



Discussion Guide for

FLIRTING OR HURTING?

Grade levels: 6-9
Three modules, totaling approximately 60 minutes

Module 1. What Is Sexual Harassment? (21:00)

Module 2. Stopping Sexual Harassment (21:00)

Module 3. Teacher Guide (15:00)

INTRODUCTION

Sexual harassment is an important and sometimes uncomfortable topic for teachers and administrators. This program helps students in grades 6-9 to recognize and respond to sexual harassment. It also gives administrators and teachers tools to help students create a safer environment.

This video contains three modules: two of them target students and one targets teachers. Throughout the student modules, the host, an older sister character, provides definitions, explanations and insights based on her own experiences.

The first presentation uses reenactments and dramatized interviews to define sexual harassment, distinguish between flirting and harassment and identify different effects harassment can have on students. Four different scenarios are presented, covering a wide range of gender combinations: boy on girl, girl on girl, boys/girls on boy, as well as adult on student.

Using the same format as Module 1, the second presentation shows students how to respond to offensive behaviour whether they are a target or a bystander. The module explains Title IX, the law requiring schools to prevent and address problems of sexual harassment. The TAKE ACTION section provides suggestions on how students can work to eliminate sexual harassment and offering suggestions on how to use the video effectively in the classroom.

The two classroom programs include breaks for discussions or activities. These programs are appropriate for coeducational Health, Guidance, Family & Consumer Science, English, Social Studies, Physical Education and New Student Orientation classes in grades 6 through 9.

GLOSSARY

Sexual Harassment In school, sexual harassment may be words or actions of a sexual nature that stigmatize, demean, frighten or threaten you because of your sex. You have the right to get an education and participate in school activities free from any unwelcome or unwanted sexual behaviour.

TITLE IX

This video makes reference to Title IX which is a Federal law in the United States, which states that "no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance. In Canada our citizens are protected from sexual discrimination in schools by the individual provinces' Human Rights Code.

QUID PRO QUO

Quid pro quo means something for something. Quid pro quo exists when something is offered or asked for in return for something else. An example is being pressured to trade sexual favours for a higher grade or salary.

BEFORE VIEWING PREPARATION

When you preview the video, it is very helpful to watch the third segment first. That segment presents a discussion for teachers and administrators about the purpose of the lessons and suggestions for how and where to use this video.

During and after class, expect to hear disclosures from students of sexual harassment incidents that they have experienced or witnessed.

- Be ready to refer students to the appropriate counselor or administrator and consider inviting that person to the class to explain their role, your school's sexual harassment policy and the school's procedure for sexual harassment complaints.
 - After class, expect to hear some students testing your reactions to comments such as "Her skirt is harassing me." Some students can be uncomfortable with the material and may need your patience and sense of humour.
 - The two key words in identifying sexual harassment are "unwanted" and "uninvited".
- LET STUDENTS KNOW THAT:**
- Learning about sexual harassment is not about blaming males. Sexual harassment is an equal opportunity issue. Although most sexual harassment has historically been boys on girls, boys also harass boys and girls do harass boys and other girls.



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- In a study found in The Joke's Over - Student to Student Sexual Harassment in Secondary Schools (1995), over 80% of Ontario female high school students reported they had been sexually harassed in a school setting. In answer to the question "Are you ever afraid of being sexually harassed?", almost 80% of the girls and 30% of the boys replied yes. Similar results were found in an American study conducted by the Harris Poll for the American Association of University Women, which leads us to believe the results are reflective of the experiences of our students in both Canada and the U.S.

SUGGESTIONS FOR PREVIEWING ACTIVITIES PREPARE STUDENTS:

- to watch and listen carefully for the definitions of sexual harassment in the video.
- to watch and listen for situations that may be similar to what they see in their school.
- ask if they know which adult(s) in their school are available to them if they need to discuss harassment or make a report of an incident.

- survey the class or give a pre-test to determine what they know about the law, school policy and their resources.
- ask students to be video critics and be prepared to rate the video on a scale or give letter grades for how important the topic material is to their grade level, the presentation of the material and the quality of the material.

WHILE VIEWING THE PROGRAMS

After each topic is presented in a reenactment or interview, a graphic freeze frame appears with a definition or discussion question. When a graphic frame appears, pause or stop the video in order to give the students time to discuss the topic.

PROGRAM 1, WHAT IS SEXUAL HARASSMENT?

- Graphic 1. Pause and freeze the graphic frame with the definition of sexual harassment on the screen in order to give all of the students time to read, discuss or question the language.
- Graphic 2. When the screen appears with "Agree or Disagree?", stop the video briefly and ask the students if they agree that, "If you're just talking to a girl, you're not sexually harassing her, you're just flirting with her." What makes the difference in a conversation?

- Graphic 3. You Decide: Flirting or Sexual Harassment? You can rewind through Takes 1, 2 and 3 and ask the students what they think made the difference for the girl in each interaction.
- Graphic 4. Agree or Disagree? Stop the video briefly and record comments on the blackboard or paper, or ask the students to vote their opinion on whether girls can harass and boys can be harassed.

- Graphic 5. Agree or Disagree? If someone doesn't respond to a comment or behaviour, does that mean it didn't bother them? Does everyone respond the same way? Are some people quiet when they're uncomfortable? If a girl giggles or laughs, does that mean it's alright with her? Do some people laugh when they're nervous? What kind of message do you need in order to know if attention is unwanted?
- Graphic 6. Teacher as harasser: Ways to resolve the situation are presented in the next segment, BUT some students may be anxious to discuss this. If you are not going to use Program 2 right away, you can be prepared to discuss solutions to this situation.

DISCUSSION QUESTIONS:

What would be a good way to resolve this situation?

Who could explain to Mr. Burke that the girls are uncomfortable?

Who could students to to in your school if they had an experience like this? (Sometimes students are not only angry or embarrassed, but also afraid the teacher will be fired and they think it will be their fault).

PROGRAM 2, STOPPING SEXUAL HARASSMENT

- Graphic 1. Review
- Graphic 2. Agree or Disagree? Stop the video briefly and record some comments or poll the students by a show of hands. Would you tell a teacher if you were being sexually harassed?
- Graphic 3. What would you do? What would the students do if they had been harassed the way Rachel has been harassed by Matt? How do bystanders contribute to a hostile environment? Do you think that students are responsible for the environment in their school?



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- Graphic 4. Teacher as harasser. What would you do? Do you think Mr. Burke knows that the girls are uncomfortable? Discussion questions: What would be a good way to resolve this situation? Who could explain to Mr. Burke that the girls are uncomfortable? Who could students go to in your school if they had an experience like this?
- Graphic 5. What would you do? When Laura spread rumours about Shantai, other students began bothering her. Is this sexual harassment? Why or why not?
- Graphic 6. What would you do? What can Doug do about the rumours Kyle is spreading? Is this sexual harassment? Why or why not?
- Graphic 7: When a student is not satisfied with the way a school handles their complaint, they have a right to take their concerns to their school board and then on to the appropriate division of their province's Ministry of Education. Failing a satisfactory agreement, The Human Rights Commission of the student's province can be contacted."
- Graphic 8: Take Action: Does your school have a policy for student-to-student sexual harassment? What is it? If not, ask the students to research and draft suggestions for a policy and submit them to the student council or principal.

GRAPHIC FREEZE FRAME REVIEWS

(Use these stop frame topics to stimulate conversation and attention in making the lesson points in the video.)

WHAT SEXUAL HARASSMENT LOOKS LIKE AND FEELS LIKE

EXAMPLES OF SEXUAL HARASSMENT:

- Suggestive comments and gestures
- Sexual graffiti, notes and pictures
- Spreading sexual rumours
- Touching or grabbing of body parts

MORE SEVERE:

- Demands for sex and sexual assault and rape

EFFECTS OF SEXUAL HARASSMENT:

- Feelings of fear, anger or powerlessness
- Loss of self-confidence
- Lower grades
- Withdrawal from friends

STOPPING SEXUAL HARASSMENT

- Tell the harasser to stop
- Talk to people you trust, enlist their help
- Make a list of incidents
- Keep any notes and pictures
- Keep track of where and when things happened, who was there and how you felt
- Write a letter to the harasser. Describe the behaviours you consider sexual harassment, how they made you feel and that you want it to stop.

- Have an adult deliver the letter.

- Keep a copy.

PREVENTION: TAKE ACTION TO PREVENT SEXUAL HARASSMENT

Suggested student activities:

- publicize the school policy or ask principal or school board to create a policy
- speak out when you see harassment
- conduct a survey in your school and publish the results
- form a student leadership group and make presentations
- Using the video with Flirting or Hurting: A Teacher's Guide on Student-to-Student Sexual Harassment in Schools by Nan Stein and Lisa Sjostrom:
- Program 1, Graphic 2: Stop and use the first lesson and activity, "Flirting vs. Sexual Harassment" (page 12).
- If you show Programs 1 and 2 at different times: After viewing Program 1, assign the activity from lesson 2, "Take a Closer Look" (page 20).
- Use the questionnaire from Lesson 3, "Says Who?" as a pre-test before the video, a post-test after the unit, or an activity at Graphic 5 in Program 1 (page 24).
- In Program 2 at Graphic 2, use Lesson 4, "What are Your Rights?" with the What Can I Do? activity (page 38).

- In Program 2 at Graphic 5, use Lesson 5, "Case Studies and Role Plays" (page 42).
- In Program 2 at Graphic 6, use Lesson 6, "Get Up, Stand Up for Your Rights" (page 54).

FOR MORE INFORMATION

Contact your local school board and/or Human Rights Commission

REFERENCES:

Human Rights in Ontario. Access to Justice Network, <http://www.acjnet.org/docs/ontohr.html>

The Joke's Over - Student to Student Sexual Harassment in Secondary Schools (1995), Ontario Secondary School Teacher's Federation, the Ontario Women's Directorate, and the Violence Prevention Secretariat, Ministry of Education and Training

PROGRAMS DETAILS

LENGTH:

60 minutes

SUBJECT AREAS:

Sexual Abuse/Family Violence

AUDIENCE LEVELS:

Grades 6 - 9

ORDER NUMBER:

5-4589SG

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