

| Essential Standard | Clarifying Objective |
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| <p>6.ICR.2</p> <p>Apply strategies and skills for developing and maintaining healthy relationships.</p> | <p>6.ICR.2.4</p> <p>Use resources in the family, school, and community to report sexual harassment and bullying.</p> |

Materials Needed:

Sexual Harassment PowerPoint
Appendix 1 – copies of Phoebe Prince true story
Appendix 2a, b - copies of Bullying and Sexual Harassment Scenarios, cut apart for each group
Appendix 3 – copies of Who Can Help?
Appendix 4 – copies of Bullying and Sexual Harassment Activity, parent activity

Focus:

Make a copy of the true story of the bullying and suicide of Phoebe Prince (Appendix 1). Without telling students what the story is about, read the story aloud.

Ask students:

- What is your first reaction after hearing this true story?
- What could have been done to prevent this tragedy?
- Who could Phoebe have gone to for help?

We know that bullying exists, even though there is a lot of media attention concerning bullying and many schools try to deal with these incidents especially in light of real life tragedies like this one.

Review:

Place students in groups of three or four. Make sure each group has a recorder and a reporter.

I want your group to discuss and reach a consensus (agree on answers) for the following questions in your group. As you answer these questions, the recorder in your group needs to write the answers down so he or she can report to the class in a few minutes.

- *What percent of middle school students do you think are bullied by another student here at school?*
- *What behaviors are considered bullying?*

Ask each group to share their answers for both of these questions, then go over the statistic from the 2011 NCYRBS for middle school students: 42.1% of middle school students reported that they had been bullied on school property.

Ask students:

- *Does it surprise you that almost half of the middle school students say they have been bullied at school? Why or why not?*
- *Do you think the percentage of students who say they have been bullied at school is increasing or decreasing? (It increased from the 2009 NCYRBS – 41.7%)*

Statement of Objectives: *Today we are going to identify and learn how to use the resources in the family, school and community to report bullying and sexual harassment.*

Teacher Input:

We have discussed what are considered bullying behaviors. Use the Sexual Harassment PowerPoint to explain what sexual harassment is.

Law defines sexual harassment as: Any unwelcome behavior – of a sexual nature – that makes a person feel uncomfortable, fearful or powerless, and interferes with your school work. Sexual harassment can happen to anyone. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. The key word in the definition of sexual harassment is "unwelcome."

Ask students:

- *What does unwelcome mean?*

According to the U.S. Department of Education, "Conduct of a sexual nature is unwelcome when the student being harassed did not request or invite the conduct and regarded it as offensive or undesirable." There are some situations where it is obvious that the behavior is unwelcome, such as offensive verbal taunting and physical grabbing of a sexual nature.

Sometimes it is gets confusing to understand the difference between flirting and sexual harassment.

Read aloud the situation about Miguel, Alana, and Noemi from the Sexual Harassment PowerPoint.

Ask students:

- *What is the difference between flirting and sexual harassment?*

Behavior that is enjoyed or welcome, such as two students flirting with each other, is not sexual harassment.

- *Were the behaviors Miguel was doing at first considered sexual harassment?*
- *What was different about Miguel trying to hug them and popping Noemi's bra? (the key to determining if a behavior is sexual harassment is whether it is welcome or unwelcome. One person may like to be hugged by their friends, while hugging*

may make others feel uncomfortable.)

- *Who gets to decide if the behavior is flirting (welcome) or sexual harassment (unwelcome)?*

It is important for you to be aware that the person getting the attention always gets to decide if the behavior is flirting or sexual harassment. If it makes them feel uncomfortable, fearful or powerless, and interferes with their schoolwork then it is sexual harassment. So, everyone needs to remember what actions are considered sexual harassment and think about how another person may respond to our actions. We cannot assume that our behavior is acceptable and welcome.

- *Do you think there would ever be a situation where something could start out as flirting and then turn into sexual harassment? (stress the importance of trusting one's feeling and when a situation becomes uncomfortable and unwelcome it has crossed the line from flirting to sexual harassment.)*
- *Does sexual harassment only happen between people of the opposite gender?*

Review the list of sexual harassment behaviors: sexual comments about a person's body; sexual gestures; sexual ("dirty") jokes; sexual touching; sexual suggestions or advances; showing offensive sexual pictures, stories or objects; sexual graffiti; spreading rumors about another student's sexual behavior; talking about one's own sexual activities in front of others; touching oneself in a sexual fashion in front of others.

Then ask:

- *Can sexual harassment occur between individuals of the same gender?*

Share one of the following examples:

1. *A group of boys start making fun of a smaller, weaker boy in their class. They decide that since he isn't very athletic and he doesn't act macho, he must be gay. So, they start spreading rumors about the boy being gay and even start calling him that to his face.*
2. *A girl gets jealous because the boy she really likes has asked another girl to be his girlfriend. She talks her girlfriends into making up stories about this girl being sexually active with several older boys. These girls also taunt her in the hall calling her those ugly names.*

- *Is this an example of sexual harassment?*
- *Who gets to decide if these behaviors are sexual harassment? (the person receiving the behaviors or actions)*

In today's lesson, we have been talking about bullying and sexual harassment. Can a behavior be both bullying and sexual harassment? (yes, the first situation is an example of bullying and sexual harassment)

Ask students:

- *What should a student do if he/she is being bullied or sexually harassed?*

- Who could a student go to for help when they are bullied or sexually harassed?

Try to encourage students to think about resources in the family, school and community who could help them if they are bullied or sexually harassed.

Guided Practice:

Put students in pairs. Make copies of Bullying and Sexual Harassment Scenarios (Appendix 2), cut apart for each group, giving two scenarios to each pair of students. Give students copies of Who Can Help? (Appendix 3)

I have given you and your partner two scenarios. Read these situations silently and work together to identify two people that could be a resource for you in this situation. Once you have done that, I want you to think about what you would say to this person. You and your partner will have 15 minutes to finish both scenarios.

Once all pairs are finished, pick one of the scenarios and read the situation aloud. Several pairs will have each scenario, so solicit answers from other groups as they report on who they would go to for help in reporting the bullying or sexual harassment and what they would say to this person.

As each scenario is discussed, ask students:

- *Is there any other person who could be a resource in this situation?*
- *What could you say to this person to get support and help?*

Continue this until all scenarios have been shared with the class.

If bullying or sexual harassment occurs, it is important to get support and help from our friends, family, teachers, counselors and administrators. These situations are hurtful to the young person who experiences it and it is not something he/she has to keep going through. There are adults in your life that you can go to for help in getting the behaviors to stop.

Independent Practice:

Option 1

Make copies of Bullying and Sexual Harassment Activity (Appendix 4). Give each student a copy.

This is an activity that you will do with our parents or guardians. When you go home, tell them that we talked about the importance of talking to a trusted adult that can provide support and assistance in dealing with and reporting bullying and sexual harassment. Doing this activity with your parent or guardian will give you an opportunity to find out what they want you to do if these situations occur.

Option 2

Create an Anti-Bullying and Anti-Sexual Harassment blog on the school's blog. Have students answer the following questions:

- *What can you do to help a peer that is being bullied?*
- *What can you do to help a peer who is being sexually harassed?*

- *What steps should you take if you are bullied or sexually harassed? Who can you go to in your family, school and community to report it and get help?*

Closure:

You did a great job identifying the resources you could go to for assistance in reporting bullying and sexual harassment.

Phoebe Prince



It began in September, 2009, when Phoebe Prince arrived at South Hadley High School in Massachusetts after moving with her family from Ireland. She dated senior Sean Mulveyhill until December, but they eventually broke up and he went back to his former girlfriend, Kayla Narey. Then she started dating Austin Renaud, who had an on-again, off-again relationship with Flannery Mullins. Narey and Mullins weren't too happy that the charming new girl was stealing away their boyfriends. So with the help of their friend, Sharon Chanon Velazquez, they launched what would become a three-month campaign of harassment that would eventually lead to Phoebe's suicide.

Prosecutors say the girls constantly confronted Phoebe at school -- in the gym, the library, the cafeteria and the girls' bathroom -- calling her a whore and an "Irish slut" and threatening to beat her up. At one point Phoebe asked her friends to surround her for protection in the hallways as she passed from class to class. But she was often left in tears. Phoebe also faced unmerciful bullying on Facebook. Two weeks before she died, she sent a text to a friend saying school had become nearly "intolerable."

On January 28, 2010, the day she committed suicide, she was loudly denounced in the school library, then taunted again after school let out. A teacher and other students witnessed the incident in the library, but no one reported it to administrators. On her way home, one of the girls yelled insults and threw a can at Phoebe as they passed in a car. By 4:55 that day, Phoebe was dead. She'd hanged herself in the stairway of her family's apartment.

Bullying and Sexual Harassment Scenarios

(cut into strips)

Dequain and Takira: Dequain takes out his smart phone on the bus and shows Takira a picture of a nude male he had found on the Internet, then says, “How do you like that?”

Kaemon’s story: Kaemon is dressing out in P.E. class. He is smaller than most of the other boys and very self-conscious about undressing in front of the other boys, so he gets as far away as he can from the rest of the class. After he gets dressed, Jared and Sean corner him and start making fun of him for being a baby. They push him around then shank him.

Ella and Mason: Ella is a quiet girl. Mason thinks she is pretty and he sits at her lunch table every day. They begin talking and he could tell that she enjoyed talking to him and she thought he was funny. He thinks that Ella likes him, so when he sees her in the hall he goes up to her and hugs her. This makes Ella uncomfortable because she just considers him a friend. Even though she doesn’t hug him back, Mason continues to hug her every time he sees her.

Daris’s story: In school, Daris really enjoys art class and he is in the band. He is also an honor roll student in all of his classes. He hangs out with girls mostly because the boys think that it’s strange for a boy to like art and music. One day when he got home from school, one of his friends told her that one of those boys who is a “friend” on her Facebook page had posted that she needed to stay away from him like they did because Daris was gay.

Ariela’s story: Ariela is in the 8th grade. The high school basketball coach has asked her to play on a traveling AAU basketball team over the summer and told her if she did, he would pull her up to the varsity team as a freshman next year. The other girls on her middle school team found out about it and they have started rumors about her and the coach, walking away from her anytime she comes up and one of the girls has threatened to beat her up.

Stephanie's story: Enrique and Jayden are standing in the car rider area with Stephanie. The three of them are friends. Jayden tells Enrique and Stephanie a “dirty” joke that had a lot of profanity and talks about private body parts.

Zane's story: Zane has been the target of a group of boys in his middle school. These boys make fun of him in the halls, knock his books out of his hand, bump into him and push him into the lockers. One day after school, they waited on him in an area where there were no teachers. When he came by, they started making fun of him, pushed him around and down to the ground. Several of the boys started kicking him and stomping on him. One of the other boys used his phone to record it all.

Jordan's story: Jordan is a cheerleader for the middle school. After a basketball game, she was waiting for her parents to come pick her up. They had texted her and told her they were on their way, but running late. All of her friends were gone already. She is standing in the lobby when some boys went by. She didn't know them, but one of them walked her way, looked her up and down, and said, “You have a nice butt honey” and made a physical motion with his hands.



Who Can Help?

1. *Situation #1 is about* _____

2. *Who could he/she talk to about what has happened?*

3. *This person needs helping dealing with this situation. On the lines below, work with your partner and write what you would say to one of the people you listed above when you went to them for help.*

1. *Situation #2 is about* _____

2. *Who could he/she talk to about what has happened? (You may list more than one person that you would seek help from in this situation.)*

3. *This person needs helping dealing with this situation. On the lines below, work with your partner and write what you would say to one of the people you listed above when you went to them for help.*



Bullying and Sexual Harassment Activity

We are studying bullying and sexual harassment in our Health Education class. In recent years, there have been many bullying and sexual harassment incidents that have resulted in tragic results for the students who have been bullied or sexually harassed. We have talked about students who become victims of bullying and sexual harassment need to get help from family, teachers, counselors and administrators so that they have support and can get help so that these behaviors stop.

Please discuss these questions with your child and have them write in their plan of action for bullying and sexual harassment.

1. If I am ever in a situation where a student or group of students is bullying me, what do you want me to do?

2. Who should I talk to at my school first to report the incident?

3. If this person does not follow through (report it), what should I do next?

4. If I am ever in a situation where a student(s) is sexually harassing me, what do you want me to do?

5. Who should I talk to at my school first to report the incident? If this person does not follow through (report it), what should I do next?
