trouble.
- They help us feel safe.
- Rules teach us about danger.
- Rules show us how to get along.

Before we begin, let's talk about a few new ground rules for this fun, new project:

Positive-based rules:

- Everyone here is special.
- Everyone's ideas and feelings count.
- Only one person can talk at a time so that everyone's views can be heard.
- No sexual put-downs, saying things that make you feel bad just because you are a boy or a girl. Only put-ups -comments that build trust, good feelings and friendship.
- Everyone has the right to pass if they do not feel comfortable participating.
- What is shared in this room stays in this room.

Just Remember...

The most important rule of all is that everyone's ideas and feelings count here. If we all remember that one rule, we'll be doing great!

Pretest

Teacher: Use thumbs up or thumbs down for whether children know the answer to these questions; or another approach is a visual one such as red or white checkers.

1. Do you know what respect means?

2. Do you know what dignity means?

3. Do you know what equality means?

4. Do you know what sexual harassment means?

5. Can you think of some behaviors (actions) that are sexual harassment?

6. Have you ever seen sexual harassment, or has sexual harassment ever been done to you?

7. Do you know that sexual harassment is against the law and that school has rules against sexual harassment?

8. Do you know what to do to report that sexual harassment has happened to you? Whom to tell? Whom to tell if they don't do anything about the problem?

9. Can you say "Stop it. That's sexual harassment, and sexual harassment is against the law"?

10. Do you know that you can say, "No thanks, I'm not interested," any time someone asks you to do anything you don't want to do that you don't feel right about; like take drugs, tease someone else, bully someone else, touch someone else, hug or kiss someone else or anything else that big people do?

Respect Cheer

(clap in 4/4 time): (variations: try rock or syncopation; or when students get good at this try rapping it; or try a rhythm of the Hmong culture or another culture) (thanks on variations to Iva Smith, Programs for Educational Opportunity, U of M, Ann Arbor, MI)) (Another option: make up words to a popular song like Old MacDonald - I will respect myself and others, e i ee i o... etc. (Margie Smith, Equal Educational Opportunity, MDE,)

I will respect, I will respect,

Myself and others here! (clap, clap)

So join me now together

As we say our respect cheer! (clap, clap)

R (clap) **E** (clap) **S** (clap) **P** (clap) **E** (clap) **C** (clap) **T** (clap, clap)

I am special, You are special,

Let's get along and say, (clap, clap)

If we treat each other with respect

We'll all be friends today.(clap, clap)

RESPECT!

Lesson 1

| Title: | Dignity, Equality and Respect Talk About Kids Getting Along | |
|-------------------|--|---|
| Approximate Time: | 50 minutes | |
| Objectives: | Upon completion of this lesson students will be able to: | |
| | 1. | recite the Respect Cheer |
| | 2. | define dignity, respect, equality and sexual harassment |
| | 3. | use the Communication Box |

Materials Needed:

| Ø | Turtle, snail and frog placards or |
|-----------|------------------------------------|
| | puppets |
| Ø | Dignity, respect, equality and |
| | sexual harassment definition cards |
| | to post |
| \square | Activity sheets |
| \square | Communication Box and index |
| | cards |

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| Step 1 | Opening: Learn the Respect Cheer | Θ | 10 minutes |
|--------|---|---|------------|
| Step 2 | Respect the Turtle, Dignity the Snail and Equality the Frog | Θ | 20 minutes |

Script... for Respect the Turtle

Hello again kids! Remember me? Respect the turtle? I'm one of the helpers in the *Girls and Boys Getting Along* program. I'm so glad to be back here because I think kids are fun to be with.

Today I'm going to introduce you to a couple of very special friends of mine: Dignity the Snail and Equality the Frog. Hey Dignity, hey Equality, where are you?

(Bring out Snail and Frog. Option: children love to participate by being the animal characters while teacher reads story/scripting).

Oh, there you are. Say "Hi" to the kids, Dignity. Can everyone say "Hi" to Dignity? (Kids answer). Can you say "Hi" to Equality? (Answer) Do you know what the words Respect and Dignity and Equality mean? (Answer) Well that's the first thing that Dignity, Equality and I, Respect the Turtle, are going to help your teacher share with you.

You see, we need to know about Respect and Dignity and Equality for all the girls and boys in this room to get along great! Let's take them one at time. Does anyone here know what Respect means?

Possible answers (brainstorm on board):

- when you don't hurt someone
- being nice

Those are very good answers. Let me tell you the best way I ever learned to look at what respect means. Respect means treating ourselves and others around you as special people. Respect means treating their ideas and feelings, their bodies and clothing and trees, plants, animals, water and the whole Earth with care. We need to respect others with our actions and with our words. So I always say that respect is a way for us to say to ourselves and others: WE CARE.

(Display mini-poster with respect definition)

Respect Means Treating Everyone With Care

Script... for Dignity the Snail

When I think of dignity, I think of myself -- Dignity the Snail -- that's my name! Oh, but dignity doesn't mean snails! Does anyone here know what dignity means?

Possible answers (brainstorm on the board):

- being proud
- believing you are right

Good answers! Let me tell you the best way I ever learned to look at what dignity means. Dignity means you are important and so is everyone else. Dignity doesn't mean you are better than anyone else; it just means that you are as good as everyone else. You are important and so are others. You know how it feels when we sit up and hold our head up high? Let's all try this now. See how that feels! It feels good to be proud of ourselves.

Dignity also means trying to take the best care of ourselves and not letting others hurt us. I always say that dignity is a way for us to say to ourselves: WE ALL ARE IMPORTANT! Now repeat after me...

(Display mini-poster with dignity definition)

Dignity Means We All Are Important

Now let's meet Equality!

Script... for Equality the Frog

When I think of equality, I get excited because I think it is very good thing! Does anyone here know what equality means?

Possible answer (brainstorm on the board):

• everyone is the same...

Let me tell you the best way I ever learned to look at what equality means. Equality means that everyone deserves the same rights. This means that everyone deserves to be accepted and treated fairly. Equality is what we have between all girls and boys when we care about everyone's feelings and ideas no matter who they are, and we treat each other fairly by allowing them their turn. Equality means no matter if we are a boy or a girl, or have a different color of skin, or whether we are fat or thin, or use a wheelchair, or whether we have a particular religion or not; we all deserve to have the same rights. Why? Because we are all more alike than different. Can anyone tell us ways that we are all alike? (answers on board)

(Display mini-poster with equality definition)

Equality Means We All Deserve the Same Rights

When we have equality, we have a safe place to learn, where everyone has rights.

Now remember that during the next few lessons we are going to learn about something called sexual harassment. Sexual harassment is a put-down. Does anyone know what a put-down is? (answers)

A put-down is something mean that someone says or does to you that makes you feel bad. Sexual harassment is a put-down that makes fun of you for being a girl or a boy. Sexual harassment includes unwanted words or touching. Swear words about our bodies and touching in certain ways or places on our bodies are examples of sexual harassment. That's all for now. 'Til next time, good-bye, and remember: Respect yourself and others!

(Display mini-poster with sexual harassment definition)

Sexual Harassment is Unwanted Sexual Words or Actions and Put-Downs That Make Fun of You for Being a Girl or a Boy

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Step 3 Home Assignment -- "All About Me" Sheet 🕒 1 minute

Have children take home and fill out with their parents or guardians. They will need to return it for classroom discussion during the next lesson.

Step 4 **Communication Box** (b) 1 minute

Script...

I am so impressed with how great you kids did during our lesson! I have a special way for you to ask me questions, in private. Here's how to do it:

Everyone write your name on the notecards I'm passing out to you. Then, any time you want to talk with me in private, just drop your name card in the Communication Box, and I will know you have a question or something you want to say to me in private. I will talk to you about it later.

Step 5 Preview of Next Lesson

🕑 1 minute

5-10 minutes

 (\mathbf{P})

Script...

In our next lesson we are going to read four stories about situations that need more respect, dignity and equality. Three of the stories are about sexual harassment.

Step 6 Closing: Respect Pledge Option A -- Grades K-1

I pledge to myself and everyone here:

I will show RESPECT, by caring;

I will show DIGNITY, by believing that we are all important;

I will show EQUALITY, by treating everyone fairly.

I am special, you are special, we are all special.

Option B -- Grades 2-3

Sexual harassment is a put-down, And put-downs are not OK.

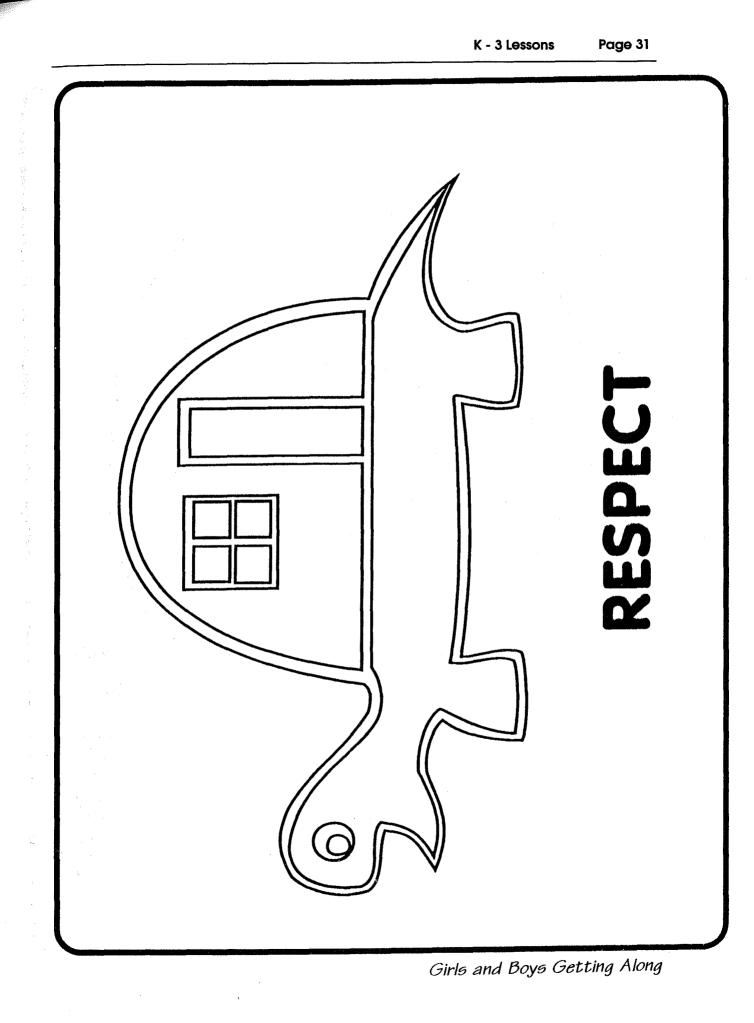
I pledge to do my best to stop sexual harassment.

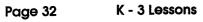
I will show RESPECT, by caring for myself and others;

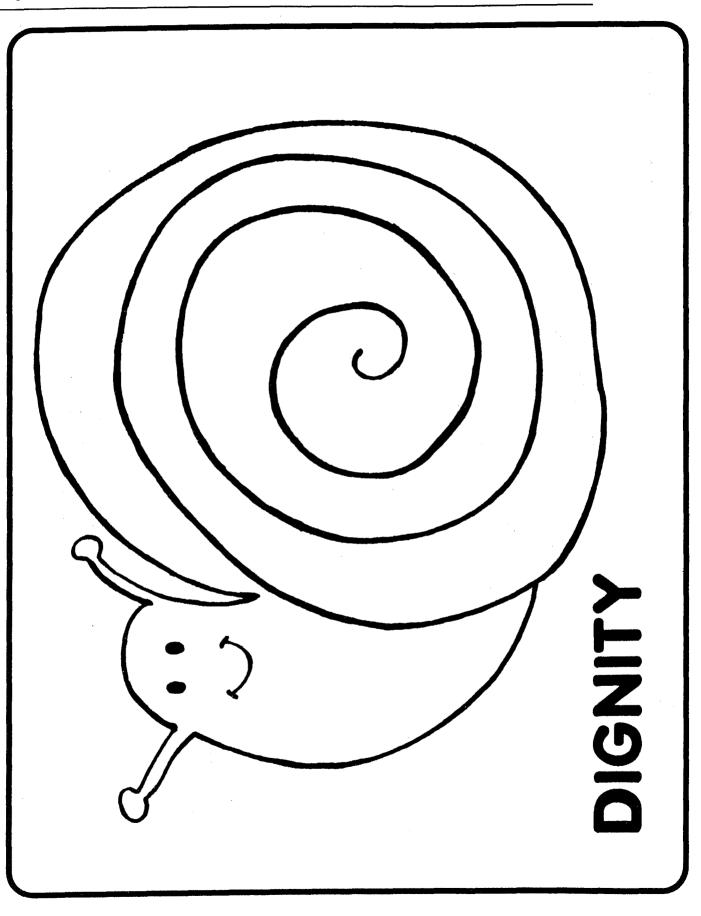
I have DIGNITY, and will give it to others;

I will work for EQUALITY, and treat everyone fairly.

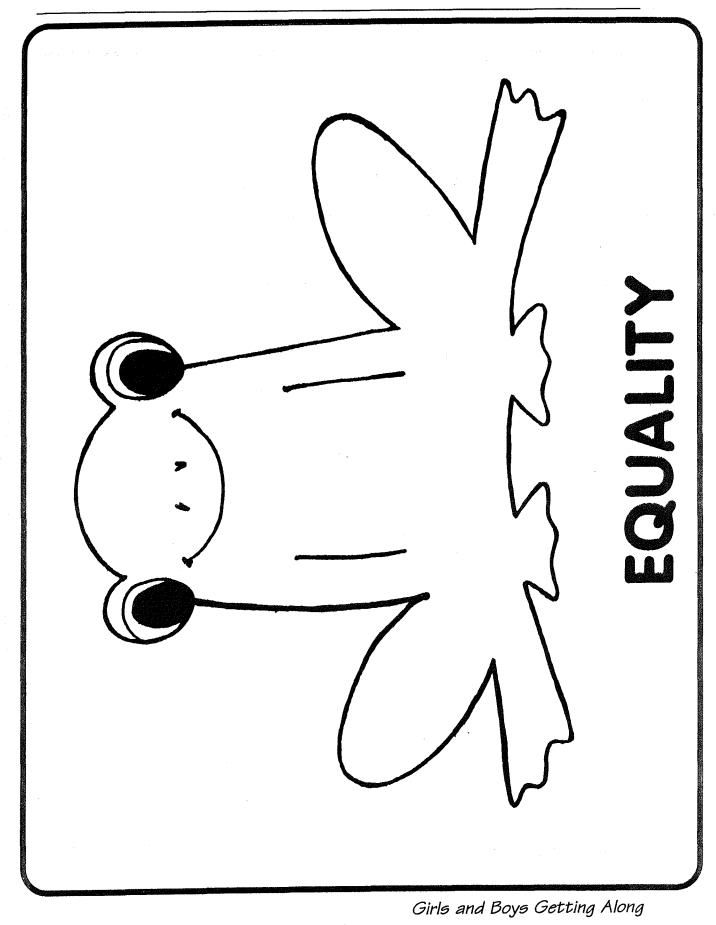
I am special, you are special, and we are all equal.







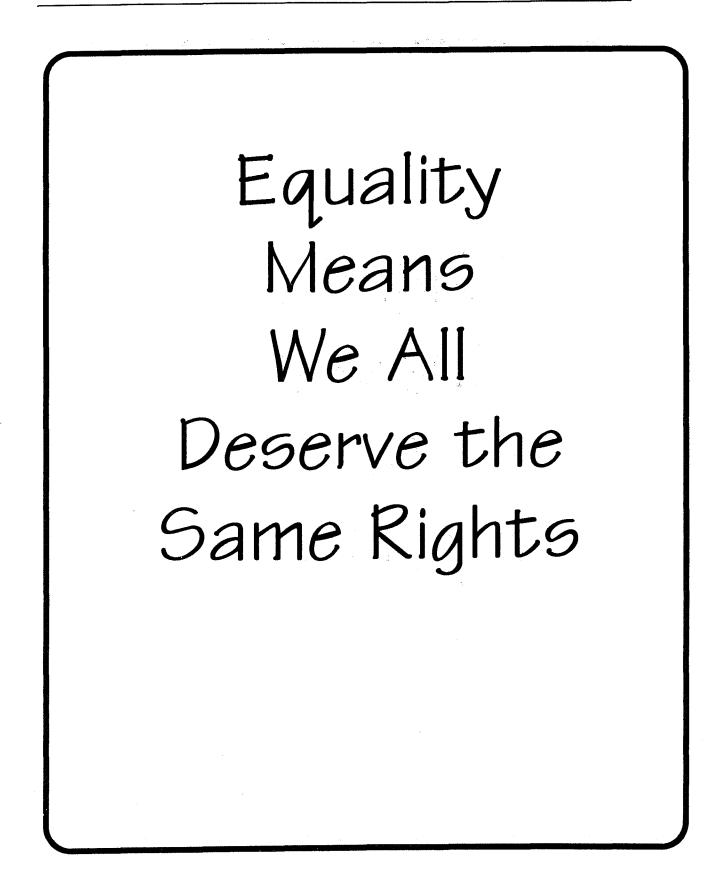
Page 33





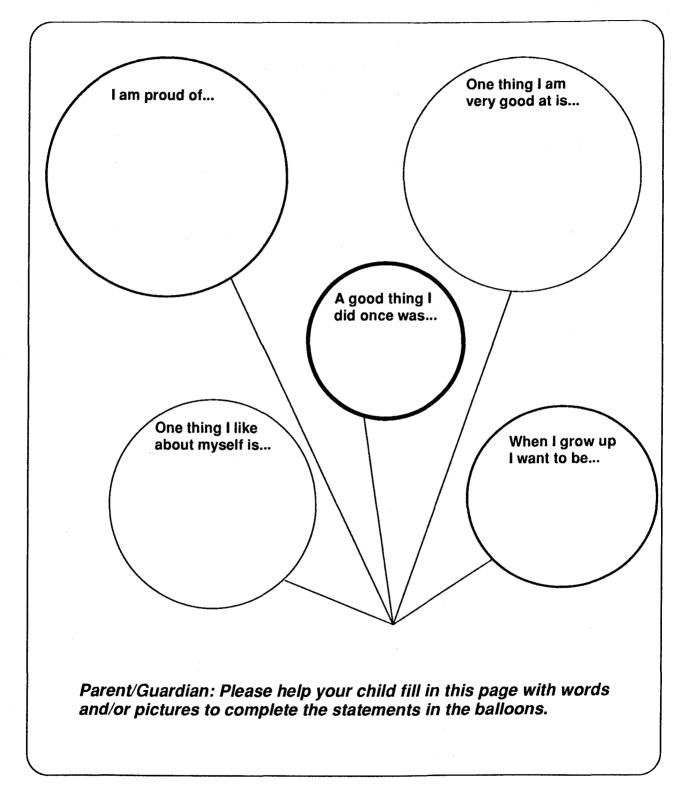
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Dignity Means We All Are Important



Sexual Harassment is Unwanted Sexual Words or Actions and Put-Downs That Make Fun of You For Being a Girl or a Boy

All About Me!



Lesson 2

Title:

Stories about Girls and Boys and Sexual Harassment

Approximate Time:

50 minutes

Objectives:

Upon completion of this lesson students will be able to:

- 1. identify feelings associated with sexual harassment
- 2. demonstrate positive solutions to conflict and sexual harassment situations

Materials Needed:

| Ø | Turtle, frog and snail |
|-----------|------------------------|
| | puppets or placards |
| \square | Lesson script |
| \square | Activity sheets |
| Ø | Communication Box |

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| B 1-2 | minutes |
|-------|---------|
| | 9 1-2 |

Step 2 "Up to now..." Review to Date. (b) 5 minutes

- Bring out Respect, Dignity and Equality.
- Review definition of respect, dignity, equality and sexual harassment.
- Remind students to use the communication box.

Step 3 Home Assignment Review (b) 10 minutes

Ask children about their responses to the "All About Me" sheets. Remind them that they are unique and special and that you want to hear something from everyone. Use some classroom management technique to call on every child once: pencils, warm fuzzies or popsicle sticks with their name on it drawn from a coffee can. It is important for them to know that everyone gets a chance to share.

Step 4 Four Stories

④ 20 minutes

Script...

Now we're going to hear four stories. Listen for Respect, Dignity and Equality in these stories.

Story #1 The purpose of this story is to demonstrate how we may sometimes struggle for power and control with each other as well as the positive ways to solve problems.

Chantel and Antoine both want to use the same toy, but only one can use it at a time. Instead of taking turns, they yell at each other and argue about who saw the toy first and who should be able to play with it. They were both grabbing a hold of the toy and wrestling with each other for it while calling each other names, when finally the toy broke. Along came Respect the Turtle:

Hi girls and boys! Remember that Respect means treating everyone, and toys and the environment with care. Can anyone tell us what Respect the Turtle would say and do in this situation?

Possible answers:

- be nice
- share and take turns
- ask for help

Along came Dignity the Snail:

Remember that Dignity means everyone is important. Remember you and I have to sit up straight to show that we believe we are important. Let's all do that. What could Chantel and Antoine have done in our story to show we have Dignity?

Possible answers:

- not yell...
- find another toy...

Along came Equality the Frog:

Remember that Equality means that everyone deserves the same rights. Can anyone tell us what Equality the Frog would say and do in this situation?

Possible answers:

- put the toy away
- take five minute turns

Teacher summary - This story was about bullying, fighting and not sharing, but you kids gave great suggestions on how to work problems out.

<u>Story #2</u> - This story is about one way that sexual harassment happens.

Sara and Joey were walking into class after lunch when Joey ran up to Sara and pulled up her skirt. He knew it wasn't very nice, but he thought it was fun, and that he could do it anyway. Sara was embarrassed and angry. She turned to Joey and told him to "cut it out." Joey just laughed at Sara and did it again because he thought it was funny. He said, "Can't you take a joke"? Sara said it wasn't funny, and this time she said more loudly, "Leave me alone." When he tried to do it again, Sara ran to her desk and sat in her chair. Joey's friend, Juan, said to him, "That wasn't cool. You shouldn't hurt others' feelings like that. You gave her a put-down and made her feel bad."

Can you imagine what would happen if some of our animal friends saw this happen?

Hold up the Turtle: This wasn't respectful was it boys and girls?

Hold up the Frog: This certainly wasn't very fair because she wasn't treated equally to Joey. Can anyone tell us what Dignity the Snail would say and do in this situation about Sara and Joey, and Juan's dignity? (answers)

Hold up the Snail: Sara was trying to be treated with dignity when she said "cut it out, leave me alone, and stop it." Juan was being fair by reminding Joey of Sara's rights when he tried to get Joey to stop because we shouldn't hurt each other's feelings.

Discussion questions:

What was Sara feeling? Why did Joey continue to treat Sara mean? What were you feeling when you listened to this story?

<u>Story #3</u> -- Here is a story to show us how children can feel left out and picked on just because they are a boy or a girl.

A group of girls are playing jump rope on the playground. Ramon is great at jumping rope and wants to play too. The girls, however, won't let Ramon join in. "This is for girls only", they say, "go find some boys to play with." Ramon feels bad because he wants to play jump rope; but he also wants to play with one of his best friends from his neighborhood, Maria.

Discussion questions:

How did Ramon feel when the girls said to find some boys to play with?

What do you think he should do?

Do you think he should be able to play with the girls even though he is a boy?

(Note: If the students think Ramon is a "sissy" or a"fag" because he wants to jump rope with the girls, the teacher should try to address homophobia and/or that these words are not respectful.)

If you were Ramon what would you <u>Think</u>? Are the girls being respectful? Is this situation fair? Why or why not?

If you were Ramon, what would you <u>Say</u>? How would you feel? Do you deserve this? Why or why not?

If you were Ramon, what would you <u>Do</u>? Is this situation fair? Why?

<u>Discussion question</u>: If the students on the playground call Ramon an unfair name like sissy or wimp, is that sexual harassment? Why?

In the pilot, students could understand homophobia and how much it hurt themselves and others and that it was sexual harassment. <u>Story #4</u> -- Here is one more story to show us another kind of sexual harassment.

Todd and Jeremy were at the drinking fountain, when Todd said, "You're a wimp, Jeremy, and you don't even have a penis." Jeremy felt hurt and angry. He wished he knew a good way to get Todd to stop calling him names.

If you were Jeremy what would you <u>Think</u>? Was Todd being respectful? Why or why not?

If you were Jeremy, what would you <u>Say</u>? How would you feel? Do you deserve this? Why or why not?

If you were Jeremy, what would you <u>Do</u>? Is this situation fair? Why or why not?

Step 5 Saying NO to Sexual Harassment \oplus 5 minutes

Use the (No) "Sexual Harassment" worksheet. This exercise is simple, yet makes the effective statement that, in no case, is sexual harassment acceptable.

Script...

Have any of you ever seen a "No Smoking" sign that has a circle with a line through a lit cigarette or the word "smoking" crossed out? Let me show you on the board.

Let's do the same with sexual harassment on our worksheets. I want you to help me make signs that remind us all that sexual harassment is not okay. So draw a circle around the words "SEXUAL HARASSMENT" and then draw a line through the circle to show we don't like it.

(Option: Color the worksheets and post around the room or school to remind everyone that we are working on improving our attitudes about sexual equality and sexual harassment.)

Step 6 Homework Assignment

① 1 minute

Purpose: Students will exercise critical thinking to show the difference between situations that are and are not sexual harassment. Read through directions on worksheet and have students complete the activity with their parents or guardians or someone at home. If students are confused about why situations on the worksheet are sexual harassment, this is a perfect opportunity for class discussion. Although no one wants to be harassed, there are students who may want those activities for a variety of reasons-attention, low self-esteem, etc. As a teacher, you have the responsibility to intervene. Also, your school district policy permits third-party reporting if you are offended by sexually explicit behavior.

Step 7 Preview of Next Lesson

① 1 minute

Script...

In our next lesson we are going to look at how our feelings affect our bodies. We'll also talk about the special private places on our bodies. And that's the name of next lesson: <u>Our Bodies and</u> <u>Feelings</u>.

Step 8 Communication Box 🙂 1 minute

Script...

Remember anytime you want to talk with me in private, just drop your name card in the Communication Box, and I will know you have a question and will talk to you later about it.

Step 9 Closing: Respect Pledge (D) 2 minutes

Option A -- Grades K-1

I pledge to myself and everyone here: I will show RESPECT, by caring; I will show DIGNITY, by believing that we are all important; I will show EQUALITY, by treating everyone fairly.

I am special, you are special, we are all special.

Option B -- Grades 2-3

Sexual harassment is a put-down, And put-downs are not OK.

I pledge to do my best to stop sexual harassment,

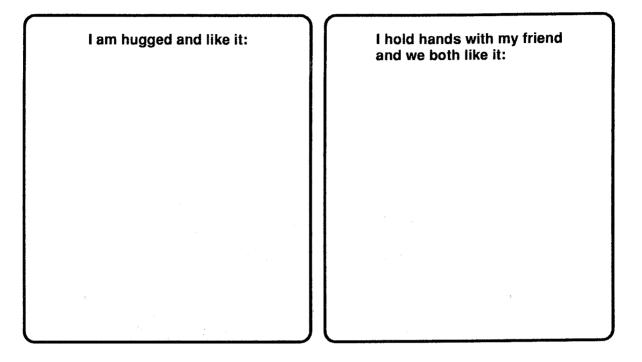
I will show RESPECT, by caring for myself and others; I have DIGNITY, and will give it to others; I will work for EQUALITY, and treat everyone fairly.

I am special, you are special, and we are all equal.

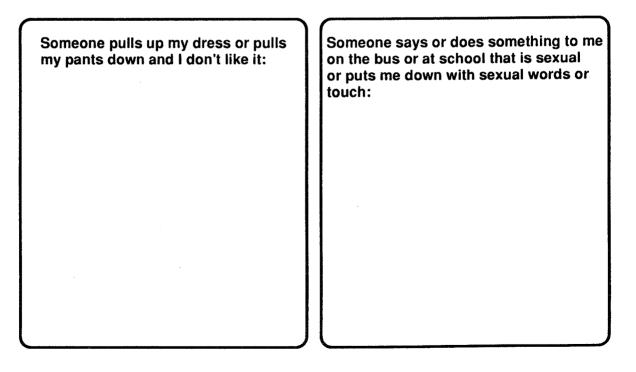
Sexual Harassment

Draw a picture in each space below:

It is NOT sexual harassment when:



It IS sexual harassment when:



Lesson 3

| Title: | Our B | odies and Our Feelings |
|-------------------|--|--|
| Approximate Time: | 50 minutes | |
| Objectives: | Upon completion of this lesson students will be able to: | |
| | 1. | identify feelings and how they affect our bodies |
| | 2. | name male and female body parts |

Materials Needed:

| \Box | Turtle, snail and frog placards or |
|-------------------|------------------------------------|
| | puppets |
| $\mathbf{\nabla}$ | Activity sheets |
| \square | Communication Box |

| Page 50 | K - 3 Lessons | | | |
|---------|---|-----|-------------|--|
| Step 1 | Opening: Respect Cheer | Φ | 1-2 minutes | |
| Step 2 | "Up to now" Review to Date | θ | 5 minutes | |
| | Bring out Respect, Dignity and Equality. Review definition of respect, dignity, equality and sexual harassment. Stories 1, 2, 3 and 4: Ask for examples of how sexual harassment occurred in the stories. | | | |
| Sten 3 | Home Assignment Review | (†) | 5 minutes | |

Ask children about the worksheet on which they drew pictures, showing examples of what is and what is not sexual harassment. Have them show their pictures and describe the situations.

Step 4 Activity -- "Feelings" Activity Sheet (b) 10 minutes

Purpose: By listing and describing feelings, children can become more comfortable with talking about feelings and including them in their vocabulary. As they come to an appreciation of their feelings, they can better understand and appreciate the feelings of others.

Script...

All our feelings are important. Some feelings are fun and help us feel warm all over. Other feelings make us feel uncomfortable inside. We need to learn how to understand and listen to our feelings because they help us make choices about how to behave in different situations. I have a fun activity sheet for us to do. On your worksheets are four circles. I want you to draw four faces in those circles -- (show an example on the board) -- and each of the faces should have a different feeling like happy, sad, mad, or others.

Bonus point for older children: Ask them to write in the name of the feeling below the picture and share a time when they had that particular feeling.

Step 5 Feelings and Our Bodies

① 10 minutes

Script...

Today, Respect, Dignity and Equality are going to talk about our feelings and how feelings affect our bodies. Let's welcome our good friends Respect, Dignity and Equality...

Script for Dignity the Snail...

Hey kids! How are you doing? Here we are! Respect the Turtle, Equality the Frog, and me -- Dignity the Snail. It's great to be here again! Today we're going to talk about something very important--our bodies and our feelings. You see, our feelings affect our bodies in powerful ways.

For example, when we get scared we may feel it in our tummy. When I get scared I sometimes hide inside my shell. Do you ever hide in your shell when you get scared, Respect?

(Improvise: Yes, no, well sometimes ...)

Script for Respect the Turtle

When we get angry we may grind our teeth or pace around real fast and want to scream and shout. Have any of you ever seen me when I get nervous? I start walking back and forth, back and forth around the room. You should see Equality the Frog get nervous! You've never seen a frog jump around so much!

But you know, we can control ourselves by using the power of our thoughts to understand how we are feeling and then remember that we need to respect others and ourselves so that we do not do hurtful things to ourselves or anyone else.

Let's all sit up with dignity again. Remember that dignity means we are important.

Step 6 We Have Special Private Places (B) 15 minutes

Purpose: By identifying the special private places of the body and discussing them in a positive, non-embarrassing light, children can see that everyone has certain privacy needs that have to be respected.

Note: Children are likely to smile and giggle upon the mention of sexual organs. Acknowledge the "giggle factor" and that it is normal to be a little embarrassed; however, steer the dialogue to make the use of sexual words more comfortable and natural.

Script... for Respect the Turtle

We all have special private places. It is important that we do not say mean words or swear words about each other's special private places. A boy's body is different from a girl's body, isn't it? A boy has a penis, scrotum and testicles, and that's what makes him a boy. A girl has a vagina and vulva--that's what makes her a girl. Our breasts and buttocks (pat your backside) are our private places too, and if we respect one another we don't touch the boys and girls around us on their special private places.

Our whole body is special and important. Imagine that we all have boundaries around our bodies. The boundaries are like an imaginary bubble that reminds us that we can keep people from touching us any place unless we want them to. Our bodies are our own. We also need to respect other people's bodies by not touching them when they don't want us to. You see, they have an imaginary bubble around their bodies too.

Script... for Dignity the Snail

Remember kids, if we have dignity it means that we must take care of ourselves, and we must believe that we have the right to stay safe. Part of taking care of ourselves is not letting anyone touch us or say anything about us or our body parts that hurts us.

Let's color the figures on the activity sheet to look like you, with your hair and eyes, and the private places of our body which most others should not touch. These are the places usually covered by our bathing suit. Just draw some lines back and forth across these private places.

Use activity sheet with front and rearview of the body figure: Note to the teacher:

The two drawings of children with their parts named may be used in class, or may, if you prefer, be used as material that is sent home to parents. The letter to parents should accompany the drawings to explain that this information is part of the elementary sexual harassment prevention curriculum which you wish they would cover with their child so that the student is better able to protect him or herself from harm.

Now let's repeat what we said about feelings and bodies. We all have feelings, and our feelings are good. Our feelings affect our bodies. For example, when we get scared, we may feel it in our tummy and when we get angry, we may grind our teeth and want to shout. If we are touched in a way that doesn't treat us with respect and dignity, we can feel sad, mad, scared or confused.

Script...

We all have equal rights to feel safe and not be touched unless we want to be. If someone says something about our penis, breasts, vagina or buttocks, or does something mean to our body, we do not deserve it. We deserve to be safe which means not having our feelings or our bodies hurt. Remember the story about Sara and Joey from our last lesson? In that story, Sara said, "Stop it, I don't like that." We should always remember that if someone is hurting our feelings or our bodies that we should tell them to stop. If they don't stop, find an adult whom you trust who will make them stop or run and get someone else.

Step 7 Assignment : People Who Care 🕒 1 minute

Have children take home the assignment and fill it out with their parents or guardians. They will need to bring the assignment back for the next lesson.

Step 8 Summary of Lesson

• 5 minutes

Script...

Let's quickly review what we learned in today's lesson:

- Our feelings affect our bodies. But we can control our bodies and our feelings by using the power of our thoughts so that we don't hurt ourselves or others.
- We all have genitals and private places and they should be respected.

(Note: If students notice the words scrotum and vulva on the figures and wonder where the testicles and vagina you referred to are located, indicate that they are inside the scrotum and vulva and, consequently, they cannot be seen on these drawings.)

Step 9 Preview of Next Lesson

① 1 minute

Script...

In our next lesson we are going to look at what we can do to protect ourselves from being hurt. We all deserve to feel safe and to be treated fairly. Sometimes people say and do mean things to each other that hurt their feelings and bodies. No one has fun when they get picked on. So next time we'll look at what we can do and who can help us as we look at <u>Solving Problems with</u> <u>Dignity, Respect and Equality</u>.

Step 10 Communication Box 🕒 1 minute

Script...

Remember, any time you want to talk with your teacher in private, just drop your name card in the Communication Box and (she/he) will know you have a question or feelings about something, and will talk to you later about it. Teacher, you may need to "prime the pump" by having another teacher put a question in the Communication Box which you answer out loud without identifying anyone.

(Note: Remember to speak privately with any children who use the box and to return their name card for future use. Ask for help from the school social worker or counselor as needed.)

Step 11

Closing: Respect Pledge

2 minutes

Option A -- Grades K-1

I pledge to myself and everyone here:

I will show RESPECT, by caring;

I will show DIGNITY, by believing that we are all important;

I will show EQUALITY, by treating everyone fairly.

I am special, you are special, we are all special.

Option B -- Grades 2-3

Sexual harassment is a put-down, And put-downs are not OK.

I pledge to do my best to stop sexual harassment,

I will show RESPECT, by caring for myself and others;

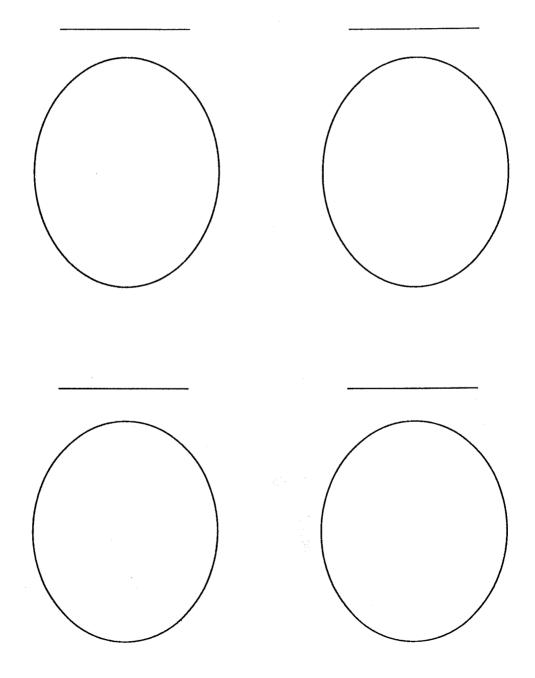
I have DIGNITY, and will give it to others;

I will work for EQUALITY, and treat everyone fairly.

I am special, you are special, and we are all equal.

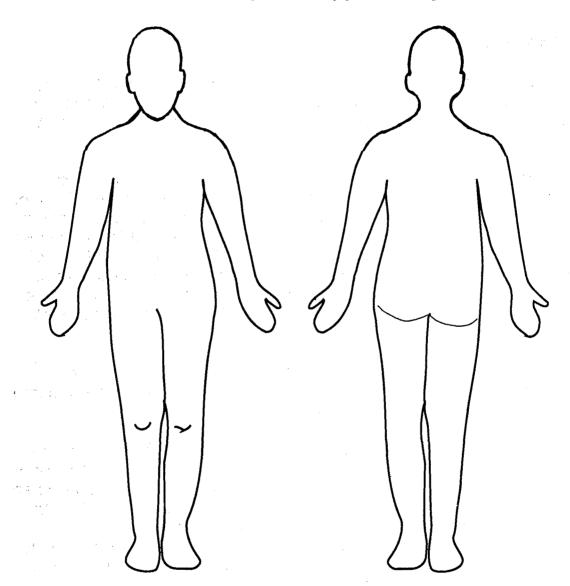
Feelings

- 1. Write down a feeling above the face.
- 2. Draw in the face showing the feeling.



You Have Special Private Places

You have special private places that most others should not touch. These are usually covered by your bathing suit.



Make this person look like you by drawing two eyes, a mouth and hair.

Color the areas which are special places most others should not touch.

Date

Dear Parents or Guardians,

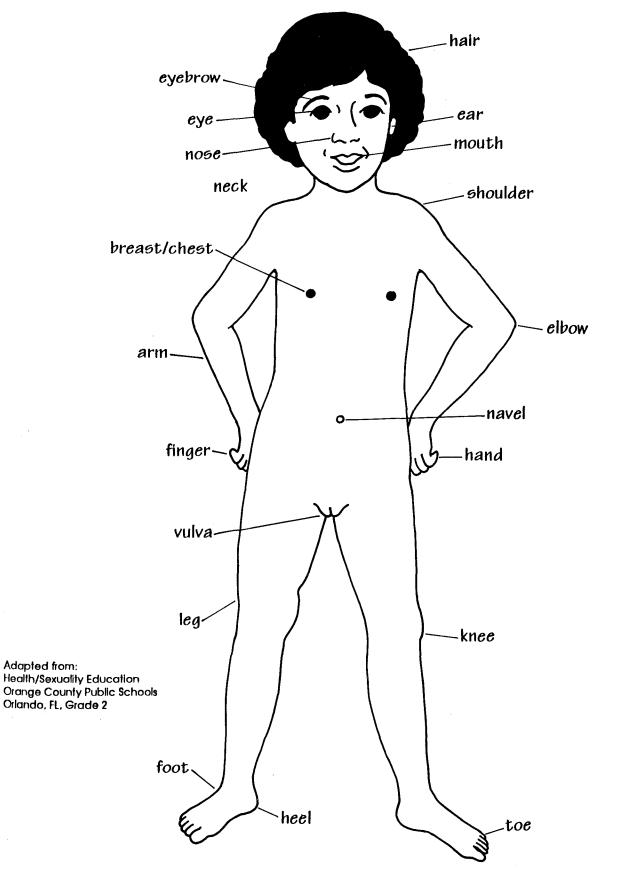
We are discussing sexual harassment and sexual violence prevention in our school this year in an attempt to reduce the number of times children are made to feel bad about themselves by others and to increase each child's opportunity to learn.

We are asking that you be a partner with us in this program by reading to your children the diagrams of children with the correct body terminology for each of their body parts. We believe this concept is important to be taught for health and safety reasons as well as for increasing respect for each child regardless of gender. *Foundations for Family Life Education - A Guidebook for Professionals and Parents* (Whitehead and McGraw, 1991, p. 61) states that while "special family names for private body parts can be appropriate for young children...by school age it is important for parents to teach their children the proper terminology ..."

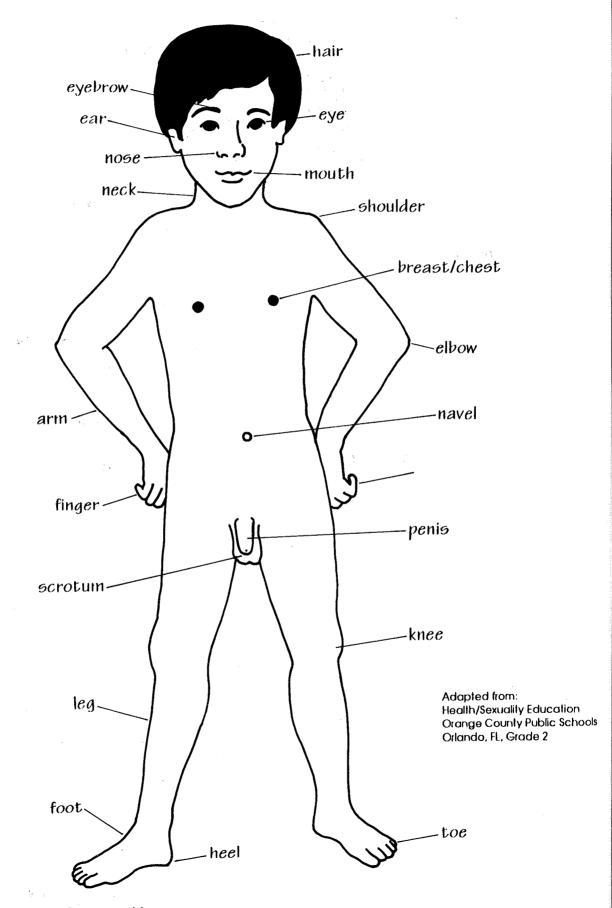
Opportune moments for sharing correct body terminology come very naturally in the home. This might be at bath time, getting ready for bedtime, visiting the doctor, or while helping with the needs of others.

We hope these diagrams will assist you at home to introduce your child to the correct name for body parts and to facilitate communication between you and your child. At school we will be saying "the bathing suit zone" when we are referring to the areas of the body which should not be touched by most other people and we will also be using the correct terminology. We believe that the proper terminology must be learned to increase the safety and protection of our children. When a child says she was touched in her "candy" she is very vulnerable to abuse.

Thank you for your cooperation with our program.



Girls and Boys Getting Along



Girls and Boys Getting Along

People Who Care About Us

Home

| Name | Phone # |
|----------|-------------------------|
| Name | Neighborhood Phone # |
| Name | School Phone # |

Parent/Guardian: Please help your child fill in the people and phone numbers at each place above where she or he can or should go if there is a problem which requires an adult's help.

Pain...My Witness

I have a witness to all the things you did to me. Pain. I did not feel it then, but now I can. Now I do. Everywhere I am turned in my life, the memories are there. Pain is there. You are there. I could not stop you then. I can now. I do. No more are you allowed to hurt me. Never again will I be a silent partner to your disgusting displays of affection.

You make me sick. What you did to me was perverse. The things you whispered in my ear twisted. Are you proud for what you did?

How could you get your pleasure from a young child? A child is not equipped to know or handle sexual arousal. You, your kind, have no right to the young, their minds, or their bodies. I have faced you, I have fought you, and I have won.

by Traci A. Barcus

(Thank you to my family for being there when I needed them and to the staff and group members of the Ita'sca Alliance for Sexual Assault.)

Lesson 4

| Title: | Solving Problems with Dignity, Respect and Equality | |
|-------------------|--|---|
| Approximate Time: | 50-55 | minutes |
| Objectives: | Upon completion of this lesson students will be able to: | |
| | 1. | define personal rights regarding sexual harassment |
| | 2. | identify school rules about sexual harassment |
| | 3. | develop a personal safety plan, identifying who can help them |

Materials Needed:

| Ø | Turtle, snail and frog placards or |
|-----------|------------------------------------|
| | puppets |
| Ø | Activity sheets |
| \square | Communication Box |

Page 64 K - 3 Lessons

Step 1 Opening: Respect Cheer 🕒 1-2 minutes

Step 2 "Up to now..." Review to Date. 10 minutes

- Bring out Respect, Dignity and Equality.
- Review definition of respect, dignity, equality and sexual harassment.
- Remind students to use the Communication Box.
- Lesson 2, stories 1,2,3 and 4: ask for examples of how sexual harassment occurred in the stories.
- Discuss the effect of feelings on our bodies.
- Review how our bodies have special private places (reviewing anatomical names and places).

Step 3 Sexual Harassment and Your Rights at School (15) minutes

Script... for Equality the Frog

Hey kids! How are you doing? Remember me --Equality the Frog? Do you remember what equality means? (Answers)

Equality means we all deserve the same rights.

Great! Today we're going to talk about something very important: What are our rights if we have been sexually harassed.

We know that dignity, respect and equality are important things for us to remember when we talk about girls and boys getting along well together. When everyone takes turns and treats each other fairly we have equality. When our rights are not respected and we are not treated fairly it doesn't feel very good, does

it? Can anyone tell us how they feel when they are treated unfairly?

Possible answers:

- hurt
- angry
- sad

That's right! It's no fun at all; it's mean! Well, we have rights, don't we? Here at school we have the right to feel safe and have fun learning and playing with our friends.

Sexual harassment is a sexual put-down that makes us feel bad. These kinds of words and actions are some examples of sexual harassment:

<u>On the bus:</u>

- someone pulling at your clothes or touching you when you don't want them to
- someone using swear words about your penis, vulva, breasts or buttocks

On the playground:

- a boy gets put down because he wants to play house with the girls
- a girl gets put down because she shoots baskets better than the boys

In the hallway:

 someone pulling down your pants, or pulling up your skirt

In the classroom:

- untrue stories about one student making sexual comments about another student; for example, about their body parts or something they did
- name calling at the teacher which includes words
 about their private parts or a sexual rumor

Script...

By now you know about some games that are okay to play and other games that are not okay to play. Let's list some of these on the board. (Create two vertical columns on board and label "Okay" and "Not Okay").

Now that we've talked about how we feel, let's hear what some other kids have to say... Here's what some other children said about how sexual harassment made them feel: (read from a sheet to quote):

- I felt terrible. I felt it was my fault, but it wasn't. I didn't tell teachers or the principal what had happened. I think my problem is that I am scared. I'm scared they're going to do something worse if I tell.

- I was angry, sad, and I wanted to get back at him... I was speechless and quiet for some time. I felt like crying but I kept it inside and didn't say anything to anyone.

It's not right that some kids feel this way, but we have rules at our school that protect our rights. Always remember: Sexual harassment is against the rules at school, and it is also against the law. There are people at school who can help you. Can anyone tell us who can help them at school?

Possible answers:

- teacher
- nurse
- principal
- social worker or school counselor

Part of an adult's job at school is to help kids feel safe. When you have a problem with sexual harassment, tell an adult. If that doesn't stop the problem keep telling other adults until you find someone who is able to stop it. Step 4 Think, Say and DO \oplus 5 minutes

Script...

I want to tell you about three things you can do if someone is hurting you with their words and actions (Use placard to show concept):

First, <u>THINK.</u> Remember your dignity. Think to yourself: I am special. I deserve to be treated fairly.

Second, <u>SAY.</u> Tell the person to stop. Tell them how you feel.

Third, <u>DO.</u> Get help from an adult you trust.

I'm going to tell you about a situation, and I want you to use the Think, Say and Do steps. Are you ready?

Situation --

Some boys are in the hallway at school. When two girls come walking by them, the boys say mean things to them. The girls don't like it and tell the boys to quit. The boys continue to say mean things anyway and start to use swear words about the girls' private body parts. The girls are mad and their feelings are hurt.

If you were the girls, what would you <u>Think</u>? Are the boys being respectful? Why?

If you were the girls, what would you <u>Say</u>? How would you feel? Do you deserve this? Why?

If you were the girls, what would you <u>Do</u>? Is this situation fair? Why?

If you were one of the boys, and you thought what happened was mean, is there anything you could say or do to help?

Note: Use the "Think, Say and Do" sheets to summarize the procedure that the children should use. Two different versions are supplied. One has the main

points and can be posted as a reminder of what to do. It includes pictures with one-word explanations of the three steps. The other has more information and can be used as an information sheet for the older students and/or as a take-home sheet to review with students' parents or guardians.

Step 5 Home Assignment Review (b) 5 minutes

Ask children about their responses to the "People Who Care About Me" sheets. Make sure they describe not only who can help them, but why they believe the people they chose can help them. Focus on people who can help them at school.

Step 6 Communication Box (B) 10 minutes

If the students have been using the communication box well and you feel it ihas been useful, have them continue to drop name cards, pictures and little notes into it whenever they need to.

Step 7 Summary of Lessons 1 - 3

① 10 minutes

LESSON 1

Respect = Treating ourselves and others with care.

Dignity = Everyone is important.

Equality = Everyone deserves the same rights.

Sexual Harassment = Unwanted sexual words or actions and putdowns that make fun of you because you are a girl or a boy.

 "All About Me" worksheet: It is good to think about who we are, what we like/dislike, what we are good at, etc. We can take pride in who we are.

LESSON 2

- Sexual harassment is not okay.
- Examples of sexual harassment from stories 1, 2 and 4.

LESSON 3

• We have feelings, and having feelings is good. Sometimes we feel good, sometimes we feel bad. Our bodies are affected by our feelings. We need to know about our feelings and how to use our thoughts to choose a healthy way to express them.

• Our bodies have special private places: penis, vagina, breasts, buttocks. We know that no one should touch our bodies in ways that hurt us or make us feel bad. We also know that we should not touch others' special private places or talk about others' genitals in ways that hurt them or make them feel bad.

LESSON 4

• Sexual harassment is against the rules at school. It is also against the law. No one deserves to have sexual harassment happen to them. We have the right to get help and have sexual harassment stopped. At school there are people who will help, including teachers, nurses, school social workers and counselors, the principal and others. Part of an adults' job at school is to help kids feel safe when there is a problem.

• Personal Safety Plans with names and telephone numbers of people we can trust are good to have. When we make them, we decide who are the people who will help us because they care about us. Knowing that they will always help us can make us feel safe and more comfortable.

• When we are hurt by others' words or actions, we need to stop and think about how we feel and what we can and should do. When we remember that we can use our minds to plan how to protect ourselves, that we can say how we feel, and that we can get the help we need, we will be taking steps toward living in a world with more dignity, respect and equality.

Step 8 Sexual Harassment Test

Teacher: This test is identical to the pretest at the beginning of the curriculum. You can use thumbs up, thumbs down, or your preferred method of determining their knowledge. You may find there are areas you need to review with them in extension activities.

Ð

10 minutes

1. Do you know what respect means?

2. Do you know what dignity means?

3. Do you know what equality means?

4. Do you know what sexual harassment means?

5. Can you think of some behaviors (actions) that are sexual harassment?

6. Have you ever seen sexual harassment, or has sexual harassment ever been done to you?

7. Do you know that sexual harassment is against the law and that school has rules against sexual harassment?

8. Do you know what to do to report that sexual harassment has happened to you? Whom to tell? Whom to tell if they don't do anything about the problem?

9. Can you say "Stop it. That's sexual harassment, and sexual harassment is against the law"?

10. Do you know that you can say, "No thanks, I'm not interested," any time someone asks you to do anything you don't feel right about-- take drugs, tease someone else, bully someone else, touch someone else, hug or kiss someone else or anything else that big people do?

Step 9 Completion Certificates 🕀 10 minutes

Kids love to have celebrations! Use the "Certificate of Completion" to acknowledge their new skills of understanding sexual harassment. Recognize their efforts and give them positive affirmations to continue to learn and act upon respect, dignity and equality.

Step 10 Closing: Final Respect Cheer 🙂 2 minutes

Option A -- Grades K-1

I pledge to myself and everyone here: I will show RESPECT, by caring; I will show DIGNITY, by believing that we are all important; I will show EQUALITY, by treating everyone fairly.

I am special, you are special, we are all special.

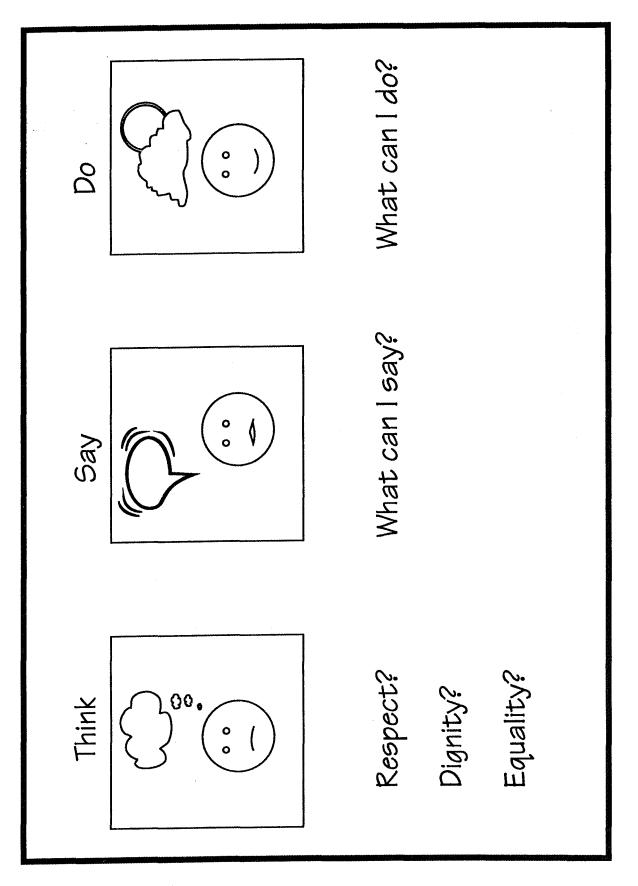
Option B -- Grades 2-3

Sexual harassment is a put-down, And put-downs are not OK.

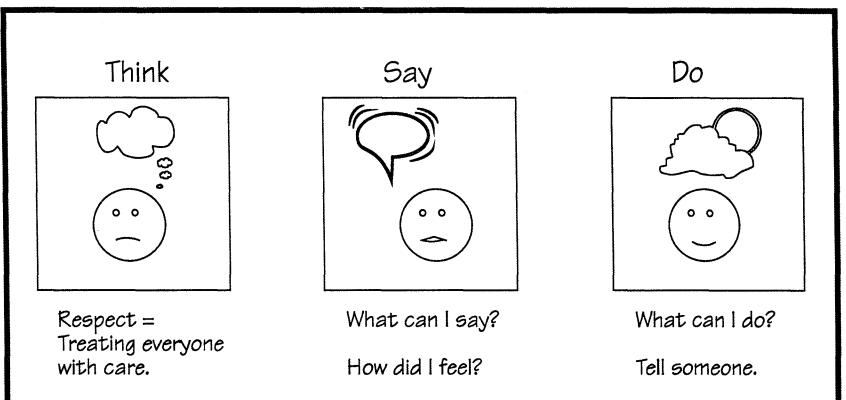
I pledge to do my best to stop sexual harassment,

I will show RESPECT, by caring for myself and others; I have DIGNITY, and will give it to others; I will work for EQUALITY, and treat everyone fairly.

I am special, you are special, and we are all equal.



1



Dignity = Everyone is important.

Girls and Boys Getting Along

Equality = Everyone deserves the same rights. I want it to stop.

Keep telling until

someone helps.



has successfully completed the Girls and Boys Getting Along program promoting Dignity, Equality, Respect and Personal Safety.

Signed

Date ___

4-6 Lessons

4-6 Lesson Plan Chart

| | Lesson #1 | Lesson #2 | Lesson #3 |
|---------|--|---|--|
| STEP 1 | Defining Sexual Harassment | Review Lesson #1 | Review Lessons 1 & 2 |
| STEP 2 | Flirting and Teasing | Sexual Stereotyping and Its Connection With Sexual Harassment | Homework Review |
| STEP 3 | Respect, Dignity and Equality | Homework Review | Discussion: "People Who Care" Sheets |
| STEP 4 | Fairness Wheel (optional) | Causes of Sexual Harassment That Relate to Power | School Policy |
| STEP 5 | Sexual Stereotypes: Definition | Practice Letters | Case Studies: Putting Our New Knowledge to Work |
| STEP 6 | Homework Assignment #1: Male and Female Stereo- types in the Media | Homework Assignment #2 | Summary of Lessons 1-3 |
| STEP 7 | Review Key Points | Review Key Points | Posttest |
| STEP 8 | Communication Box | Preview of Lesson #3 | Celebrate New Knowledge: Certificates of Completion |
| STEP 9 | Preview of Lesson #2 | Affirmation | |
| STEP 10 | Affirmation | | |

4-6 Lessons

Pre-Program Introduction

🕒 10 - 15 minutes

Program Introduction Pretest Ground Rules Letter to Parents or Guardians (Optional)

Purpose

To introduce the program and begin to promote a safe and healthy school environment where sexual harassment will not be accepted.

🗘 Script...

Over the next (time period -- weeks, days, etc.) we will start a great new project called *Girls and Boys Getting Along!* This program is about sexual harassment and will help us learn how to recognize it and what to do if we experience it. Let me tell you about some of the best parts. We'll:

- do fun activities in class
- learn how to deal with difficult or embarrassing situations involving sexual harassment
- take home activities to do with your family
- make a personal safety plan
- receive a Certificate of Completion

Pre/Post test

🕑 5 - 10 minutes

We have provided a pretest to be given to the students before the first lesson of the program. Its purpose is to help find out how much information the students have regarding sexual harassment and how to stop it. Put the students at ease by reminding them that this is not a quiz which will be graded. It is only to determine their knowledge on the subject.

Script...

Now you may not know that much about sexual harassment, but by the end of *Boys and Girls Getting Along* you'll know what it is and what to do about it. Before our first lesson, I want to have you fill out this short quiz to see what you already know regarding sexual harassment and personal safety.

Don't worry! This is not a test you will be graded on. Just fill it out the best you can, but make sure you answer all the questions. By doing so you will help me find out what you already know and what you most want to learn about this topic.

Sexual Harassment Pretest

Please mark the following statements <u>A</u> if you agree with it or <u>D</u> if you disagree:

- ____1. There are jobs that only boys can do.
- _____2. There are jobs that only girls can do.
- 3. Girls like to be teased, especially about their bodies.
- 4. Boys are wimps if they can't take a little teasing.
- ____5. Girls ought to expect to get their bras snapped when they first start wearing them.
- 6. If a girl has been sexually abused, it's OK to call her a whore.
- _____7. It's expected that boys will try to grab girls' body parts.
- _____8. Boys like to be teased in a sexual way by girls.
- 9. If you think a girl likes a boy, it's OK to tease both the girl and boy about it.
- _____10. One of the ways girls and boys let each other know they like each other is by calling each other names and talking about their bodies.

-- Pretest Page 2 --

- _____11. There's no harm intended when boys and girls tease one another about their looks or bodies.
- _____12. If a boy or girl isn't interested in the opposite sex then they are gay.
- ____13. If everybody teases girls/boys, then it's OK to do it.
- ____14. I don't trust boys or girls who are different from me.
- ____15. When a boy or girl is mad at another, it's OK to hit each other.
- ____16. A girl should expect to get harassed by boys.
- ____17. Boys should expect to get teased and to fight with each other.
- 18. Girls shouldn't hit boys, but it's OK for boys to hit girls.
- ____19. It's hard being male or female because you are told how to dress and how to look so other people will notice you.

_____20. Boys and girls should be judged on what they do and how they treat people, not on how they dress or how they look.

Ground Rules

Purpose

To establish an environment of safety, where students can share their feelings, thoughts and concerns.

Directions

- Point out the rules of the class that are already established.
- Take suggestions from the students for any additional rules they would like to include and write rules on the board or newsprint.

Script...

Kids have been taught not to tattle on one another. Kids who have been abused have often been told the abuse is "our little secret." In this classroom you can share your thoughts and feelings. If you have anything you would like to share in private, this is not tattling. You deserve to be listened to. You can see me after the lesson or write a note in the mailbox. Remember that we have rules in our classroom.

Before we begin, let's talk about a few new ground rules for this new project:

- Everyone's ideas and feelings count.
- Only one person can talk at a time so that everyone's views can be heard.
- No sexual put-downs, only put-ups--comments that build trust, good feelings and friendship.
- Everyone has the right to pass if they do not feel comfortable participating.
- What is shared in this room stays in this room.

Just Remember...

The most important rule of all is that everyone's ideas and feelings count here. If we all remember that one rule, we'll be doing great!

Letter to Parents or Guardians

You may want to send a letter home to the children's parents or guardians after giving the children the introduction to the program. Some school districts will not require that you communicate with the parents or guardians about the lessons; however, communicating about new programs with the parents or guardians may prevent misunderstandings by being up-front about the lessons and what you are trying to accomplish.

A sample letter is provided for your convenience in the "Implementing the Curriculum" section at the beginning of the book.

Lesson 1

| Title: | Guid | Sexual Harassment, Sexual Stereotyping and Guidelines to Judge Positive and Negative Behavior | | | |
|-------------------|--|---|--|--|--|
| Approximate Time: | 50-55 minutes* | | | | |
| Objectives: | Upon completion of this lesson students will be able to: | | | | |
| | 1. | define sexual harassment | | | |
| | 2. | define the concepts of dignity, respect and equality | | | |
| | 3. | define sexual stereotypes | | | |
| <i></i> | 4. | differentiate between flirting/good teasing and sexual harassment/mean teasing | | | |
| | 5. | use the Communication Box | | | |
| | 6. | understand that sexual harassment is never the fault of the victim | | | |
| Materials Needed: | | | | | |
| | র ত | Definition cards to post Fairness Wheel sheet | | | |

- (optional)
- Post-it notes
- ☑ Communication Box
- Homework assignment

* Times given are the minimum required. Students may require more time for discussion and activities to work with the topics. If the interest is there, continue to explore related issues in other class periods.

Step 1 Defining Sexual Harassment

 (\mathbf{H}) 15 minutes

Script...

Most people don't know what sexual harassment is, so let's define it. (First call for answers from the class and define sexual harassment on the board, then give the definition):

Sexual harassment is any type of unwelcome talk or actions that may happen to you just because you are a girl or a boy. This includes sexual touch, sexual words, the way things are said and forceful acts. Sexual harassment is sexual talk or touching that makes you feel bad or trapped and confused.

Some of the other teachers and I know that it is hard to come to school if you don't feel comfortable and accepted and have some friends here. That's why we decided to start this great new project called: *Girls and Boys Getting Along!*

It is important that you look at your own behavior and learn not to harass others, and what to do to stop others from harassing you. This new project helps us learn how to get along better in our classrooms and hallways, the playground, cafeteria and school buses, as well as at home and in our neighborhoods, by taking a good look at respecting each other's ideas, feelings and bodies. We often get along just fine, but sometimes we don't, and we are going to look at how we can get along better with less teasing, fighting, and name calling.

Have you noticed that sometimes kids are mean to one another and to the teacher by using sexual words, by making comments about other people's bodies, and by touching them in ways that embarrasses them? Let's list on the board some examples of these behaviors that you have seen.

Note: Keep the answers in a format of "I saw" or "I heard" and try to keep the kids from pointing at one another and blaming. Keep answers impersonal, such as sexual harassment is saying something like "so and so doesn't have a wiener" and other repeated, unwelcome language.

Possible answers:

- I saw somebody get grabbed.
- I saw somebody try to pull up someone's shirt, or pull down someone's pants.
- I heard somebody getting called a bitch.

We call these incidents sexual harassment. We need to understand what sexual harassment is and what it is not. The things on this list are sexual harassment, and they are against the law.

Step 2 Flirting and Teasing

① 15 minutes

Script...

What makes some things sexual harassment and others not, is in the EYE OF THE BEHOLDER. This means that what may be harassment to one person may be flirting or teasing to another. Let's talk more about boys and girls getting along, especially when they are communicating with one another. One area where girls and boys misunderstand each other is in how they let each other know when they simply like one another as a friend or when they are attracted to one another.

Classroom Discussion:

How does a boy show a girl that he likes her? How does a girl show a boy that she likes him?

We know there are some similarities between flirting and sexual harassment, but they feel quite different. Sometimes boys and girls do not communicate nicely or clearly to one another. That's when sexual harassment may be a problem. What one may think is flirting or being cool, can feel like sexual harassment to the other. Can anyone tell us the difference between flirting and sexual harassment?

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 are sexual harassment. One of the main differences between flirting and sexual harassment is how it makes us feel. Let's list some of these differences in feelings:

Flirting/Good Teasing

Sexual Harassment/Mean Teasing

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

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

Let's list some examples of different behaviors:

Sexual Harassment Behaviors

Flirting Behaviors

sexual rumors sexual name calling staring gestures graffiti pulling clothes touching dirty jokes dirty notes pictures comments, whistling (sometimes) touching smiling holding hands winking

OPTION: Besides brainstorming on the board, draw a continuum of behaviors that range from teasing and flirting on one end, to sexual harassment and sexual violence on the other end. Put this continuum on the board, on poster paper, or on a strip of computer paper on the floor and have the class participate in defining the behaviors. Our most successful groups were the ones with the most class participation, where the students volunteered the language they use and the situations they are familiar with.

Step 3 Respect, Dignity and Equality

 \odot 5 minutes

Script...

Three good things to know about to help everyone in this room to always get along great are respect, dignity and equality. I'm sure you've heard these words many times (or remember them from last year). Let's talk about them one at a time and see how they can help us to stop sexual harassment. Does anyone here know what respect means?

Possible answers:

- when you don't hurt someone
- being nice
- listening

Those are very good answers. Let me tell you the best way I ever learned to look at what respect means. Respect means treating ourselves and others around us as special people. Respect means treating their ideas and feelings, their bodies, clothing and property with care. We need to respect others with our actions and with our words. Respect is a way for us to say to ourselves and others: WE CARE.

(Use mini-poster/transparency to reinforce definition/concept)

Now let's look at what dignity means (brainstorm on the board). Dignity means treating yourself special. Not in a selfish way, No! Dignity doesn't mean to treat yourself as if you were better than anyone else. Dignity means caring about our own ideas and feelings and bodies. Think of how it would feel to carry a book on your head. You'd stand up straight with your head up high. Everybody sit up and see how that feels.

Dignity means trying to take the best care of ourselves and not letting others hurts us. I always say that dignity is a way for us to say to ourselves and others: WE ARE ALL IMPORTANT!

(Use mini-poster/transparency to reinforce definition/concept)

Finally let's look at what equality means (brainstorm on the board). Equality means that everyone deserves to be accepted and treated fairly. Equality means that everyone has the same opportunities to go to school, play sports and do other things. Equality is what we have between all girls and boys when we care about everyone's feelings and ideas no matter who they are -- whether you are a person of color, fat or thin, boy or girl, use a wheelchair, or have other differences. Equality means EVERYONE DESERVES THE SAME RIGHTS.

Step 4 Fairness Wheel (Optional) 🕀 15 minutes

Purpose: During this game students will review definitions of respect, equality, flirting and teasing on one end of the continuum and bullying, mean teasing, sexual harassment and sexual violence on the other end of the continuum. They will use the real-life examples from the beginning of the lesson and apply the definitions to discuss those examples. Since sexual harassment is in the eye of the beholder, students will have a chance to discuss and justify their perspective about their examples, using the guidelines of the Fairness Wheel.

Script...

We've just defined lots of words: sexual harassment, respect, dignity and equality. Now let's use those definitions and play a game that helps us look at how to treat each other fairly instead of disrespectfully.

The name of the game is the Fairness Wheel!

Directions and purpose: The object of the game is to begin to judge the examples by using the positive and negative parts of the Fairness Wheel as guidelines and to open a discussion of what constitutes positive and negative behavior.

1. Use the worksheet provided for the game. Ask everyone to judge the situations on the board that they think are positive (relating to respect, equality, flirting and good teasing) and mark with post-it notes with one of the positive labels; label situations they think are negative (relating to controlling and bullying or mean teasing) in the negative column. (Take 5 minutes for this).

2. Using the student generated list on the board, ask where each student would be placed on the Fairness Wheel. Judge and discuss those examples.

Step 5 Sexual Stereotypes: Definition

(b) 3 minutes

Script...

When we talk about sexual harassment, we need to look at the kinds of messages that girls and boys receive about what it is to be male and female. Our ideas about how girls and boys are supposed to act and talk need to be looked at because it is good to pay close attention to the messages to see which ones are positive and which are negative.

What are stereotypes? Stereotypes are a kind of prejudice that judges all of a kind of person or thing. A stereotype labels them all the same. Sexual stereotypes are prejudices about what females and males are like. Examples of sexual stereotypes are:

If a kid is a boy, he will be a good baseball player.

If a kid is a girl, she couldn't ever be very good at baseball.

Girls are better babysitters.

Girls should do the housecleaning.

Boys should fix cars and do the yard work.

Can anyone give us more examples? (answers) Now, we all know that we should not lump everyone together and say that they are the same because it just isn't true. So where do we get messages that stereotype girls and boys? Can anyone tell us where you might get stereotyping messages? (answers)

TV certainly is one place where we all get information about much of our world.

Step 6 Media Messages about Male and Female 🕀 2 minutes

Assign 30-60 minutes of TV watching or radio listening. Use the worksheet to write down examples of messages about what it is to be male or female. Tell students to return their worksheet to school as they will need it for the next lesson. Students should be encouraged to do the assignment with their parents or guardians or whomever is available.

Part One -- Pick two sit-coms and answer the following questions:

- Who is in charge? Who makes most of the decisions?
- If there are children in the show, who takes care of them, hugs them, feeds them, etc.?
- Who solves the problems?
- Who talked to whom?
- How did they touch each other?
- How did people feel?

Part Two -- You may want to interview your parents or guardians about these questions and how they were raised after the show if they are available.

Step 7 Review Key Points

(T)

① 2 minutes

- definitions of sexual harassment, respect, dignity and equality
- guidelines to look at our behavior and others' behavior
- examples of sexual stereotypes

Step 8

Communication Box

(b) 1

1 minute

Script...

While we are learning about sexual harassment, and what to do to prevent it, I'm going to have a special way for you to share your ideas with me so that I know how these lessons are going and make sure we address issues you really want to know about. You can write to me and put your letters in this mailbox. Please write often. I want to know what you think and feel about these issues. Step 9 Preview of Next Lesson

① 1 minute

Script...

We've looked at some definitions of words (and played a game) that help us think up some examples of positive and negative ways that we can get along together. In our next lesson, we'll talk about how and where we get messages about how we, as boys, and how we, as girls, should look and act. We'll use the same definitions and the Fairness Wheel to look at messages that you see on TV about what it is to be male or female. (Worksheet)

Step 10 Affirmation 🙂 1 minute

Remember: sexual harassment is never the fault of the victim.

Sexual Harassment 15 any type of unwelcome sexual talk or actions that makes you feel bad, trapped or confused

Dignity Means: You and everyone else are important.

Respect: Treating ourselves and others -- their bodies, clothing and property with care.

When you respect, you care.

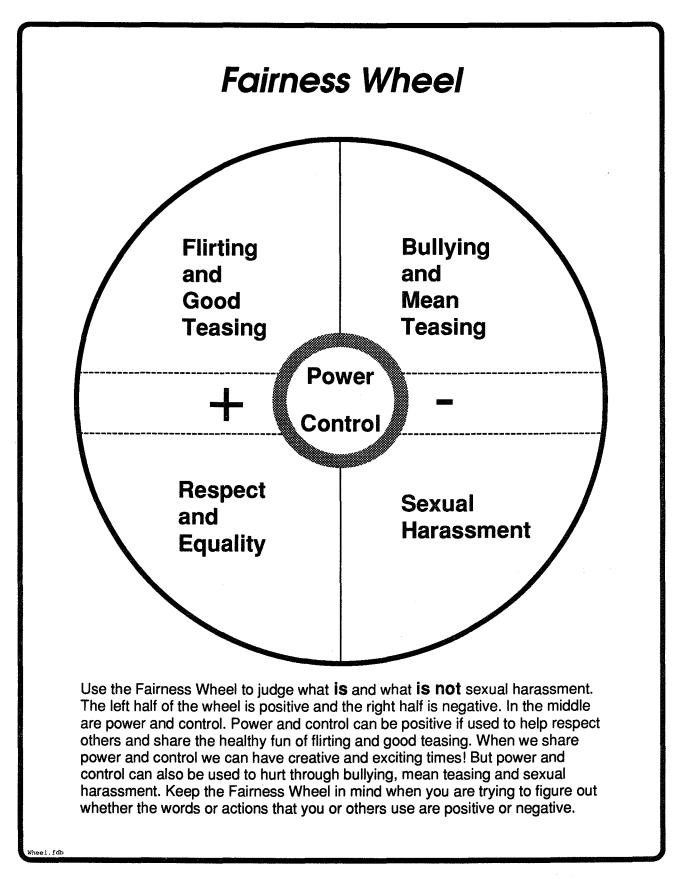
Equality: Everyone deserves the same rights.

| Flirting/ Good Teasing | Sexual Harassment/ Mean Teasing |
|---|---|
| feels good | feels bad |
| makes me feel attractive | is degrading |
| is a compliment | makes me feel cheap |
| is two-way is positive I liked it | is one-way is negative makes me feel helpless |

Remember: sexual harassment is never the fault of the victim.

| | Sexual Stereotypes: TV Program Worksheet |
|------------------|---|
| Program | #1 |
| Who is i | n charge? Who makes most of the decisions? |
| If there a them? | are children in the show, who takes care of them hugs them, feeds |
| Who sol | ves the problems? |
| How did | they touch each other? |
| How did | the adults and the children feel? |
| | |
| Program | #2 |
| Who is i | n charge? Who makes most of the decisions? |
| If there a them? | are children in the show, who takes care of them hugs them, feeds |
| Who sol | ves the problems? |
| How did | they touch each other? |
| How did | the adults and the children feel? |
| | |

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| Lesson 2 | • . | | |
|-------------------|--|---|--|
| Title: | Media Messages; Flitting and Teasing | | |
| Approximate Time: | 50-55 minutes | | |
| Objectives: | Upon completion of this lesson students will be able to: | | |
| | 1. | list male and female stereotypes in the media | |
| | 2. | identify factors that lead to the relationship between sexual stereotypes and sexual harassment | |
| | 3. | state the relationship between power and sexual harassment | |
| | 4. | write an example of a letter about an embarrassing or sexual harassment situation | |
| | 5. | write a sample letter to a television network about sexual harassment issues in a program | |
| Materials Needed: | | | |

| Ø | Definition | cards | to | post | |
|---|------------|-------|----|------|--|
|---|------------|-------|----|------|--|

- ☑ Activity sheets
- ☑ Communication Box

 Step 1
 Review Lesson #1

 5 minutes
 definitions: sexual harassment, respect, dignity and equality, sexual stereotypes
 difference between flirting/teasing and sexual harassment
 Fairness Wheel guidelines

 Step 2
 Sexual Stereotyping and Its Connection with Sexual Harassment
 10 minutes

Script...

Remember, when we talk about sexual harassment, many people talk about the kinds of messages that girls and boys receive about what it is to be male and female. It is good to pay close attention to them to see which ones are healthy and which are hurtful.

Large Group Discussion -- divide a section of the black board into two columns. At the top of one column write "All Boys"; at the top of the other column write "All Girls." Have the class make statements on how each of the sexes can be generalized. NOTE: This exercise generates very lively exchange which may require frequent reminders to have only one person talking at a time.

Script...

Many things cause sexual harassment:

• We've talked about our attitudes. A positive behavior is one where we try to respect others and treat them fairly. A negative behavior is controlling and bullying.

• We've talked about our need to know what sexual harassment is, that it is illegal and what can be done about it.

• Sexual stereotypes cause sexual harassment too. What we believe men and woman, boys and girls are supposed to be like affects the way we think and act toward ourselves and others around us. We need to keep in mind that we are individuals who can think for ourselves. We don't have to be pressured into harassing others. Also, if we have experienced harassment, we can't put up with it. Anyone who has experienced sexual harassment deserves to be helped to put a stop to it.

Classroom Discussion: Let's look at our lists of positive and negative ideas about how men and women are supposed to be and ask ourselves: How do these stereotypes about males and females help to make sexual harassment happen?

Possible answers:

- If boys are supposed to be fighters and tease a lot, they might pick on girls in ways that aren't fun or funny, but in ways that hurt them.
- If girls are supposed to let boys be in charge or be the leader, they might be ordered around in a way they don't like or deserve.

OPTION: Divide the blackboard into two columns as in the activity above. This time ask the class for jobs that females and males can do. Compare the two lists and point out the fact that males and females commonly fill most any job description today. This helps give examples of equality.

| Step 3 | Homework Review: TV Stereotypes | | |
|--------|---------------------------------|----------|------------|
| | About Male and Female | \oplus | 10 minutes |

Script...

Let's take a look at our homework assignments and see if there are any positive or negative sexual stereotypes in the messages we wrote down from TV. (Discussion)

<u>Conclusion:</u> It is important that we also look for messages that we get from the media. Who can tell us other places in the media where we see or hear messages? (answers)

Step 4Causes of Sexual Harassment thatRelate to Power5 minutes

Script...

Power can be a positive thing or a negative thing. For instance, we all need to have a certain amount of power to get things done. Can anyone give us an example of when we need to have power to get something done?

Possible answers:

- The President needs to have the authority to take action.
- Our mom or dad might give us permission to do something.

Equality is what we have when every person shares the power in a group. When there is equality everyone gets treated fairly and gets to take turns. This is very positive.

But power isn't always shared equally. Sometimes people get hurt when power is used against them, and sometimes the hurtful words and actions are sexual harassment. Let's look at some examples of how power can be used negatively:

1. When the most popular girl or boy says or does something that makes you feel bad, and it is expected that you have to accept it so that you can be a part of the popular group. The power of popularity is being misused here.

2. When a grown-up touches a child in a way that makes the child feel bad and expects the child to keep it a secret. The adult is using the power of their age and size against the child.

There are many examples of how power is used unfairly. Power can be used for sexual harassment if a person is bigger or stronger, or an important person like a boss at a job. Sexual harassment can be a way of treating someone unfairly so that the harasser has power and controls a person. Of course, this is unfair and feels bad. We need to watch out for this negative use of power and always remember that sexual harassment is never the fault of the victim and that there are ways to have some power and stop it. Stopping sexual harassment is a very positive use of power because you stay safe and feel better.

Step 5 Practice Letters

10 minutes

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There are two exercises in this section, one to do during class and the other as part of the homework assignment. Students have discussed concepts related to sexual harassment with their peers. This exercise is designed to help them practice defending themselves when confronted with sexual harassment by writing letters to the offending party; the letters include documentation of the specific issues and positive steps for resolving the issue.

NOTES:

• If a student does not feel comfortable writing a letter, ask them to write down the steps listed in Exercise A below which need to be included in the letter. It is important that the students understand and practice the documentation process so that it becomes familiar.

• The teacher must find a way to keep all letters confidential from the rest of the class; however, you may receive a letter that requires reporting. If possible, keep the situation in that letter hypothetical rather than specific. Specific letters of complaint should be kept strictly confidential to safeguard against the letter circulating around the school to other staff or students. Encourage the students to use the Communication Box for a more comfortable and discreet way of expressing any concerns they might have.

• You may want students to choose from a group of written sentences if they have difficulty with writing.

Exercise A (during class)-- Sample letter to person(s) who treat you in a harassing or hurtful way, verbally or physically. This letter should be a formal complaint to the harasser which includes:

- what happened
- when it happened
- where it happened
- who harassed
- any witnesses

- what I said/did
- how I felt
- how harasser responded
- verbatim quotes
- expectation that it will stop

This complaint letter can be used to discuss the issue with a higher authority, whether a teacher, school counselor or social worker, principal or other. This technique is adapted from "Ideas for Action", *Harvard Business Review*, Mary P. Rowe, May-June 1981.

Exercise B (homework)-- Sample letter to TV/Radio network or company that produces or markets products or programs you feel promote sexual harassment. This letter should be a formal complaint and include:

name of product/show

- verbatim quotes
- what I said/did/felt

what I intend to do (boycott?)

where it happened

when it happened

 how it promotes sexual harassment and sexism

Step 6 Assignment #2: People Who Care

① 5 minutes

🗢 Script...

It is good to have people you trust to go to if you have a problem. Use the worksheet to write down whom you can go to for help if you need to. Bring to class for the next lesson.

OPTION: Have the students create posters that talk about sexual harassment by using what they learned from Lessons 1 and 2.

Step 7 Review Main Points of Lesson #2 🕒

9 5 minutes

- Sexual stereotypes: positive and negative
- Media program and advertising messages and sexual stereotyping
- Power and sexual harassment
- Writing letters as a way to stop sexual harassment
- It is good to know who cares and who can help

| Page 106 4 - 6 Less | sons |
|---------------------|------|
|---------------------|------|

Step 8 Preview of Next Lesson

(b) 1 minute

Script...

Next time we'll take a look at preventing harassment and making our personal safety plans for stopping problems should they occur.

Step 9 Affirmation

🕒 1 minute

Remember: Sexual harassment is never the fault of the victim.

| Sample Letter to a Television Network | | | | | |
|--|--|--|--|--|--|
| I am writing to you about the TV show / commercial | | | | | |
| I saw this on (date And tome) | | | | | |
| I do (not) like this show/commercial because | | | | | |
| | | | | | |
| | | | | | |
| I felt | | | | | |
| I am writing to ask that you | | | | | |
| If you do not I will | | | | | |
| If you do not I will | | | | | |
| | | | | | |
| Sincerely, | | | | | |
| JIIICEIEIY, | | | | | |

| Sample Letter to Harasser | | | | | |
|---|--|--|--|--|--|
| I am writing to you about the time you | | | | | |
| You did this at (location and time) | | | | | |
| You said (or did) | | | | | |
| When you did that I felt | | | | | |
| | | | | | |
| I want you to stop, which means you have to | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Girls and Boys Getting Along

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People Who Care About Me

Home Phone # Name Neighborhood Phone # Name **School** Phone # Name

Parent/Guardian: Please help your child fill in people and phone numbers at each place above where she or he can or should go to if there is a problem which requires an adult's help.

I Set Myself Free

Long stretches of time were lost to me. Memories of my youth that I could not recall. It is only now that I have begun to see in my dreams what you did to me.

I was a child. A lonely little girl. You turned on me, and destroyed who I was. Who I could have been. I feared you! I hated you!

Now I can see that you hated yourself. I can finally understand that it was not my fault. Now I can begin again.

I try to forgive you, but I can not. You destroyed me, but now I can destroy any memory I have of you. I set myself free. Free to live. Free to love. Free to go on.

by Traci A. Barcus

Lesson 3

| Title: | Stop | Stopping Sexual Harassment | | | |
|-------------------|------------------|---|--|--|--|
| Approximate Time: | 50-55 minutes | | | | |
| Objectives: | | Upon completion of this lesson students will be able to: | | | |
| | 1. | develop a personal safety plan | | | |
| | 2. | list the steps to follow to report sexual harassment according to district and school policy | | | |
| | 3. | use case studies to differentiate between sexual harassment and flirting behaviors and ways of responding to both | | | |
| | 4. | demonstrate new knowledge (Posttest) | | | |
| | 5. | celebrate new knowledge (Certificate of Completion) | | | |
| | | | | | |
| Materials Needed: | | | | | |
| | র র র র | Definition cards to post Activity sheets Communication Box Posttest | | | |

Certificates of Completion

N

Step 1 Review Lessons 1 & 2

5 minutes

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- Definitions: sexual harassment, respect, dignity and equality, sexual stereotypes
- Difference between flirting/teasing and sexual harassment
- Male and female stereotypes in the media
- Factors that lead from sexual stereotypes to sexual harassment
- Relationship between power and sexual harassment
- How a complaint letter can be used to stop sexual harassment

Step 2 Homework Review: Letter to Network

5 minutes

Classroom Discussion: Have students bring out their assignments and volunteer examples of sexual harassment or sexism on TV (or elsewhere in the media) that they felt deserved written comments. Make sure to keep the discussion focused on sexual harassment. There may be many examples of violence and sexual violence, which are prevalent in the media. While these are very important to acknowledge as related issues, focus specifically on sexual harassment for the development of the critical thinking needed to differentiate between sexual abuse or assault and sexual harassment, which is at times less obvious and more complex.

Step 3 Review: "People Who Care" Sheets (b) 2 minutes

Ask students if they completed their lists of people who can assist them. Tell them that these are for their private use as they contain private information.

Remind them that they should always get help and to keep in mind the different people on the list and the appropriate place for them to get help. This is important because many children often cite calling the police as a first resort. Whereas the medical or law enforcement agencies should always be called immediately in an emergency, many situations are not emergencies, and friends, family, school and other community people will be more appropriate for help.

Step 4 Discussion: School Policy (B) 5 minutes

Children need to feel safe at school. A positive environment encourages learning and personal growth. Some children may be ready to discuss policy and procedures more technically, but most children only need to know that sexual harassment, like fighting and violence, drugs, alcohol, etc., are against the rules at school. Children need to know that school is organized in such a way that all teachers and other adults have been told that stopping sexual harassment is part of their job.

The main points to make about school policy:

- Remember, sexual harassment is illegal in the United States.
- State and federal laws prohibit sexual harassment, and each school district is supposed to adopt a written sexual harassment policy.
- Teachers are at school to help the students. If a student has trouble with another student or a teacher, the student has people she or he can go to, including the classroom teacher, social worker, school counselor and school nurse. Ask the students if they know from whom they can receive assistance in their building, and make sure they understand what that person can do for them.
- Students should know that if there is a serious problem that cannot be resolved within the school building, the main administrative offices of the school district has people who can help. Students should understand that after trying to stop the sexual harassment in the school--which may involve getting adult assistance, writing a letter, talking to parents, etc.-- a report can be made in writing to the higher offices.

Step 5 Case Studies: Putting New Knowledge to Work

15 minutes

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Directions:

During the course of this curriculum we have defined the problem of sexual harassment and related concepts. This large group discussion is to be used to tie all the information together by practicing critical thinking about situations students may encounter, whether or not they are sexual harassment and why. The following situations are suggested for beginning the discussion. You may want to bring in situations that are occurring in your class or at your school to make a strong connection between the material and the kids' experiences.

Answer the following questions about the examples below:

Is this sexual harassment? Why? Who is the harasser? Who was harassed? What should be done?

- 1. A boy often tells dirty jokes in front of girls. The girls ask him to stop but he doesn't and says they don't have a sense of humor.
- 2. Some girls are making up "love notes," signing them with other students' names and passing them around the class.
- 3. The boys have started a game where they get points for snapping girls' bras.
- 4. A girl got mad at a boy and didn't want him to talk to her anymore.
- 5. A girl called a boy a fag because he was wearing an earring.
- 6. A boy said he liked a girl and said he would like to get together with her sometime, maybe at the recreation center, or some other place.
- 7. A boy started a rumor that a boy and girl in class are having sex .
- 8. Some kids were starting rumors that a boy gave a classmate AIDS.

Step 6 Review Lessons 1, 2, 3.

① 5 minutes

- Definitions: sexual harassment, respect, dignity and equality, sexual stereotypes
- Difference between flirting/teasing and sexual harassment
- Male and female stereotypes in the media
- Factors that lead from sexual stereotypes to sexual harassment
- Relationship between power and sexual harassment
- How a complaint letter can be used to stop sexual harassment
- Personal safety plans
- School policies and procedures

Step 7Final Steps:Post test and Certificates

15 minutes

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The post test is in two parts. The first part is identical to the pretest, and part two contains questions related to the curriculum learning objectives. After the test you may want to celebrate new knowledge by handing out certificates which the students can share with their friends and families.

Optional Activities

1. Have students look through magazine ads, watch TV commercials or listen to radio ads that exploit a male or a female. Divide class into small groups and ask students to cut out four to five ads. Take each ad and attach to a sheet of paper. Answer the following questions:

- What do you see in the ad?
- What does the ad say about men?
- What does the ad say about women?
- As a boy, how do you feel about the ad?
- As a girl, how do you feel about the ad?

2. Ask students to bring in positive magazine ads, especially from teenage magazines. Create a positive collage on:

- What it is to be female
- What it is to be male

Discussion focusing on the influence media has on the way young men and women dress, think or behave in order to get into the "popular group."

3. Create a poster of a man and a poster of a woman. Divide class into small teams. Have each team write a story about the man and the women.

- What is the man doing?
- What is the woman doing?
- How do they look?
- How do they feel about themselves?
- How do you think he feels and treats women?
- How do you think she feels and treats men?

4. Have students watch at least one television program per night for one week and write in their journal what they discovered about sexual messages.

- What is the ideal male? Why?
- What is the ideal female? Why?
- How do men and women communicate with each other? (compliments, put-downs, sexual remarks)
- Who makes most of the decisions in the home, at work, in the government?

Sexual Harassment Test

Please mark the following statements <u>A</u> if you agree with it or <u>D</u> if you disagree:

- ____1. There are jobs that only boys can do.
- _____2. There are jobs that only girls can do.
- 3. Girls like to be teased, especially about their bodies.
- 4. Boys are wimps if they can't take a little teasing.
- ____5. Girls ought to expect to get their bras snapped when they first start wearing them.
- 6. If a girl has been sexually abused, it's OK to call her a whore.
- _____7. It's expected that boys will try to grab girls' body parts.
- 8. Boys like to be teased in a sexual way by girls.
- 9. If you think a girl likes a boy, it's OK to tease both the girl and boy about it.
- ____10. One of the ways a girls and boy let each other know they like each other is by calling each other names and talking about their bodies.

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-- Post test Page 2 --

- _____11. There's no harm intended when girls and boys tease one another about their looks or bodies.
- ____12. If a boy or girl isn't interested in the opposite sex then they are gay.
- ____13. If everybody teases girls/boys, then it's OK to do it.
- ____14. I don't trust boys/girls who are different from me.
- ____15. When a boy or girl are mad at one another, it's OK to hit each other.
- __16. A girl should expect to get harassed by boys.
- ____17. Boys should expect to get teased and fight with each other.
- 18. Girls shouldn't hit boys, but it's OK for boys to hit girls.
- 19. It's hard being male or female and being told how to dress and how to look so other people will notice you.
- 20. Boys and girls should be judged on what they do and how they treat people, not on how they dress or how they look.

-- Post test Page 3 --

Part Two

Define the following terms:

sexual harassment --

respect --

dignity --

equality --

sexual stereotypes --

-- Post test Page 4 --

Essay Questions:

What is the difference between flirting/good teasing and sexual harassment/mean teasing?

Give one example of female and male stereotypes in the media:

Female --

Male --

How can sexual stereotypes lead to sexual harassment?

What is the relationship between power and sexual harassment?

How can a complaint letter can be used to stop sexual harassment?

What is a personal safety plan?

Is sexual harassment allowed at school? Why? What can be done if it happens to you at school?



has successfully completed the Girls and Boys Getting Along program promoting Dignity, Equality, Respect and Personal Safety.

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Date _____

Appendices

APPENDIX A -- Sexual Harassment: Legal Definitions

Sexual harassment is a form of sexual discrimination which is prohibited by law in employment and education. The 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 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:

- submission to or rejection of such conduct by an individual is made either explicitly or implicitly a term or condition of an individual's employment;
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual or;
- 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, Tile IX is not enforced by a single government agency, but rather there are many avenues for redress of grievances. Parents, students and educational employees may use private litigation or the U.S. Department of Education, Office for Civil Rights (OCR) or the Minnesota Department of Human Rights and/or the Minnesota Department of Education. Enforcement is strengthened by the sanction that school districts which do not comply with nondiscrimination laws may receive a reduction of state aid (Minnesota Statutes, Section 124.15) and by the recent Supreme Court decision (February 26, 1992) which permits the aggrieved to sue for damages using Title IX.

In the Title IX guidelines sexual harassment is defined as:

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

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

For a hostile or offensive environment to exist sexual harassment must be severe and pervasive enough to interfere with one's education.

The United States Department of Education, Office for Civil Rights has stated 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." Within the last few years, our understanding of what constitutes sexually harassing behaviors has been expanded to include the following when based on gender considerations :

- sabotaging a person's work/school efforts, assignments, or reputation;
- assigning a person less challenging or responsible duties;
- unequal application of discipline, work/school rules, and performance standards, and;
- repeatedly belittling, demeaning, or insulting a person. (Minnesota Department of Human Rights)

Today it is generally accepted that any type of unwelcome conduct directed toward an employee or student because of his or her gender may constitute sexual harassment.

Minnesota schools are now required by law to have written sexual, racial and religious harassment and violence policies and to post their policies throughout each building and include them in the students' and employees' handbooks. Likewise, the law requires member districts of the Minnesota State High School League to have a sexual harassment/violence policy. This policy requires athletes who are offenders to miss a prescribed number of consecutive games. The number escalates with each successive offense.

Sexual harassment between elementary students is not required to be reported to child protection services because it does not fall under laws on mandatory reporting of child abuse and neglect. Some actions violate criminal statutes, however, and may be reported to the police. Districts should not wait for the completion of a criminal investigation before acting upon their own investigation of a sexual harassment complaint. Districts are liable for implementing the policy and procedures throughout the process, and the liability does not follow to the police department simply because the complaint was referred for investigation. It is important to remember that since an incident involves both a child offender and a child victim, you may need to intervene on behalf of the child offender and report the behavior to child protection services on the assumption that the child is acting out behavior resulting from problems experienced elsewhere in her or his life.

If an elementary student is being sexually harassed by a teacher or other person in authority and feels threatened by it, then that behavior meets the statutory definition of "threatened sexual abuse" under Minnesota Statutes,

Section 626.566, the Child Abuse Reporting Law. A report should also be made to your local law enforcement agency. Depending upon the nature of the report, your local law enforcement agency may or may not conduct an investigation. Again, regardless of their actions, as a mandated reporter you are required by law to report threatened sexual abuse and to implement your sexual, racial and religious harassment and violence policy.

APPENDIX B -- Sexual Harassment: Part of Violent American Culture

The U.S. is the most violent of industrialized nations. Consider these facts.

- In the U.S., 13 percent of all incidents involving guns in schools occur in elementary and preschool (Time, Feb. 8, 1993).
- We have the highest homicide rate.
- We lead the world in death row executions.
- We lead the world in waging interventionary wars.
- We rank highest in violence against animals.
- U.S. students bring approximately 95,000 weapons into schools daily.
- An average of six out of 10 U.S. couples are in violent relationships resulting in 30,000 emergency room visits and 100,000 days of hospitalization.

(Source: "Breaking the cycle of violence" by Colman McCarthy, <u>StarTribune</u>, Oct 31, 1991.)

In addition, a study of cartoon violence showed:

- Fifty percent of cartoons glorified or used violence to entertain.
- Thirty-two acts of violence occurred in one hour of TV cartoons.
- There are three times as many acts of violence in cartoons as in prime time.

(Source: National Coalition on Television Violence, Vol. 12, No. 3-5, June-August, 1991.)

And :

- There are 14,000 sexual references annually on TV.
 ("How should we teach our children about sex"?, Nancy Gibbs, <u>Time</u>, May 24, 1993).
- By age 18, a child will have viewed 200,000 TV acts of violence including 40,000 TV murders.
 ("Attacking violence," Britt Robson, <u>Mpls/St. Paul Magazine</u>, Nov. 1992).
- Since 1955, TV characters have been murdered at a rate 1,000 times higher than in the real world.

Finally:

- The leading cause of death to women on the job is murder.
- One-third of emergency room visits by women are due to violence.
- Fifteen to 20 percent of women delivering babies in community hospitals suffered abuse during pregnancy.
- One-fourth of prenatal calls are from victims of domestic violence.
- Women have a one-in-four chance of being sexually assaulted in their lifetime.
- A woman is raped every 46 seconds.
- (Source: Rape in America: A Report to the Nation).
- Sixty-one percent of rape victims are 18 years of age or younger, and of these, 32 percent are between the ages of 11 to17, and 29 percent are under age 11.
- Every 15 seconds a woman in the U.S. is beaten by her significant other.
- Three to four million women are abused yearly.
- The leading cause of injury among women is to be beaten by a man at home.

Dr. Brandon Centerwall, a psychiatric researcher at the University of Washington, estimates that the influence of video violence may contribute to 10,000 murders and 70,000 rapes a year in the U.S. The media normalizes the violence, thereby desensitizing people to it and making real life violence seem more ordinary and acceptable. The American Psychological Association warns that "repeated exposure of scenes of violence against women in movies and TV creates a callousness toward women in both males and females." (Source: "Police officers campaign to turn off the violence," Noel Holston <u>Star Tribune</u>, September, 29, 1991).

Psychologist Rollo May once said that "deeds of violence in our society are performed largely by those trying to establish their self-esteem, to defend their self-image and to demonstrate that they, too, are significant." Dr. John Briere, University of Southern California School of Medicine, found that a relationship exists between aggression among people and the belief that violence, as a form of domination over those with less power, is acceptable. In a crosscultural study of rape, Peggy Reeves Sanday, a researcher at the University of Pennsylvania, found that violent-prone cultures are based on a dominancesubmission system where sexual separation is the norm, with men having significantly more power than women.

"We have created an epidemic of sexual disorders by having anti-sexual attitudes toward normal sexual development," says John Money, a sexologist at John Hopkins. The onset for deviant sexual behavior is usually adolescence, and often young adolescence or preteen. If a sex offender begins offending as a teen, he will have approximately 380 victims in his lifetime. If the offending behavior begins after age 18, he will have approximately 20 victims. (Sexual Health And Responsibility Program Curriculum, MN Department of Human Services) Most violent rapists began at age 13. Rape is the most common violent crime by kids in Minnesota, according to Mike O'Brien, director of PHASE, an adolescent sex offender treatment program in Minnesota. This data serves as a powerful rationale for early intervention.

Marsha Freeman, deputy director of International Women's Rights Action Watch at the Humphrey Institute of Public Affairs, states that "the 2.5 billion women in the world live as prisoners of culture." She goes on to say that "denying women's human rights in the name of cultural preservation is a denial not only of women's humanity but of a culture's strength." Examples of abuses cited by Freeman include foot binding in China, genital mutilation in Africa and forced prostitution in Thailand and Europe. ("When will 'human' rights expand to include women"?, <u>StarTribune</u>, February 18, 1990.)

The United Nations and Amnesty International have taken a strong stance regarding the abuse of female human rights. The United Nations World Conference on Human Rights in Vienna, Austria, in March, 1993, specifically sponsored a Global Tribunal on Violations of Women's Human Rights. One hundred nineteen countries have ratified the 1979 International United Nations Treaty--The Convention on the Elimination of All Forms of Discrimination Against Women. This treaty, the "Convention" as it is often called, is built on the universal Declaration of Human Rights and requires nations to pursue policies and reform their laws to ensure full and free participation of women in society.

Other countries are beginning to adopt workplace sexual harassment laws as well. The International Labor Organization issued a report indicating that seven of the 23 countries surveyed have statutes that specifically refer to or define sexual harassment. Those countries include Australia, Canada, France, New Zealand, Spain, Sweden and the U.S. Australia, Canada and England have contacted Minnesota resources requesting information and interviews dealing with sexual harassment in the schools. Perhaps it is only a matter of time before other countries will follow Minnesota's lead in teaching children and teens about sexual harassment.

What we can do...

Adults need to teach children how NOT to be sex offenders in addition to teaching potential victims how to protect themselves. Males must be shown that physical and sexual violence against females is a serious offense. The perpetrator of sexual harassment and assault is often not aware of how his behavior affects the victim. The males need to be taught how to empathize and nurture.

When sexual harassment is observed in the school, it is essential that the district intervene to protect the victim, create a safe and healthy environment, provide a discrimination-free milieu and deal with the harasser's behavior. This is an opportunity for the school to become part of the solution and not part of the problem of sexual violence.

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APPENDIX C -- The Impact of Sexual Harassment

The impact of sexual harassment on the victim has the potential of being very traumatic with long lasting ramifications. The impact can be increased by the repetition of a behavior, e.g., name calling. Victims of sexual harassment report many of the same feelings as victims of a sexual assault.

The emotional impact may include feelings of:

- anger at offender, teachers, school
- shame/guilt
- confusion
- loss of trust in educational system and adults
- depression
- self-blame
- embarrassment
- self-doubt
- lowered self-esteem
- helplessness/hopelessness/powerlessness
- fear/intimidation

These feelings may result in various behaviors including:

- isolation/withdrawal
- mood swings
- irritability
- "acting out"
- absenteeism
- truancy
- inability to concentrate
- tardiness

Which, in turn, may cause:

- loss of friends
- lowered grades
- damaged reputation
- questioning of male and female roles

Since sexual harassment is a stressor and because stress diminishes the body's immune system, it is common to see physical, stress-related symptoms including:

- colds
- acne
- nausea
- weight gain/loss
- eating disorders
- headaches
- stomach aches
- sleeplessness/nightmares
- sore throats
- ulcers
- other illnesses

The younger elementary student, who may not have as sophisticated a sense of self as an older student, may recognize that sexual harassment behavior/language is something unacceptable, that it hurts feelings and bodies and is a put-down meant to abuse power. Yet, a young victim doesn't really understand exactly what it is all about. One seven year-old female wondered if "this is just the way boys treat girls," while a nine-year-old boy blamed himself, and this victimization through sexual harassment and molestation resulted in his suicide.

APPENDIX D -- 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, with sexuality being an avenue of expression. To some, power can be erotic and exciting.

The socialization process begins early in life. By the time a child has reached school age, many sexist attitudes are well embedded. Societal myths tell boys/men what is expected of them--to be macho, in control, dominant and aggressive. Males think females want constant sexual attention, and that 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 and supportive and to gain their identity from males. This sexist role stereotyping is one of the sources of sexual harassment. Females think that nothing can be done about it, and that they are at fault. Females often believe males can't help themselves, that their "maleness" is out of control.

The media does an outstanding job of perpetuating 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.

APPENDIX E -- Historical Aspect

It's only been since 1980 that the U.S. has had a legal definition of sexual harassment by the Equal Employment Opportunity Commission (EEOC). The magnitude of public awareness regarding sexual harassment in the work place is increasing yearly. In the early to mid-1980s it also became apparent that sexual harassment was occurring in postsecondary academia as well. By the mid to late 1980s it was well known that sexual harassment was prevalent in our middle and high schools. Now, in the early 1990s, we are acknowledging that it exists in our elementary schools!

The literature, TV, newspapers, etc. tell us our society is becoming more violent, and that those who commit acts of violence are becoming younger and younger. With this increase in violence in our society, we as educators will see and feel the effects in our schools, as microcosms of society. While robbery, assault and murder are escalating so, too, is sexual violence. Sexual harassment is part of the continuum of escalating sexual violence.

SEXUAL VIOLENCE CONTINUUM

Sexual Harassment

Sexual Assault

Rape/Murder

It stands to reason that as society's offenders become younger and younger, that will be reflected in our schools. Indeed, the <u>St. Paul Pioneer Press</u> reported that, in another state, two seven-year-old boys had raped one of their seven-year-old classmates. Additionally, two Twin City elementary school girls' parents have filed sexual harassment charges against their respective schools with the Minnesota Department of Human Rights and with the Office of Civil Rights. More and more stories of sexual harassment and assault in the elementary schools are surfacing in Minnesota as well as other states. Two recent studies by the American Association University Women (AAUW) indicate that "girls are experiencing sexual harassment by boys at an increasing rate." ("How schools shortchange girls" and "Hostile hallways")

Fayne Mahaffey, a teacher at 38th Street School in Milwaukee, raises these questions in "Rethinking schools" (May/June 1992):

How long would you, as an adult, be able to work effectively under the situations these girls talk about? And what are we, as teachers, doing about it? How do girls' experiences in the early elementary grades - even issues that seem trivial, such as boys kicking girls under the table -

help set the stage for problems that crop up later, such as a sense of powerlessness about resisting abuse?

Mahaffey goes on to say:

To many teachers, incidents of improper touching, innuendo, humiliation and intimidation seem to be increasing at uncontrollable speed. The perceived inability to control such anti-social behavior is leading some otherwise responsible staff members to ignore it. Yet such unchecked harassment teaches students something, even though it's not a lesson we would be proud of.

Students do not automatically know certain behaviors constitute sexual harassment. In order for students to display appropriate behavior, they need to be taught to identify inappropriate behavior and develop alternatives to it.

Elementary educators have been teaching about respect and trying to raise self-esteem in students. The issue of inappropriate behavior that is gender directed is something new for many elementary teachers. Teachers have been aware of "girl germs" and "boy germs," but that has insidiously transformed from something fairly innocent to something hurtful. This transition was reflected during the focus group sessions conducted in preparing to design this curriculum. When fifth-graders were asked what needed to be removed from school to make it safer, their answers included guns, knives, sticks and stones, toy weapons. The girls also said, "boys."

The focus groups pointed out some gender stereotypical thinking as well. For example:

- When asked how boys can show respect for girls, both girls' and boys' responses centered on boys making comments about a girl's appearance or for boys to help girls.
- When asked how girls can show respect for boys, the answers focused on girls thanking boys for helping them and having a boy protect a girl and making her safe.

Other comments included:

- "Sometimes the girls say 'yes' to a boy who wants to play hopscotch and the boys make fun of him and call him a sissy."
- "Sometimes when you want to play basketball, boys will tell you that you can't play because you're a girl."
- Sometimes when boys cuss at you or call you names, they don't think about your feelings."

Students identified sexual harassment as:

- "When someone touches you sometimes in a place you don't want to be touched."
- "If a grown man came up to you and took off all your clothes and started touching you."

Clearly elementary students confuse sexual harassment with sexual assault. When asked if it was sexual harassment if boys made comments about a girl while she was walking down the hallway, they replied, "No."

Mollie Hoben reported in the <u>Minnesota Women's Press</u> "Read it and weep," (Dec. 30, 1992) about answers to a question asked of 1100 Michigan school students in K-12. "If you awakened tomorrow and discovered that you were a boy/girl (opposite sex), how would your life be different?" In groups answers from both sexes reflected typical gender stereotypes, particularly that males have more value and that appearance is important for females.

Boys' answers and girls' answers were different, however, in three important ways, the study reports:

- Girls gave longer, more detailed answers and tended to probe more deeply in their answers.
- Even though they preferred to remain who they were, girls identified several advantages in becoming a boy: They would have increased opportunities and they would be relieved of some gender-based burdens. Boys, on the other hand, could find little to recommend about becoming a girl.
- The majority of the girls seemed intrigued with the possibility of the question posed, while many of the boys seemed "incredulous and offended at best, appalled at worst."

Overall, the study concludes: "Both girls and boys beliefs, rather than skills, attitude, interests or aptitude, determine their activities, their behavior, their achievements, their treatment from others and, therefore, their futures." Excerpts from students' answers are printed below.

Boys: "I'd probably go crazy and kill myself." "If I were a girl, I'd run away because girls don't do nothing but have babies and wear makeup." "I'd be miserable." "No cat would like me. No dog would. No animal in the whole world. I would not like myself." Girls: "I could be the President of the United States." "I think I would be more secure about things." "I would be just automatically accepted." "I can have sex with everybody and not get called a whore and stuff."

These are examples of how 1,100 Michigan students envisioned their lives if their gender changed. Overall, girls consistently identified some advantages to becoming a boy, while boys generally saw only disadvantages in becoming a girl. Their answers tended to focus on appearances, activities, behavior, treatment from others.

Appearances

Girls: "I could just throw on anything and be happy." "Boys don't have to look that cute to impress girls, but girls have to impress boys even at school." "I'd be stronger and a lot tougher."

Boys: "If I were beautiful, I'd continually have to fend off men; if I were ugly I'd have to take their put-downs." "It would suck to have periods and having to take showers and fix my hair each day." "People would think of me as frail and not physically strong."

Activities

Boys: "I wouldn't play any good sports and I wouldn't like any sports." "I don't like the things girls do like cook, wash dishes or clean the house." "I wouldn't be able to be a mechanic."

Girls: "I could play all those fun sports like football and hockey." "I would get to drive the tractor." "It would be easier to get some jobs as a man, such as police officer."

Behaviors

Girls: "I couldn't cry or get upset and I'd have to act tough all the time." "I'd have to be a stud. Boys have to prove their dominance, no matter what the subject at hand is." "I would get lower grades and not do my homework all the time." "I would be much braver." "I would be allowed to let aggressive tendencies show."

Boys: "I'd be weak, a pansy, a wimp. All my friends would be little wimps." "When I got to college, I'd just want to be a wife." "In a tough situation, I'd get out of it by saying I was a girl. I also wouldn't fight for the things that wouldn't be fun, like fighting in wars." "I would probably be nicer to teachers." "Being a girl is harder than being a boy. One of the tough jobs for girls is to say no. Another is getting pregnant. Being a girl is a hard job."

Treatment From Others

Boys: "People probably wouldn't hit me." "I would have to protect myself from guys who only want one thing." "Not as many jobs would accept me." "I'm a secretary and some guy would probably seduce me. I wouldn't get in bed with him, so he'd fire me." "None of the boys would want me to be on their baseball teams."

Girls: "My teachers and relatives might treat me different because I'd have more abilities." "Different things would be expected of me: to be more or less responsible, to have an overflowing ego that cannot be brought down." "I wouldn't feel as if I had to prove to everyone that I could do the job. I might be more readily accepted by my coworkers." "I would be able to have a family without losing money or my job." "I would be treated like a normal person."

The "appearance factor" for females is further reflected in these three quotes from girls in a "MindWorks" segment with the <u>StarTribune</u> Twin Cities newspaper.

"I would rather be a woman because the best thing about a woman is her looks. It's her long, shiny, gorgeous hair. Her lovely eyes. The worst thing about a woman is when you grow old you lose your beauty." (4th grade girl.)

"We can make ourselves look better from being not very good-looking to great-looking with the help of make-up and perms. Then after we look great, we usually don't have to pay for the date." (6th grade girl.)

"I would rather be a woman because you get to have babies. You get to wear makeup. You could even marry a prince." (3rd grade girl.)

The February, 1992 AAUW report on "How schools shortchange girls" states that sexism is widespread in our schools with the bias against girls causing lasting damage. The authors of the study believe that unless schools begin to focus on better and equal education for girls, America will not have all the skills and talent required to compete internationally in the future. The first lessons of the inequalities of being female begin in preschool and continue through college. Keith Gergen, president of the National Education Association, said the research "makes the point very clearly that there are many subtle and unknown things teachers do in the classroom" that hurt girls. Some of these include:

- paying less attention to girls than boys
- giving more detailed directions to boys
- praising boys for content and quality and praise girls for neatness
- giving more praise to boys

In addition

- Some tests remain biased against girls, hurting their chances of scholarships and getting into college.
- School textbooks still ignore or stereotype women, and girls learn almost nothing in school about many of the most pressing problems like sexual harassment and violence and discrimination.
- Reports of sexual harassment by male classmates is increasing.
- Girls lag in math and science scores.

"One of the most serious offenses we have in society is that we trivialize what matters to children until it becomes a problem and then we trivialize the problem," says Sheldon Braaten of Harrison School, a junior and senior high school where the most severe emotionally and behaviorally disturbed (EBD) students are sent. "When the kid is two or three, we say he'll grow out of it; at four or five, we say he's stubborn. Later we say 'boys will be boys,' and then all of a sudden he has a serious problem and is getting arrested."

One of the questions that is raised regarding sexual harassment and the elementary student is: "Does a child of seven, eight or nine (etc.) really understand what he/she is saying when using sexually offensive words"? While a student of seven or eight may not have the same concept of the meaning of a word as, say, a 17- or 18-year-old, a seven-or eight-year-old does understand the power and/or the impact the words or behavior have on the victim.

Additionally, sexual acting out in an elementary student may very well be a red flag that the child is being or has been a victim of sexual abuse. He/she may be reenacting the very behavior that has been done to him/her. As teaching professionals we have an opportunity to intervene and interrupt a possible cycle of abuse. While we are not suggesting that sexual harassment in the elementary grades means the offender is a sexual abuse victim or that he/she will become a sex offender, we are suggesting that the child *may* be a sex abuse victim and *may* be or become a sex offender.

A recent study by Jan Hindman, president of the Association for the Behavioral Treatment of Sexual Abusers, suggests that sex offenders begin their deviant cycles very early in life and that they are abusers as children.

Examples of sexual harassment behaviors reports in elementary school include:

- "spiking" (pulling down someone's pants)
- verbal comments about body parts
- sexual profanity
- sexual name calling (pussy, cunt, bitch)
- gestures with hands and body
- "flip up day" (boys flip up girls' dresses/skirts)
- "grab the girls' private parts week"
- inappropriate touching
- "snuggies" (pulling underwear up at the waist so it goes between buttocks)
- exposing genitals
- rape
- assault
- requests for sex
- threats with toy knives
- pornography

While the majority of reported elementary sexual harassment has been male to female, girls also harass boys, and there have been reports of same-sex harassment as well. It doesn't matter whether it is a boy or a girl who is harassed; it is dehumanizing and discriminatory, and we have both a legal obligation and an ethical responsibility to intervene to stop the behavior. Ideally, this curriculum will serve to prevent or diminish the incidence of sexual harassment.

Between the ages of two and five, children become aware of gender, race ethnicity, disability and social class. They also become sensitive to both the positive attitudes and the negative biases attached to these four key aspects of identity by their family and by society in general. Potential prejudices turn into prejudices if parents and teachers do not intervene. How parents and teachers react to the ideas young children will express will greatly affect the feelings they will form. If we want children to like themselves and to value diversity, then we must learn how to help them resist the biases and prejudices that are still far too prevalent in our society.

By selectively ignoring children's natural curiosity, we actually teach that some differences are not acceptable. By failing to attach positive value to certain specific differences, children are left to absorb the biases of society. Show that you value diversity by the friends you chose and the firms you choose for various services (doctor, dentist, etc.) because what you do is as important as what you say.

Make it a firm rule that a person's identity is never an acceptable reason for teasing or rejecting them. Step in immediately if you hear or see a child engage in such behavior while not rejecting the child.

When children learn to think critically and to speak up when they believe something is unfair, they are becoming "empowered." Gaining confidence and skills that enable them to resist and challenge bias will enable them to participate in the creation of a just society. (From: "Teaching young children to resist bias -- What parents can do," Louise Derman-Sparks, Maria Gutierrez, Carol B. Phillips, <u>NAEYC</u>, #565).

The reason we need to do more than just make students feel better about themselves to reduce violence is that aggressive students connect their selfesteem to their ability to bully others. We need, instead, to help kids change how they think and what they believe about women and about violence and to develop alternative, non-violent means for gaining what they need and want. (The Harvard Education Letter, July/August, 1991.)

"Kids don't just 'grow out' of being bullies or perpetual victims." (See, "Bullies and their victims," <u>HEL</u>, November, 1987.)

While the capacity for violence may be inborn, children learn to be aggressive: They need to be taught alternative means of conflict resolution and how to create win-win solutions to actual and potential conflict.

Variables we can manipulate:

Activities that increase social contact between various groups for a supportive environment; positive and goal-oriented interactions with equal status individuals belonging to different groups; teaming and cooperative grouping.

Activities that empower improvement in self-esteem and mental health more generally.

Activities that increase cognitive sophistication, learning to identify overgeneralizations, dichotomies, categories, labeling, stereotypes and attend to meaningful social behaviors rather than biases.

Girls and Boys Getting Along

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Community Intervention 529 South 7th Street Ste 570 Minneapolis, MN 55415 612/332-6537 1-800-328-0417

Creative Kids Stuff 4313 Upton Avenue South Minneapolis, MN 55410 612/927-0653

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