

**Building Healthy Relationships
Across Virginia:**

**A Facilitator's Guide for
Teen Dating Violence Prevention**

Unit 3:

**Addressing
Sexual Harassment
with Teens**



Addressing Sexual Harassment with Teens



The activities in this unit focus on the issue of sexual harassment, as it applies to teens and their environment. Some basic conceptual information is provided in the earlier activities to help students define and identify common characteristics of sexual harassment relating to teens. Other activities help participants to distinguish between healthy expressions of sexuality and sexual behavior, like flirting, versus hurtful expressions that involve abuses of power, such as sexual harassment. Teens are typically at a stage of development where they are beginning to explore values about sexuality for the first time in their lives. The activities in this unit promote positive messages about sexuality and sexual development and encourage participants to critically examine negative messages around these issues.

Flirting

- feels good, confidence building for both parties
- is reciprocal
- is non-threatening and complimentary
- feels equal to both parties

Sexual Harassment

- feels bad, demeaning
- is unwanted by the receiver
- is threatening and insulting
- builds up the ego of the giver by bringing down the esteem of the receiver
- is used by the person with social/situational power as an abuse of that power

When asked to truly examine their own behavior, many teens will come to realize that their actions may infringe upon the rights of others to feel good and safe about themselves. The purpose of this unit is to encourage this insight and affect a change of attitude. It is also important that teens understand their own rights related to personal boundaries, and understand what options they might have in the event that they recognize that they have been (or are being) sexually harassed.

For this unit, **Sexual Harassment is defined as any unwelcome, unwanted pressure, verbal, visual, or physical contact of a sexual nature. It is any repeated or deliberate action or behavior that is hostile, offensive, or degrading to the recipient.**

There are two basic categories of harassment: **Hostile Environment** and **Quid Pro Quo**.



Hostile Environment refers to unwelcome and unwanted language, behavior, or visual display that causes an individual fear, anxiety, shame, or embarrassment that limits, denies, and interferes with the person's daily routines.

The majority of sexual harassment cases fall into the hostile environment category, and most of the activities in this unit address this form of sexual harassment. It usually occurs over a period of time, but could also be a singular event. Some examples of hostile environment may include:

- telling sexually offensive jokes
- questioning or commenting on someone's sexuality and/or sexual orientation
- displaying sexually explicit pictures or magazines
- spreading sexual rumors
- objectifying a person by making inappropriate comments about their clothing or body
- repeatedly propositioning someone when they have said no
- standing or rubbing against a person
- making suggestive gestures or noises

Verbal harassment is the most common and frequent form of sexual harassment; the power of language to minimize and humiliate a person should not be underestimated. The use of gestures which mimic sexual acts (for example, grabbing one's genitalia) and leaving pornographic material in a person's locker are also intimidating examples of visual harassment. Physical harassment such as the invasion of someone's personal space by touching, grabbing or blocking his/her way involves a loss of security and safety, because it suggests an escalation of behaviors that can lead to sexual assault.

Quid Pro Quo refers to an attempt to coerce sexual cooperation by means of subtle or explicit threats in exchange for something else.

This form of harassment involves approximately fifteen percent of reported cases. Some common examples include a proposition of sexual favors in return for a higher grade, another date, a promotion, the continuation of one's job, overlooking a mistake, or threatening to expose sensitive information if sexual acts are not performed, for example, threatening to "out" someone who is lesbian/gay/bi-sexual/transgender (LGBT), to expose an affair, or to expose details of a previously consensual relationship.



Unit 3:

Addressing Sexual Harassment with Teens

Activities and Corresponding Handouts

What is Sexual Harassment?

- About Sexual Harassment Handout
(for High School age participants only)

Where Do You Draw The Line?

- Where Do You Draw the Line? Handout

Flirting vs. Sexual Harassment

- Flirting vs. Sexual Harassment Scenarios

You Be The Judge

- You Be the Judge Handout
- You Be the Judge: Activity Guide

What Can I Do?

- If You are Sexually Harassed Handout

What is Sexual Harassment?

Facilitator's Notes

Age: Middle or High School

Level: Introductory

Objective: Participants will be able to define sexual harassment and identify common experiences from their life that may constitute harassment.

Time: 30 minutes or as time allows

Materials:

About Sexual Harassment Handout (distribute to High School age participants only)
Flipchart or chalkboard and markers/chalk

Instructions:

1. Ask participants to give different definitions of sexual harassment.
2. Write the following definition of sexual harassment on the chalkboard:
Sexual Harassment is defined as any unwelcome, unwanted pressure, verbal, visual, or physical contact of a sexual nature. It is any repeated or deliberate action or behavior that is hostile, offensive, or degrading to the recipient.
3. Ask the participants for examples of harassing behavior that they have seen in their school, workplace, social life, etc. or may have experienced themselves.
4. Lead a discussion about sexual harassment using the following questions: (from the About Sexual Harassment Handout). NOTE to Facilitator: Be sure to familiarize yourself with these questions prior to using this exercise.
 - **What is meant by unwelcome?**
 - **Are schools required to have a policy regarding sexual harassment? Why?**
 - **Can it be considered sexual harassment if it is a one time event?**
 - **Can a person be accused of sexual harassment even if the person did not intend to harass anyone?**
 - **If a person does not say no, or object to a certain behavior, is this still harassment?**
 - **How can someone know if his/her behavior is sexually harassing if he/she is not told his/her behavior is unwelcome?**
 - **If the behavior is not directed towards you, but you observe it and find it offensive and unwelcome, is it considered Sexual Harassment?**
 - **Who is responsible when sexual harassment occurs in the schools?**
5. Distribute the About Sexual Harassment Handout.

Adapted from Adolescent Sexual Assault and Harassment Prevention Curriculum, Marjorie Fink (1995); Learning Publications, Inc.



ACTIONALLIANCE

Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention
Virginia Sexual & Domestic Violence Action Alliance

www.vsdvalliance.org

About Sexual Harassment

In order to examine the broadest possible range of abusive and sexually harassing behaviors from a common vantage point, VSDVAA offers the following definition for the purposes of the activities in this section. We recognize that it is not Virginia's legal definition, and that individual school systems will adhere to different definitions.

What is sexual harassment?

VSDVAA defines sexual harassment as ANY unwelcome or unwanted pressure, verbal, visual, or physical contact of a sexual nature. It is a "power play" and may include:

- touching someone inappropriately
- spreading sexual rumors
- repeatedly propositioning someone when he/she has said no
- criticizing or insulting someone's sexuality (including a person's sexual orientation)
- telling sexually offensive jokes
- making comments about someone's clothing or body
- making suggestive gestures or noises
- standing or rubbing against a person
- pressuring someone for a date

What is meant by unwelcome?

Whether or not behavior is unwelcome depends upon how an individual feels about the way the other person is behaving. Two people may react to the same behavior differently. One may take it as a compliment and not be offended, while the other may not want to be treated that way and feels uncomfortable.

Are schools required to have a policy regarding sexual harassment?

Why?

Yes. Sexual harassment interferes with the right to a safe educational environment. In the United States, it is a form of discrimination under Title IX of the Education Amendments of 1972. It is against educational policy for a teacher or any school employee to sexually harass a student or another school employee, and for a student to harass a teacher, a school employee, or another student. The most common type of sexual harassment in schools is student-to-student and usually happens in public. Both male and female students report being targets of harassment.

Can it be considered sexual harassment if it is a one time event?

Sexual harassment can happen once or many times. Being the target of sexual harassment may make it hard to concentrate or scary to go to school. Incidents of sexual harassment may cause the targeted person to feel uncomfortable, embarrassed, or threatened.

Can a person be accused of sexual harassment even if the person did not intend to harass anyone?

Yes. Someone may intend to harmlessly tease, joke, or flirt with the other person and not realize how s/he is making the other person feel. If you do not want to harass another person then you need to think about how your actions will be received and the effect they may have on the other person. It helps to know the difference between flirting and harassment.

Flirting

wanted
returned
feels good
compliment
legal

Harassment

unwanted
unreturned
feels bad
put-down
illegal

If a person does not say no, or object to a certain behavior, is this still harassment?

Maybe. A person may be too embarrassed, uncomfortable or afraid to speak up. Often the first reaction is to try to ignore the behavior and act like it is not upsetting, especially when outnumbered by a group of people. The person being harassed is hoping that the behavior will stop if s/he does not react, and may think that it will only get worse if they do. Actually, it may only get worse if it is ignored because the person who is doing the harassing may think his/her behavior is acceptable. Sometimes the harassing person can just be following the crowd and not thinking about what s/he is doing, or may think the person actually likes the attention. It can be very confusing for everyone involved.

How can someone know if his/her behavior is sexually harassing if s/he is not told his/her behavior is unwelcome?

A person could ask the following questions of themselves to see if a certain comment could be considered harassing to others:

- Would he/she want their comments or behaviors to appear in the newspaper or on the television so their friends and family would know?
- Would he/she say or do this if their parent, girlfriend, boyfriend, or teacher were present?

About Sexual Harassment--Page 3

- Would he/she want someone to say or do this to their sister, brother, girlfriend, or boyfriend?
- Is the person to whom he/she is saying or doing this in an equal position of power as him/her?
- Do his/her words or actions show respect for the other person?

If the behavior is not directed towards you, but you observe it and find it offensive and unwelcome, is it considered Sexual Harassment?

Yes. Regardless of whether the person experiencing the behavior finds it unwelcome or not, it is sexual harassment if it creates a negative environment for others.

Who is responsible when sexual harassment occurs in the schools?

School district officials are legally responsible to guarantee an education for all students which is free from sexual harassment and sexual discrimination. Some forms of sexual harassment are also crimes and should be reported to the police or Commonwealth's Attorney so that the harasser can be prosecuted.

Where Do You Draw the Line?

Facilitator's Notes

Age: Middle or High School

Level: Introductory

Objectives:

- To allow participants the opportunity to explore the differences between sexual harassment and flirting.
- To teach participants to determine the behaviors constituting sexual harassment
- To show that sexual harassment can be defined differently by many people.

Time: 30 minutes

Materials:

Where Do You Draw the Line? Handout (Middle School age)

Where Do You Draw the Line? Handout (High School age)

Chalkboard or flipchart

Instructions:

Method #1:

1. Write the age appropriate “Where Do You Draw The Line?” statements on cards (use card stock or laminate the card to make them last).
2. Ask for volunteers, and hand a card to each volunteer.
3. Mark a continuum along the longest wall in the room from “Flirting” to “Harassment”.
4. Ask each volunteer to put themselves on the continuum. Ask each of them to read and show their card, and tell the group why they put themselves on the continuum where they did.
5. Raise the point that in some cases it depends on who does the behavior and what the circumstances are. The receiver always decides if it is harassment regardless of the intent of the performer of the act.
6. (Optional) Conduct Steps 5 - 7 of Method #2.



Instructions:**Method #2:**

1. Distribute the age appropriate "Where Do You Draw The Line?" Handout and Continuum.
2. Ask participants to read through the sentences and place each statement on the "Flirting" to "Harassment" continuum, according to where they think each belongs.
3. While participants are creating their personal continuums, draw a Continuum on the chalkboard (or mark it along a wall).
4. Facilitator will select specific statements, read them aloud and ask for volunteers to report where they placed that statement on their continuum. To generate discussion, the facilitator will ask others in the group whether they placed the same statement in the same place, or closer to either ends of the continuum, and why they placed it where they did. (Participants may be placed in smaller groups if the facilitator thinks is will generate more candid discussion.)
5. Draw two columns on the chalkboard. Label one "Flirting" and the other "Sexual Harassment".
6. Ask participants to refer to their own continuums. When deciding where to place a statement, ask them why they considered one statement flirting and another sexual harassment (and everything in between).
7. Write their answers on the chalkboard.

Below is an example of how this might look:

Flirting

...is wanted or welcomed
...is two-sided
...feels good
...is a compliment

Harassment

...is unwanted or unwelcomed
...one-sided
...does not feel good
...is threatening or insulting

8. Ask students to decide for themselves where on their continuum does flirting cross the line to sexual harassment.
9. Facilitator will close by discussing the "eye of the beholder" standard. This means looking at sexual harassment from the receiver's point of view. Regardless of the intent of an individual, it is the receiver's perspective that is important to consider.



Where Do You Draw the Line?

(Sexual Harassment-Middle School)

Review the following sentences. Write their numbers on the continuum to show if you think they are flirting or sexual harassment. If you feel that a statement could be either flirting or sexual harassment, place it in the middle of the continuum.



0 (Flirting)

5

(Harassment) 10

Statements

- | | |
|---|--|
| 1. Someone grabs or pinches you. | 9. Someone forces you into physical activity you do not want to do. |
| 2. Someone touches you in inappropriate or sensitive areas. | 10. A person you used to like has friends who follow you around to spy on you. |
| 3. Someone snaps your bra when you walk down the hall. | 11. While you are wearing a white blouse, someone comments, "Hey, nice bra." |
| 4. A friend flicks your ear in math class. | 12. You overhear a group of people whispering when you walk by, and you see them imitating the way you walk. |
| 5. Your friends pretend to drop something at the lunch table so they can look up the skirts of the girls sitting across from you. | 13. Someone rubs against you as they walk down the hall. |
| 6. You walk down the same hall every day after English class; a group of boys follow you and tell each other sexual jokes. | 14. Someone displays obscene gestures. |
| 7. Someone looks at you in a way that makes you feel uncomfortable. | 15. Someone calls you names such as "big butt." |
| 8. Some students in PE class expose themselves when the teacher is not looking. | |

Where Do You Draw the Line?

(Sexual Harassment-High School)

Review the following sentences. Write their numbers on the continuum to show if you think they are flirting or sexual harassment. If you feel that a statement could be either flirting or sexual harassment, place it in the middle of the continuum.



0 (Flirting)

5

(Harassment) 10

Statements

1. Someone rubs your neck.
2. Someone says to you, "You look great in that outfit."
3. Some boys in school write your name and telephone number on the wall in the boys locker room wall.
4. Someone rubs against you as you walk down the hall.
5. Someone asks you if you are a virgin.
6. Someone says to you, "Wear that shirt more often. I like the way you look in that!"
7. The person with whom you are dancing kisses you.
8. You overhear a group of people whispering when you walk by, and you see them imitating the way you walk.

9. Someone says to you, "If you don't go outside with me, I'll tell your boyfriend/girlfriend that you tried to kiss me."
10. Someone repeatedly asks you out even though you have told him/her "no" several times.
11. Someone pinches you as you walk down the hall.
12. Someone in your study hall asks you if you have any sexual fantasies.
13. Someone tells you, "You look good in tight jeans."
14. A friend writes you a note saying what he/she wants to do to you when you are alone.
15. Someone tells you, "I'd like to get to know you better."

Flirting vs. Sexual Harassment

Facilitator's Notes

(NOTE to Facilitator: This activity can be used effectively as a follow-up to "Where Do You Draw The Line?")

Age: Middle School

Level: Introductory or Advanced, depending on depth of discussion

Objective:

To help participants distinguish between sexual harassment and flirting.

Time:

Method #1 35 minutes

Method #2 10 - 20 minutes

Materials:

Scenario sheets, one per group

Instructions:

Method #1:

1. Divide participants into groups of three or four people.
2. Give each group 1 to 3 scenarios to use for discussion. Remind them that sexual harassment is any unwanted sexual attention and it is defined by the person it happens to – so pay attention to how the characters respond in each scenario. If both people are okay with it, it is flirting. Flirting is okay – it's fun, it's funny, it's healthy.
3. Instruct each group to discuss the scenario(s), decide whether it is harassment or flirting, and be prepared to explain why they have chosen their answer. In some of these scenarios, there is a "what if" option, to change the scenario to show how it could go from flirting to sexual harassment or vice versa. Ask them to be prepared to discuss that too.
4. Give each group 5 - 10 minutes to discuss and organize their responses.
5. Bring participants back together and have each smaller group share their scenario, response, and why they chose their answer.
6. (Optional) Ask participants to discuss potential responses from the person who is sexually harassed and possible outcomes to those responses in each situation.
7. (Optional) Ask participants what role they believe power played in the sexual harassment described in the scenarios. (This question would be best illustrated in an obvious power differential such as teacher/student, boss/employee).



Method #2:

1. Use this method if there is not enough time to divide into small groups.
2. Hand out the complete sheet of all scenarios. Remind them that sexual harassment is any unwanted sexual attention and it is defined by the person it happens to – so pay attention to how the characters respond in each scenario. If both people are okay with it, it is flirting. Flirting is okay – it's fun, it's funny, it's healthy if both people are okay with it.
3. Ask for volunteers to read each scenario.
4. As a group, discuss each scenario and decide whether it is harassment or flirting.
5. In some of these scenarios, there is a “what if” option, to change the scenario to show how it could go from flirting to sexual harassment or vice versa – be sure to discuss that version of the scenario as well.
6. (Optional) Ask participants to discuss potential responses from the person being sexually harassed and outcomes for those responses in each situation.
7. (Optional) Ask participants what role they believe power played in the sexual harassment described in the scenarios. (This question would be best illustrated in an obvious power differential such as teacher/student, boss/employee).

Adapted from In Touch with Teens, Los Angeles Commission on Assaults Against Women, 1991 Los Angeles, CA. <http://www.lacaaw.org/itwt.html>

Flirting Versus Sexual Harassment Scenarios

1. Keisha is on the co-ed cross country team at her school. She has had a crush on one of her teammates, Andre, since the beginning of the season. They tease each other back and forth constantly during practice. One day, Andre says “Keisha, since we have a big meet at the end of the week, I’d like to take you out to dinner Thursday night.” Keisha agrees.

2. Tommy is a lifeguard at a public pool near his neighborhood. One day Krista, the prettiest girl in Tommy’s school, comes to the pool to pick up her little brother. Tommy gathers up some courage and walks over to her to say hi. Krista turns and looks at him and says, “Tommy you look really good with a tan.” Tommy smiles and says “Thanks, you look nice yourself.”

-Or- What if: Krista turns and looks him up and down and says “Tommy you look really hot with a tan. What do you look like without the trunks?” with a wink. Tommy mumbles “thanks” and walks away.

3. Riana sits next to a boy in her history class that she doesn’t really know. He is one of the more popular guys at school, and Riana thinks he is absolutely gorgeous. One day in the hall, the boy recognizes Riana with a smile and a smack on the butt. Riana hurries to her next class, hoping nobody saw what happened.

-Or- What if: the boy recognizes Riana with a smile and a wink and Riana winks back.

4. Jaylin and Marisol are taking an art class together. They have plenty of time to chat while they are drawing, so they always tell jokes and laugh with each other, but they have never hung out outside of class. One day in class, Jaylin turns to the girl next to Marisol and comments, “Did you know Marisol and I hook up every day after school” while winking at Marisol. Marisol is shocked and moves to another table.

-Or- What if: Jaylin turns to the girls next to Marisol and comments, “Did you know Marisol is a work of art” with a wink. Marisol smiles and says “You can draw me anytime.”

Flirting Versus Sexual Harassment (Scenarios)--Page 2

5. Melissa really likes Donny. He drives a nice car, he always smells good, and his locker is right next to hers. She gathers up the nerve to ask him out. He turns her down, saying "I just got out of a serious relationship and I'm not ready to date right now." Melissa is not sure what he means by "not ready" but she is not willing to let him slip away. So she makes a habit of telling him how hot he is and asking him out a few times a week.

-Or- What if: Melissa says "I understand that is tough. You know where to find me when you are ready."

6. When Caprice walks into the homecoming dance, dressed up in her new blue strapless dress, she feels good and knows she looks good. She notices right away that the hot boy that sits behind her in science is checking her out. Confidently, she walks up to him and asks him to dance. When they are on the dance floor, he looks at her and says "Girl you are looking good tonight." She smiles and "you don't look so bad yourself"

-Or- What if: He looks at her and says "In that dress, you are just asking for trouble" squeezing her butt. She stops dancing and runs outside.

7. Jon is sitting in class, bored. He looks up and, to his surprise, a girl across the room is staring at him. She takes out a lollipop, unwraps it, and begins to lick it while still staring at him. Jon nervously looks away and wishes she would stop. He becomes more uncomfortable when the guys sitting around him notice and begin to laugh.

-Or- Jon winks at her and makes a point of finding her after class.

8. Bobby walks toward his locker to get books for his next class. A group of girls begins whistling and making comments about his body. Instead of stopping at his locker, Bobby keeps on walking.

9. Tamika has a secret admirer Jamal. He writes love letters to her full of compliments and poetry, but Tamika has a boyfriend and is not interested in Jamal. After asking him to stop, Jamal's letters become graphic with sexual references, and he continues to slide them into her locker.

Flirting Versus Sexual Harassment (Scenarios)--Page 3

10. Tariq is leaving the football field when one of the cheerleaders blows him a kiss. A little embarrassed but encouraged, he walks over to her and they start talking.

11. Every time Stacy glances over at Cameron in class, she catches her looking at her before she quickly turns her head. One day, Stacy approaches Cameron and asks what her problem is. She tells her she doesn't have a problem but she would like to get to know her better. Stacy says, why didn't you just say so, and they continue walking down the hall talking.

12. Misha is a popular girl who always seems to have a following of other girls around her. She teases Jason in a lot of little ways, and he just smiles and doesn't say anything. One day, in front of all her friends, Misha rubs up against him and asks "Jeez, Jason, why don't you like girls? Is there a secret you want to tell us?" Jason appears stunned and hurries down the hall.

13. Steven has a very popular underground newsletter at school which graphically talks about female classmates in a sexual nature. When confronted by Susan about it, Steven claims that he was just doing it for fun, and that it was his way of letting girls know he liked them. Susan told him that she and the other girls didn't like it, and he stated that he had a first amendment right to freedom of speech.

14. Sarah and Dario were going together for several months, but they broke up a couple weeks ago. Lately, Sarah has noticed that several of her guy friends are not speaking to her or are whispering when she walks by. When she finally asks one of them what's going on, he tells her that Dario told everyone that she was a tease who liked to get guys excited and then leave them out in the cold.

15. Kierstin has a mild form of autism and comes to school one day wearing a gold medal around her neck. She had competed in a Special Olympics gymnastics event that weekend and won. A group of boys standing in the hallway notice the medal. One of them hears her telling her friend about the event and says in a loud voice, "What you get that for, mounting the horse the best?" The boys begin to laugh. Kiersten doesn't respond and appears not to understand the question.

-Or- What if: One of the boys in the group says, "You know, dude, you can be a real jerk," and walks away.

Flirting Versus Sexual Harassment (Scenarios)--Page 4

16. Mr. Corlettt, a popular English teacher and coach of the girls soccer team comes into class one day and says to Ashley, one of his players, "Ashley, if that shirt were any smaller, it would be a bikini...not that that's necessarily a bad thing." Some kids in the class begin to laugh.

-Or- What if: he said, "Ashley, can I talk to you in private for a minute. [In Private] I know it's none of my business, but do your parents know you're wearing that shirt? If you've discussed it with them and you've all decided that it's OK for you to wear it, then that's fine. I just want to make sure you are aware of the attention it will likely attract. It's not fair that some people react to females wearing 'skimpy' clothing in such ways, but they do and I just want to make sure you're informed."

17. Ms. Johnson, a student teacher, comes rushing into her 5th period study hall. She says, "OK folks, I've got a lot of papers to grade, so open your books, get studying and let's keep it down." After about five minutes, she begins to stretch her neck and shoulders. Carter, one of her students, says, "Ms. Johnson you tense? I can give you a massage. I'm really good at massages." The other students begin to giggle. Ms. Johnson rolls her eyes and says, "Sure, Carter. That's what they all say."

18. Nathan and Lukas work together at a record shop. Lukas comes in one afternoon very excited because he's won two tickets to a concert of one of his favorite bands. He tells Nathan about it, who asks, "Are you going to sell the other ticket?" Lukas says, "Well, if you're really, really nice to me, I might be convinced to give it to you." Nathan says, "Really, really nice? Sounds interesting. I might be able to think of something to make it up to you." They laugh and begin making plans to go to the concert together.

You Be the Judge

Facilitator's Notes

Age: High School

Level: Advanced

Objective:

To help participants identify and define common forms of sexual harassment and distinguish between the two main forms of harassment, hostile environment and quid pro quo.

Time: 30 minutes

Materials:

You Be the Judge Handouts
Activity Guide for Facilitator

Instructions:

1. Divide participants into small groups.
2. Distribute the "You Be the Judge" Handouts.
3. Ask each group to discuss various scenarios and accompanying "testimony" of the witnesses and determine if they believe sexual harassment is involved.
4. Allow 15-20 minutes before bringing participants together again.
5. Review each scenario, and accompanying testimony allowing for discussion from the group. (Activity Guide provided to facilitate discussion.)
6. Reinforce definitions of hostile environment and quid pro quo.

Hostile environment refers to unwelcome or unwanted behaviors, language, or actions that causes an individual embarrassment, fear, anxiety or shame. It also limits, denies or interferes with a person's schooling.

Quid pro quo refers to an attempt to coerce sexual cooperation. This may be done by subtle means, threats, or in exchange for something else.

To aid in the discussion of the following scenarios, ask questions such as: "Is there unwanted or un-welcomed contact? Is it a deliberate action which is hostile, offensive or degrading to the recipient?"

Alternative method:

Make two or three participants real judges with gavels. After discussions, on the "yes" answers they can announce them as "hostile environment" or "quid pro quo."



Building Healthy Relationships Across Virginia: A Facilitator's Guide to Teen Dating Violence Prevention
Virginia Sexual & Domestic Violence Action Alliance

www.vsdvalliance.org

ACTIONALLIANCE

You Be the Judge

Directions: Consider each situation below. After reading the “testimony” of each witness, decide whether you think sexual harassment is a factor in each scenario. Write yes next to the situations you feel involve sexual harassment. Be able to justify your answers. If you answer yes, decide whether it is hostile environment or quid pro quo sexual harassment.

.....

Scenario #1: The Facts

Hannah, a freshman, is walking down the hallway. She passes Marquis, a senior, who laughs and says, “Do it to me, baby!”

The Witnesses

Hannah: “I noticed him looking at me and was really excited. I mean, he’s a senior and he’s gorgeous. But when he said what he said, I just felt like a fool. I guess he was just making fun of me.”

Marquis: “Really, I do think she’s cute. I was just trying to get her attention, but when she ran off like a scared kid, I realized how young she must be. She better get used to it. That’s high school, ladies.”

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #2: The Facts

Isabel and Ken had a fight and broke up. To get back at her, Ken begins telling his friends that she has a sexually transmitted disease.

The Witnesses

Isabel: “Do you know what it’s like to have people looking at you funny all day long, and you don’t know why? When my friend finally told me what was going on, I felt sick. You know, I can’t go around to every person, or make a morning announcement at school that it’s not true. How do you concentrate on your work when you have this going on.”

Ken “Yeah, I said that...it might be true, how do I know for sure? I’m just trying to protect the male population, (he laughs). Naw, I was just mad at her for breaking up with me. It was just a joke. Lighten up.”

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #3: The Facts

Raphael works at the local pizza shop. One night he forgets to turn off the pizza oven. The next day, his supervisor tells him that if he will go out on a date with her, she will not report it to the store owner.

The Witnesses

Raphael: "How do you tell your boss "no", especially when she's gonna get you fired? I mean, I have a girlfriend, so I had to make a choice. I told her I couldn't do it. She didn't do anything, but it is weird now when we're alone together."

Supervisor: "Oh please, it's such a problem to have an older women think you're hot and ask you out on a date. Guys hate that, right? Give me a break. I didn't turn him in or anything, so what's the big deal?"

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #4: The Facts

Stacie is the best soccer player in her school. She is asked to try-out to be a kicker for the football team, and she easily makes first string. She's excited about getting to be a part of the school's popular football team, especially since those games are well-attended, whereas her soccer games typically are not. She is told she has to attend a mandatory team meeting for a pre-game ritual before the first game of the year. When she arrives, she sees that the walls of the room are almost entirely covered in pornographic pictures. A member of the team laughs and asks her, "Do you like what we've done with the place?"

The Witnesses

Stacie: "I know some of the players were not thrilled to have me on the team, but I didn't have any idea how far they'd go to make me feel humiliated, afraid, offended. My parents made me quit because they didn't think the coach could guarantee my safety. Really, it's just sad for everyone here at the school, not just the girls."

You Be the Judge--Page 3

Team Member: "It was a joke. If she wants to be 'just like the guys', then she should learn to handle things like a man. Everyone on this team goes through some kind of initiation. If she doesn't like it, she should go back to soccer...where she belongs." (under his breath).

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #5: The Facts

Seeing Keisha in a dress for the first time, Clay says, "I've never seen you in a dress—Girl, you look HOT!"

The Witnesses

Keisha: Yeah, I looked hot. Am I mad that Clay said that? No, I'm mad that he sounded so surprised!"

Clay: "Is it wrong to tell someone when they look good? I thought girls liked that."

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #6: The Facts

Daniel and Jackie have friends in common, but don't really know each other very well. Daniel would really like to ask Jackie out. He is shy and doesn't have the nerve. He sees her coming down the hall, so he tries to block her way to see if she will talk to him. As she gets closer, he stretches his arm across her path so she cannot get by.

The Witnesses

Jackie: "At first I thought he just wasn't paying attention and was about to walk into me, but then I realized he wasn't letting me pass. So I said, 'Hey, Daniel. I'm late for class.' He still wouldn't let me go. Now, I getting a little freaked out – I mean, I barely know the guy. He says something dumb, like 'always the good girl, huh?' I said, 'Whatever...' Finally, he got out of the way, but by the time I got to class I had this really... weird feeling, like what just happened?"

Daniel: “Honest, I didn’t mean anything by it. I actually wanted to ask her out. Maybe it was a bad attempt, but, you know, she didn’t have to be such a b*%\$ about it.”

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #7: The Facts

Ronnie constantly calls Jim, “Mr. Little Feet,” then winks at the rest of the group and says, “You know what that means!”

The Witnesses

Jim: “That’s just Ronnie...yeah it bothers me because, of course, it’s supposed to embarrass me, and sometimes it does. Mostly, we all just know to ignore him.”

Ronnie: “If anyone needs to be taken down a peg or two, IT IS JIM! I’m just doing a public service.”

The Verdict

Sexual Harassment?

If so, what kind?

.....

Scenario #8: The Facts

Elijah is going down the hall in his wheelchair. He was in a car accident six months ago and sustained damage to his spine, causing paralysis to his legs. Lauren sees him coming and walks out in front of him, causing him to stop. “What do I need to do to get a ride to class?” Elijah pulls her onto his lap and they speed off down the hall.

The Witnesses

Elijah: “If having a beautiful girl stop you, ask for a ride and sit on your lap is sexual harassment, then Lauren can harass me anytime!!”

Lauren: “What can I say...I got my ride...flirted with a cute guy...no complaints.”

The Verdict

Sexual Harassment?

If so, what kind?

Scenario #1

Marquis' comment is clearly sexual in nature. Hannah has said nothing to him that indicates that this is an instance of reciprocal flirting. This scenario allows the facilitator to draw out the differences between flirting and harassment. Flirting feels good, builds confidence for both partners, is reciprocal, is non-threatening and complimentary, and feels equal to both parties. Sexual harassment feels demeaning, is unwanted, is threatening and insulting, builds up the ego of the giver by bringing down the esteem of the receiver, and gives one person power over another. Because comments about someone's clothes or body may constitute one form of hostile environment sexual harassment, this scenario could fall into the category of harassment. The facilitator may seek further discussion about this scenario by asking female participants in the class how they feel when they are recipients of comments of this nature.

Scenario #2

This scenario shows a primary example of hostile environment sexual harassment: spreading sexual rumors. Spreading rumors of this nature can cause an individual fear, anxiety, shame, embarrassment, and has the potential to interfere with someone's daily routines.

Scenario #3

This scenario appears to be quid pro quo sexual harassment. It should be noted that what is being coerced is not "sexual cooperation," but accompaniment on a date. This date could include the idea that sexual cooperation will take place. The quid pro quo of this scenario includes an attempt to coerce cooperation: "If you do this, I won't tell." This statement uses threats ("I won't report this if you do this"), and gives a promise to exchange one thing for something else ("You won't get in trouble").

Scenario #4

Forced exposure to pornographic material constitutes another form of hostile environment sexual harassment. This scenario clearly falls into that category. She was told that her presence at this meeting was mandatory, thus showing force. Hanging the pornographic material on the walls was clearly directed at her, and made her feel embarrassed, anxious, and/or intimidated. It is possible that a hazing incident like this could be meant to show her that she is seen only as a sex object to the rest of the (male) team – not as a teammate – while making the rest of the team feel more powerful or important.

Scenario #5

Hostile environment forms of sexual harassment can include comments about one's body or clothing, although this scenario does not appear to be harassment. Clay

makes a comment that seems to be simply an expression of surprise because he has never seen Keisha in a dress. This comment does not seem directed at Keisha to cause shame, embarrassment, or fear. This scenario may be used as an example of how to evaluate and discriminate between actions and/or statements that may be harassing. Discuss Clay's comments. Do they cause fear, shame, or anxiety? Do they indicate that both parties feel safe? Are they confidence building or complimentary to the recipient?

Scenario #6

Verbal harassment is the most common form of harassment. Grabbing, touching, or blocking one's way constitutes forms of physical harassment which involve invading someone's personal space, and an accompanying loss of safety and security. Physical harassment suggests an escalation of behaviors, which can lead to sexual assault. What does Daniel's reaction to Jackie say? Facilitator may want to introduce the idea of male entitlement. Why is Jackie being a b*%\$, just because she doesn't respond as he wants her to?

Scenario #7

Making sexually offensive statements constitutes another form of hostile environment sexual harassment. This scenario clearly falls into that category. Statements of this type are intended to demean and belittle the receiver, while making the giver seem more powerful or important. Often, the receiver may feel shame, anxiety, fear or embarrassment.

Scenario #8

Compare this scenario with scenario #6. How are Lauren and Daniel's behaviors different? What makes one sexual harassment and the other flirting? Do you see power playing any role here? Why or why not?

What Can I Do?

Facilitator's Notes

(NOTE to Facilitator: This activity may be used effectively as a follow-up to “How I Handle Conflict” activity in Positive Personal Development Unit)

Age: High School

Level: Advanced

Objective:

To help participants become aware of the different options they can choose in response to sexual harassment, and to make students aware of the challenges and possible consequences involved in confronting sexual harassment.

Time: 30 minutes

Materials:

You Be The Judge Sexual Harassment Scenarios Handout

(see handouts for activity immediately preceding this one)

If You are Sexually Harassed Handout

Flip chart or chalkboard and markers/chalk

Instructions:

1. Divide the class into 3 groups. Each group will be assigned to one of the three styles of conflict.

- **Group-Assertive:** a response which sets boundaries and needs in non-threatening, non-defensive manner. e.g., standing up for your rights without taking away the rights of others.
- **Group-Aggressive:** a response which expresses needs through the use of intimidation, force, or threat. e.g., standing up for your rights by taking away the rights of others.
- **Group-Non-assertive:** a response which is characterized by a decision to withhold the expression of one's own needs. e.g., not feeling as though you can stand up for your rights.

2. Read the first scenario from the “You Be The Judge” Scenario Handout, and ask each group to generate a response according to their assigned conflict style (e.g., assertive, aggressive, non-aggressive). Write the best responses on the flipchart / board.

3. Repeat #2 instructions for all of the scenarios.

4. Stress that each of these styles of responding to conflict may be used in different situations, and that comfort levels with each of these approaches must be determined



by the individual. Facilitator will acknowledge that individuals make the best possible choices that are available to them in different situations. These choices will be different for everyone, and deserve to be respected – even if you would make a different choice. The facilitator should be aware that factors such as family environment, role modeling, and cultural influences can significantly impact one's comfort level and style, and that these will differ from person to person.

4. Distribute the “If You Are Sexually Harassed...” Handout to each group.

Adapted from Adolescent Sexual Assault and Harassment Prevention Curriculum, Marjorie Fink (1995); Learning Publications, Inc.



If You Are Sexually Harassed...

When confronting a harasser, or taking steps to address harassment, teens need to be aware of the liabilities involved in that process. Any person sexually harassing someone may be trying to determine whether the target of the harassment is also a viable target for sexual assault. Therefore, a person should carefully assess the level of danger and threats presented by the harasser, and proceed cautiously. Teens should not confront the harasser alone, but should be accompanied by a friend or a trusted adult.

You are not to blame for what happened to you.

Harassment is unwanted and may make you feel scared, embarrassed, helpless and trapped.

You certainly did not ask for any of those feelings.

You can keep a written record of the incidents...

...including what happened, where and when the incident occurred, and who else was present, and indicate how you reacted. Save any notes or pictures you receive from the harasser. Keep this record separate from your diary or any other personal papers, in case you need to show your notes to someone else.

You can tell someone...

...and keep telling people until you find someone who believes you. Find supporters and talk with them about what is happening. Before you decide what action to take, discuss the problem with your parents, or an adult you can trust to help you. You can contact a sexual assault crisis center (SACC) to gather information, receive legal and personal advocacy and emotional support. Contact the Virginia Family Violence and Sexual Assault Hotline at 1-800-838-8238 to find contact information for your local SACC.

You can write a letter...

...to the harasser that describes the behaviors which you consider to be sexual harassment, saying that these behaviors bother you and that you want them to stop. Keep a copy of your letter. Write the letter with the help of an adult advocate and have the adult hand-deliver the letter to the harasser so that the harasser will take this letter seriously.

You can let the harasser know you don't like the behavior or comments.

It is best not to confront the harasser alone, particularly if the harasser is a teacher, other adult, or a bully. If it is a student and if you feel safe and comfortable doing so, bring a friend or trusted adult, and tell the harasser that his/her behavior needs to stop. If the harasser is a teacher or other school employee, speak with your counselor or another adult you trust, and resolve it together. Because it may seem harder or more frightening to bring a complaint about a teacher, you may want to bring a parent or supportive adult to help.

If you have been harassed in school you can file a complaint...

...with your school, School Board, or State Board of Education. A complaint can be against another student, teacher, or school employee. If you feel uncomfortable reporting alone, bring a friend or adult that you trust. Remember, you have the right to go to school in a safe and comfortable environment.