



## Revised Lesson 3

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### **Gender Respect, and Gender Harassment**

- **Touch/appropriate and inappropriate**
- **Speak Up Tools and options**
- **How to be an ally**

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**Context: This lesson is designed to assist students in respecting the boundaries of others, and in establishing their own boundaries across several areas that will include practice scenarios regarding gender respect, gender harassment, and racial harassment.**

The term **“Upstander”** **ADD SPEAK UP** will be utilized within this lesson to discuss examples of student behaviors that demonstrate integrity and caring as a bystander.

**Disclaimer:** We know that all students do not feel comfortable with acting as upstanders. The goal of this lesson is to make sure that students have a variety of ways that they can act as caring upstanders.

**Artifacts Needed:**

- (1) Definitions of gender respect, and gender harassment should be available for students on your PowerPoint or at student tables (\*definitions are located on the following pages)
- (2) Copies of group scenarios
- (3) Scenario #2: *“How do we talk about boundaries?”*
- (4) Facilitator Resource: *“How to Use Gender Neutral Words.”* (\*located in the Artifacts Section)

**Begin Here to Formalize Your Lesson Plan**

**Lesson Objectives:**

- To support students in recognizing personal boundaries for themselves and their peers
- To promote upstander behavior
- To increase awareness of gender respect, and gender harassment

**Shared Agreements: (Review):** How are we doing in following our shared agreements made at the first session? Do we need to add or change anything at this point?

## **Facilitator to Students: Let's Begin....**

Today we are discussing gender respect and gender harassment, appropriate and inappropriate touch, and upstander behavior. An upstander is a bystander who witnesses bullying or harassment, and acts in an appropriate fashion showing respect and empathy for others. There are many ways to act as an upstander. No student should be pressured or feel uncomfortable regarding their decision to act or not act as an upstander. We hope that after this lesson you will think of ways to act as an upstander and use the Speak Up tools for you and your peers.

**Facilitator to Students/Reminders:** When discussing sensitive topics, we must remember our shared agreements from Lesson 1 so that everyone feels comfortable. If this topic is hurtful, please let us know if you need assistance on your evaluation form at the end of this lesson. We are all in this together, and will learn a great deal from each other. No one is forced to share if they feel uncomfortable.

## **Facilitator to Students: Let's discuss definitions first?**

\*This is a whole group discussion in which students can raise their hands or shout out definitions/phrases of examples of gender respect & gender harassment.

**Facilitators:** You can have students write answers on large sticky paper around the room if you prefer.

## **Facilitator to Students:**

**What is your definition of? \*Complete each separately**

1. Gender Respect
2. Gender harassment
3. Why do you think that we are discussing these three areas together?

\*Now review the definitions of each focus area, and check to see if students would change their definition or not (see definitions box).

**Facilitator to Students:** In order for us to better understand gender respect and gender harassment, we will practice some scenarios that often come up in schools. In your designated groups you will read the scenario provided. Think about our first session in which we discussed the policies of our school district and where to go if you need help. Think about how would you handle the scenario assigned to you keeping in mind each issue?

**Before we begin our scenario practice, let's go over some definitions:**

**Facilitators: \*Think about placing the definitions below on today's PowerPoint, or copying for students as a resource during scenario practice.**

### **Definitions for Today's Lesson:**

**Gender Respect:** "All people deserve to be treated with social and physical respect regardless of gender, and that they should be able to go about their lives without encountering bullying, harassment, or abuse based on perceptions or stereotypes of traditional gender roles?" ([www.mariposarespect.org](http://www.mariposarespect.org))

**Gender Harassment:** Gender harassment, or gender-based harassment, occurs when a person harasses another based on their gender or gender identity. The harassment does not necessarily need to be based on anything of a sexual nature. Gender harassment usually involves stereotypes based on the roles and functions associated with a particular gender.

#### **For Example:**

- If you put girls down because you think they are not good at math-that is gender harassment
- If all genders are not treated fairly and thought to be capable and smart-that is gender harassment and inequity

- **Here are additional examples of gender harassment: (1) unwanted, unwelcome physical contact, such as touching, bumping, grabbing, or patting; (2) sexually insulting remarks about race, gender, ability, or class; (3) bragging about sexual prowess for others to hear; (4) intimidating hallway behavior, which can include demeaning nicknames, homophobic name calling, cat calls, rating, or embarrassing whistles; (5) graffiti with names written on walls or desks; a common example is: "for a good time, call.." and ; (6) being followed around by another student or being stalked.**

**Stereotypes:** A stereotype is a preconceived notion especially about a group that is often based in prejudice, lack of understanding or experience with that particular group. A gender stereotype might prescribe a particular behavior to a gender. For instance, a girl might not want to take an automotive class because they and others believe that girls should not want to do so, or would not be capable in doing so.

**Gender:** The state of being male or female, or identifying as other.

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**Facilitators:**

**\*Discussing gender can be a sensitive area. Your district may have specific protocols to guide these discussions. In some cases, districts have never discussed gender in this way. Utilize your District's guidance in this regard, as gender is definitely more fluid than simply male and female identities, and is described differently by individuals who have defined their identities outside of male and female. \*Reference "How to Use Gender-Neutral Words as a resource-located in the Artifacts Section. Students will often talk about LGBTQ identities in this area.**

**Additional Notes to Facilitators:**

**\* You can decide about other definitions you want to provide.**

**\*Some students will be confused about the term “gender harassment.” You can assist students by helping them to understand that sexual harassment is probably the term they are more familiar with in the past. Gender harassment is a broader term that focuses on sexual harassment, gender stereotypes, and others types of gender harassment.**



**"Gender equality is  
not a woman's issue,  
it is a human issue.  
It affects us all."**

## **Let's Practice**

**(Assign one scenario to 3-4 Students)**

### **Gender Respect/Gender Harassment Scenarios:**

**Scenario #1:** Tia is uncomfortable during passing period as she is afraid that she will run into Justin. When Justin sees Tia in the hallway, he makes kissing noises, tells Tia she is a "snack," (someone who looks good at the moment), and says her lips are beautiful. How should this situation be handled? What should Tia do? Who can assist Tia?

**Scenario #2: Boundaries: Respecting a person's physical/emotional space.** Think about ways to let peers know that they are crossing your boundaries. Some ideas are listed on your worksheet. Most are somewhat negative. As a group, develop short boundary statements for the incomplete boxes. Create three physical boundaries, and four emotional boundaries. Physical boundaries tell peers about how they may touch, approach and interact with your body. Emotional boundaries refer to ways in which peers may interact with you in a healthy manner verbally and emotionally. **\*Utilize the handout: Lesson 3: "How do we talk about boundaries?"**

**Scenario #3:** The boys on the playground are refusing to let Justin play with them as "he throws like a girl." Is this an example of gender harassment? If so, why? What should schools, students, teachers, and parents do regarding these types of interactions at school? Working as a group, please jot down answers to each question.

**Scenario #4:** Normalizing means that something is happening to you that is not okay and is hurtful or wrong; but, you act as if it is no big deal. Name some incidents of normalizing gender harassment in schools, and ways that students act as if these issues are not serious. First: (1) Name at least four types of gender harassment in schools; (2) Now write next to each type of gender harassment what you have said, or your peers have said that “minimize” or act in ways in which this behavior did not impact you or is no wrong and; (3) Lastly, add what we can do in schools as students and educators to make sure that everyone knows these situations are serious, unwanted, and hurtful (and may be against the law). Your group’s work should look something like the table on the next page:

| <p><b>Incidents of Gender Harassment</b></p>   | <p><b>What students do to act as if these incidents don't matter</b></p>   | <p><b>Is this Gender Harassment? What we can do as students &amp; educators to make sure everyone knows this is hurtful and serious</b></p>   |
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| <p><b>Example</b><br/>Kelsey is worried each time she leaves the girls bathroom as some of the boys have a game called the “smash-n-grab,” where they try to push the girls against the wall and grab their bottoms. Most of the girls know about this game in 6<sup>th</sup> grade, so they run out of the bathroom as fast as they can before the boys can touch them. Kelsey tells her friend, London, that the boys like her, so she knows they will try to “get her.”</p> | <ul style="list-style-type: none"> <li>-Students laugh and say, “it’s no big deal”</li> <li>-Students grab each other and touch inappropriately</li> <li>-Students are afraid they will lose friends</li> <li>-Students act as if the situation described is not gender harassment</li> <li>-Students don’t want police, educators, or parents involved</li> <li>-Students minimize by stating: “Boys will be boys”</li> <li>-Students say: “he just likes you”</li> </ul> | <p>This is Sexual &amp; Gender Harassment! This behavior is against the law!</p> <ul style="list-style-type: none"> <li>-Students can develop a list of types of gender harassment to educate everyone &amp; post around the school</li> <li>-Students can develop “respect clubs” and develop school assemblies</li> <li>-Students can report these issues anonymously to school or District Leaders</li> <li>-Students can push back and state they will not allow this behavior in their schools, and will work with administrators and teachers to change the climate and behavior</li> </ul> |

**Scenario #5:** An “upstander” is someone who stands up for or utilizes Speak Up for a person being attacked or bullied, and shows outstanding integrity and caring for others when witnessing bullying or harassment. What should an upstander do in regard to this scenario that describes gender and racial harassment?

**Scenario:** Imani is an African American Student in the 7<sup>th</sup> grade. Imani is new to your school. She is usually sitting alone at lunch and stays to herself, as she is one of the few African American Students at your school. At lunchtime today, a group of girls begin to harass Imani by calling her “A Beyoncé Wannabe.” As the girls pass Imani’s table, one girl pulls Imani’s braids.

As an upstander who cares about your school and wants everyone regardless of race, gender, and abilities to be treated fairly, what would you do to act as a student upstander? **(1)** At the moment the behavior is occurring; **(2)** In classrooms; and, **(3)** When providing suggestions to your teachers, school administrators, or other students?

## Possible Scenario Answers for Facilitators

**Facilitators:** Below are possible answers for each scenario. Please feel free to add others that will anchor this lesson.

**\*Additional Facilitator Resource:** *10 things you can do to prevent name-calling and bullying* (housed in the Artifacts section)

- **Specific notes for Facilitators for Scenario #5: After students share their recommendations....**Make sure students know that this is scenario also has racial undertones. Please talk about acceptance, eliminating racism, and seeking to understand and connect with others that are different. Discuss the consequences of what happens in schools when this type of behavior is allowed and tolerated (i.e., less caring toward others with differences, separation and intolerance, racism, and displaced anger). Clearly, reiterate that it is never okay to touch someone, and this scenario would also be considered racial and gender harassment. Discuss how this would be handled in your school-is this a restorative justice moment, or should consequences only be centered on the students who harassed Imani and pulled her hair.
- Talk about referring to an African American person as a “Beyoncé Wannabe” and how that is disparaging to African American people in general, as there is no one “type” of African American person.
- This is a great opportunity to talk about differences among groups. Explain that there are no monolithic groups, even among people of specific groups.
- This scenario is also loaded with bias, as Imani is a bright student who is being characterized as an entertainer. Remind students that people of color are all diverse. Talk about how not having diversity experiences with someone who is different from us, limits our thinking, and we often default to media portrayals or past experiences. Real authentic lives of African American people are not singularly focused on media representations.

## Possible Answers:

### Scenario #1

- Groups of empowered girls in turn empower other girls and boys in refusing this type of behavior
- Students ask for additional supervision near bathrooms at specific times
- A parent letter is sent home or a mass e-mail is sent reminding parents about boundaries, and asking them to speak to their children regarding appropriate touch, behavior, and respect
- Rules are posted in all bathrooms
- The legal consequences of this behavior is discussed at multiple school assemblies
- Additional Options: \_\_\_\_\_

### Scenario #2

- Students develop “no touch” or appropriate boundary posters
- Students lead classroom discussions after receiving training
- Students develop school-based online apps to promote safety and appropriate behavior
- Students develop a YouTube video demonstrating the concepts of boundaries and appropriate behavior
- Students develop a t-shirt campaign with boundary messages or a catchy slogan (i.e., “No Touch Zone”)
- Additional Options: \_\_\_\_\_

### Scenario #3

- Students develop “circle apps” to make friends with students who have no friends or limited friends. Circle apps provide a safe space for student ambassadors to connect with students who are feeling lonely. Only those students who are approved are involved in the group, and act as ambassadors for students when they need support. This is an online app.
- Students develop a list of phrases that are not gender positive and post around the school
- Additional Options: \_\_\_\_\_

### **Scenario #4**

- Students ask for authentic classrooms discussion in selected classes to make sure everyone understands how normalizing hurts students and academics
- Students openly discuss fears of reporting and talk about ways in which to support each other
- Students develop interesting hashtags to promote positive behaviors
- Additional  
Options: \_\_\_\_\_

### **Scenario #5**

- Students create a diversity club to honor and embrace differences
- Students ask for support in developing authentic and courageous conversations circles regarding race and racism from the District's equity team or other trained educators
- Students get to know Imani and share who they are and ask Imani to talk about herself, if she so chooses
- Students talk to school leadership about developing a welcome center utilizing students as school ambassadors for all new students
- Students ask educators to infuse classroom discussions with more information and lesson regarding diversity, inclusivity, race/racism, shared history, and respect
- Additional  
Options: \_\_\_\_\_

## A Resource for Lesson 3

# Sexual Harassment Frequent Among Middle School Students

**The most common act was unwanted physical touching, reported by more than 1 in 5 kids.**

By [Allie Bidwell](#), Staff Writer April 6, 201 [Allie Bidwell](#)

Study: 1 in 4 Middle Schoolers are Sexually Harassed

*More*



At least 1 in 4 middle school students say they've experienced unwanted verbal or physical sexual harassment on school grounds, often in the hallway or even in the classroom, according to new research published Sunday.

Researchers from the University of Illinois at Urbana-Champaign surveyed nearly 1,400 students from four Midwestern middle schools on whether they had

harassment. Overall, 27 percent of girls and 25 percent of boys reported they had experienced verbal or physical sexual harassment or violence.

The most commonly reported form of harassment was unwanted physical touching, which was reported by 21.6 percent of the students who said they had experienced harassment. Rumor-spreading, verbal sexual commentary and homophobic name-calling were the next most frequently reported at 18.9 percent, 18.2 percent and 17.9 percent, respectively.

One surprising finding to the researchers was where the incidents of harassment took place. The majority – 22.7 percent – took place in school hallways, closely followed by classrooms (21.4 percent), school gyms (13 percent) and near school lockers (9.7 percent).

"Hallways made sense. Even the gym made sense," says Dorothy Espelage, principal investigator of the study and a professor of educational psychology. "The classroom was very surprising to our team."

Espelage says although the number of students who reported unwanted sexual harassment is alarming and "very, very concerning," it was also interesting to see that many students were dismissive.

"We didn't ask them to talk about how normal sexual harassment was," Espelage says. "We asked them the most upsetting event ... and they would almost undo it as if [to say], 'But that's just joking.'"

Overall, nearly 9 percent of the responses from students who said they had been sexually harassed included some form of "normalizing," the study found.

"It is a cause of concern that these youth are at such a young age dismissive of behaviors that are clearly distressing," the study says.

Still, that dismissiveness is perhaps unsurprising, Espelage says, given what the researchers know about the same schools' teacher and staff perspectives on sexual harassment. In a study published last June, Espelage and her colleagues found many school staff members did not understand what constitutes sexual harassment and couldn't clearly distinguish it from bullying. It also found school staff members were unclear about their roles in "controlling student

hypersexuality as opposed to intervening when they observed sexual harassment as the law requires."

"We are not talking to kids about what sexual harassment is. We are not talking to kids about boundaries," Espelage says. "So when these things happen, they don't know what to call it. They may know they feel uncomfortable and they can tell us it was upsetting to them, but the adults around them aren't necessarily talking to them about their rights."

Espelage says in her previous study, some teachers' attitudes toward sexual harassment also were somewhat dismissive – claiming students should expect it based on how they behave or dress – and that attitude could at least partially explain the prevalence of sexual harassment that takes place in the classroom. On the other hand, Espelage says people can forget that teachers often don't see or hear everything that goes on in the classroom, which doesn't always equate to being negligent or dismissive.

According to a 1999 Supreme Court ruling, educators at any school receiving federal funding are required to stop students from sexually harassing each other or the school could lose that funding. In 2010, the Department of Education sent a "Dear Colleague" letter to school officials nationwide reminding them that it's important to distinguish between bullying and different types of discriminatory harassment, including sexual harassment.

"As discussed in more detail below, by limiting its response to a specific application of its anti-bullying disciplinary policy, a school may fail to properly consider whether the student misconduct also results in discriminatory harassment," the letter said.

That's why it is important for schools to make sure their teachers and staff are properly educated about sexual harassment and trained to address such incidents, Espelage says.

**"Schools need to go beyond just putting a sexual harassment policy in a handbook and having parents and students sign off on it," she says. "It's a shame the [Department of Education] has to threaten them in some ways. A school could have public funds pulled and be put under investigation. It's a shame you have to pull that card."**



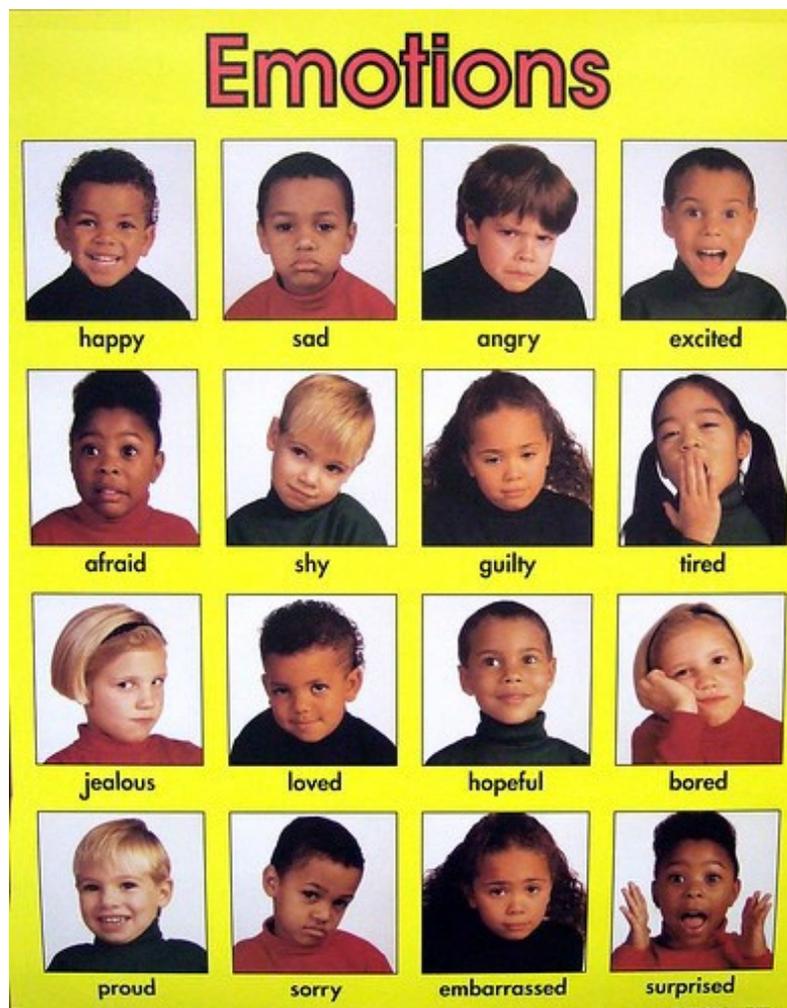
## Facilitator Closing Activities Lesson 3:

**(1) Popcorn Closing (time permitting)**

**(2) Complete Lesson 3 questionnaire and "I need to talk to someone" form (as needed)**

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**How are student's feeling after this lesson? Due to the content, students may need additional support after this lesson.**



## My Notes

## My Notes