

- Ask students to construct role-play scenarios in which they provide suggestions as to how Gary, his friend and the music teacher could react to stop the harassment and keep Gary in school.
- Ask students to write journal entries that describe moments when they experienced prejudice or discrimination. Students may follow up these entries by describing how Gary might feel while being harassed.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.wcwonline.org/harassment/
The Wellesley Centers for Women Web site provides teachers and schools with information on developing strategies and policies to prevent sexual harassment.
- www.glsenpsb.org/
The Gay, Lesbian & Straight Education Network offers a number of links to resources to help schools create a safe environment for students of all sexual orientations.
- www.ed.gov/offices/OCR/qa-sexharass.html
The Office for Civil Rights provides a series of questions and answers pertaining to sexual harassment.

TEACHER'S GUIDE

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Titles in this series include:

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|---------------------------|----------------------------|
| • BULLYING | • PEER CONFLICT |
| • CONFLICT WITH AUTHORITY | • PEER PRESSURE |
| • CRISIS INTERVENTION | • SEXUAL HARASSMENT |
| • HARASSMENT | • STUDENT & ADULT CONFLICT |

Also available:

Conflict Resolution for Educators

- | | |
|-----------------------------|--|
| • BULLYING: GAINING INSIGHT | • STUDENTS & SELF-DESTRUCTIVE BEHAVIOR |
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Teacher's Guides Included
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CONFLICT Resolution for Students™

Sexual Harassment

Grades 5–12

Conflict resolution can help young people develop critical communication and problem-solving skills. On any given day students are faced with many choices and find themselves in various situations that might easily lead to conflict. As such, it is important for students to learn the causes of conflict, how to recognize the signs of potential conflict, and to develop the skills necessary for dealing with conflict.

Each program in *Conflict Resolution for Students* contains two scenarios that depict students experiencing conflict in real world situations. Each scenario is followed by a discussion of how the situation could have been handled differently by the various parties involved. Programs may be shown in their entirety or stopped for discussion points. Teacher's Guides contain support material in the form of discussion questions, activities and Internet resources.



Introduction

Creating a safe school environment for all students includes developing strategies to address the problem of sexual harassment. Sexual harassment is bullying of a sexual nature, and can cause serious harm to the targeted student. Targeted students may develop a tremendous fear of going to school, be unable to concentrate while in class or develop inhibitions about socializing with others. Generally, sexual harassment interferes with a school's goal of providing a safe, trusting, nurturing place where young people can learn.

Scenario 1

Crossing the Line

Program Summary

Jason is very attracted to Tina, but Tina is not interested in Jason. She especially doesn't appreciate being badgered with sexually suggestive comments. Urged on by his friends, Jason continues to pursue Tina, unaware that she is very uncomfortable with his overt sexual advances and wants him to stop. The situation becomes intolerable for Tina and she begins to suffer socially, emotionally and academically.

Pre-viewing Discussion

- What is the difference between expressing an interest in someone and sexually harassing a person? How do you know when you're being sexually harassed? How does a person know when he or she has crossed the line? What are some appropriate ways to tell someone you are interested in him or her?
- What would you do if you were being sexually harassed? If someone you knew was being sexually harassed, what could you do to help him or her?
- If a girl tries to look her best, or wears tight, suggestive or revealing clothing does that mean that she wants boys to hit on her? Should she expect boys to whistle or make comments about her? Is it a girl's responsibility to protect herself from being the target of sexual harassment?

Follow-up Discussion

- Based on Jason's statements such as, "she wants *me*" and she dresses that way to "impress *me*," describe some of his personality traits. How does Jason's opinion of himself contribute to the way he treats Tina? How do you think he would feel if someone were to treat his sister this way?
- Describe the way Tina feels when she is being sexually harassed. Why does she feel this way? If she were to tell Jason more firmly that she isn't interested, would that stop him from harassing her? Should the responsibility of stopping Jason be completely up to Tina? Why or why not?
- Jason's friends are impressed with his confidence in talking to girls. Why do you think they look up to him? How do Jason's friends contribute to his behavior towards Tina? How do their perceptions of Jason reflect their own understanding of girls and what girls want?

Follow-up Activities

- Ask students to discuss if, by definition, all sexual harassers have to be male. Students may engage in a debate to determine if there are differences between male and female sexual harassment.
- Break students into small groups. Ask each group to develop five ways Tina could respond to Jason to prevent him from harassing her. Each group should also suggest several ways Jason could show more respect for Tina.
- Ask both male and female students to write journal entries that describe moments in their lives when they felt physically vulnerable. How did students feel when they were in these situations? How might their experiences help them to empathize with victims of sexual harassment?

Scenario 2

It's My School Too!

Program Summary

Gary is a young student with an interest in playing the violin who hopes to someday become a professional musician. A group of boys in his school perceives him as effeminate and begins to harass him, calling him "fairy" and "queer." Gary tries to ignore the abuse, but his tormentors are relentless. Gary begins to withdraw from school, and he eventually decides to drop out, ruining his chances for a music scholarship.

Pre-viewing Discussion

- Do students think that there are certain behaviors or activities that a man should not engage in? What do students consider to be "manly" or "unmanly"?
- Why would someone call another person gay, even if he or she is not? Why would a young person think that being called gay is an insult, or wrong?
- How do people develop prejudices against other people? Is prejudice something people are born with, or is it a learned behavior?

Follow-up Discussion

- Why do you think the group of young men go out of their way to harass Gary? Why do these boys feel uncomfortable around Gary and want him to leave?
- What could Gary's music teacher and friend do to better support him? If they were to intervene, might Gary remain in school?
- One student reflects that his dad told him that being gay is wrong because it isn't "natural." What role does this type of thinking have in leading people to disrespect gay people and participate in "gay bashing"?

Follow-up Activities

- Break students into small groups and have each group develop two lists of activities: one of those traditionally associated with males and another of those traditionally associated with females. Ask students to regroup and compare their opinions, and to offer support for their arguments. Do students agree or disagree with these stereotypes?

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