

## **Sexual Harassment Awareness Lesson Plan – Grades 4-6**

### **Estimated Time of Completion:**

One classroom period. The activity will take between 20-30 minutes.

### **I. Summary:**

The purpose of these activities is to raise awareness of sexual harassment. Increased awareness of sexual harassment, what it looks like, and how it makes people feel is the foundation of the Project S.A.F.E. intervention program. We will use the term gender harassment instead of sexual harassment with the 4-6 grade students so they do not focus on the term sexual but can get the idea that this is a special form of harassment.

### **II. Objectives:**

- Students will learn what gender harassment is.
- Students will know what gender harassment looks like.
- Students will know how gender harassment makes people feel.

### **III. Activity**

## ACTIVITY 1

### A. Materials Needed:

- Overhead (may need to copy attached definition page on transparency if using overhead)
- Blackboard
- Piece of paper for each student

### B. Procedure:

1. Tell students that you are discussing harassment today. Write the word on the board and ask students what it is.
  - a. Tell them that this is a serious topic and they need to take it seriously.
  - b. Some students are embarrassed by this type of topic so there may be giggling or people making jokes, you should remind them to take things seriously.
  - c. Students may range in knowledge of what the concept is so you may need to brainstorm with them about synonyms to all get on the same page.
  - d. Write them on the board (ex. torment, pester, irritate, persecute, bother, annoy).
2. Pass out a piece of paper; tell them to use the paper to take notes and to write down any questions. Advise them to keep all questions to the end. If they want to share a story with the class tell them not to use other people's names. Tell them to use "boy1" and "girl1" for example as the names.
3. Put the definition of gender harassment (see attached definition page) on the overhead. Remind them that here gender refers to – if people are a boy or girl.

*Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.*

4. You can explain that gender harassment can be seen as a form of bullying. Like harassing someone just because they are a boy or a girl.
5. You can either have students write on their paper or write on the board as a class the following items:
  - a. What types of things they see at school that would be considered gender harassment.
    - You can give examples to get things started or add them if they don't come up with some. You can say "The type of things I see here at school that I would consider harassment are:
    - *For example:*
      - Unwanted hugging, kissing, grabbing, or touching.
      - Making comments about other people's bodies.
      - Standing too close to someone when they don't like it.
      - Holding someone down.
      - Writing or telling nasty or dirty notes/jokes/secrets.
      - Showing dirty pictures/even on the computer that make people feel uncomfortable.

- b. How does gender harassment make people feel?
          - For each identified behavior, either discuss or have students write how it might make people feel.
          - Common responses include:
            - Bad, sad, violated, unsure, anxious, unsafe.
6. Finally, you want to finish the activity with a discussion of respecting personal space and considering others feelings.
  - a. Tell students that they have the right to tell people when they do something they don't like.
  - b. They can say "I don't like it when you touch me like that" or "I don't like you standing so close."
  - c. You should point out that every student should respect people's rights to their own space and that not respecting people's space is a form of gender harassment. You can ask students how we show respect for personal space – examples of strategies are:
    - We should not touch people without their permission.
    - We ask people if it is ok to sit down next to them before we do.
7. Finally, don't forget to ask them if they had any questions written on their form. Answer those you can but if there are questions that you're not sure of bring them to the school safety cohort team.

### **C. Extensions and Adaptations**

Tells students it is important to "respect people's personal space." Have students write a paragraph about what this means and provide an example if (1) when someone's personal space is respected (for example, asking permission before sitting next to), and (2) when it is not respected (for example, unwanted touching or being too close).

Students can also create a poster that illustrates ideas that were talked about in class, highlighting the correct behavior that should be followed.

## **ADDITIONAL INFORMATION/ACTIVITIES**

Resources for additional activities for students in grades 4-6 and information for teachers about sexual harassment and related concepts are provided below:

The ACT for Kids website has good resources, including the book for students: *It's My Body* by Lory Freeman. [www.actforkids.org](http://www.actforkids.org)

*Sexual Harassment Risk Reduction Among Elementary Students* in Large Group Guidance Resources by J.P. Wittmer et al.

*Girl Power!* (A curriculum for the empowerment of elementary and middle school girls.) by the Pennsylvania Coalition Against Rape (PCAR).

*Sexual Harassment in Schools, What It Is, What to Do: A Policy Guide* by K. Murdoch and D. Kysilko. [http://www.nasbe.org/Educational\\_Issues/Reports/Sexual%20Harrass.pdf](http://www.nasbe.org/Educational_Issues/Reports/Sexual%20Harrass.pdf)

DEFINITION PAGE

*Gender harassment includes unwelcome physical or verbal things done because someone is a boy or a girl that makes them feel uncomfortable.*

Gender harassment is against the law and school rules.

1. What type of things that you see at school would be considered this type of harassment?
2. How does gender harassment make people feel?

## Assessment - Module 1 Sexual Harassment 4-6

For each activity you complete in class please make a copy and fill out the following form. These forms should be submitted to your anti-bullying cohort team. Your feedback will help us improve the activities and evaluate the program.

**DATE:** \_\_\_\_\_ **ACTIVITY #** \_\_\_\_\_

**GRADE:** \_\_\_\_\_ **NO. OF STUDENTS** \_\_\_\_\_

**Overall, how much did students enjoy the activity?**

Not A Lot

A Lot

1                      2                      3                      4                      5

**Overall, how much did students learn about sexual harassment?**

Not A Lot

A Lot

1                      2                      3                      4                      5

**How do you know students learned about sexual harassment? How did they demonstrate learning?**

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Tell us how much students knew about each of the following <b>BEFORE</b> you did Module 1 and <b>AFTER</b> you have done this activity.	<b>BEFORE</b>				<b>AFTER</b>			
	Not A Lot		A Lot		Not A Lot		A Lot	
1. What personal space is...	1	2	3	4	1	2	3	4
2. What it means to be respectful...	1	2	3	4	1	2	3	4
3. How invasion of personal space and disrespectful behavior makes people feel.	1	2	3	4	1	2	3	4

**Was there anything that came up during the activity that needs to be addressed:**

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**What could be done to improve this activity in the future:**

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**Additional comments:**