

Lesson plan for Sexual and Gender Based Harassment

High School Grade 9

Title/Concept	Sexual and Gender Based Harassment
Time Required	40-45 minutes
ASCA Domain	Personal/Social
NC Healthful Living Standards	9.ICR.1 Understand healthy and effective interpersonal communication and relationships
NC Guidance Essential Standards	EEE.SE.1.1 Contrast appropriate and inappropriate physical contact. EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to understand what sexual and gender based harassment behavior is and identify when it happens. 2. Students will be able to understand the consequences associated with sexual and gender based harassment behaviors. 3. Students will be given clear expectations around steps to take if they or another is being harassed based on sex/gender 4. Students will be encouraged to report such harassment effectively when it occurs. 5. Students will be able to foster ally behavior among students, staff, and other adults using safe strategies for bystander intervention.
Materials	<ul style="list-style-type: none"> o Teacher Computer with Internet access o Projector/Screen or Smart Board
	<p>Using the attached PowerPoint, guide your students through discussion and activity regarding sexual and gender based harassment.</p> <p>The link to the video entitled “Confronting Sexual Harassment and Bullying” is embedded in the presentation and is also available here.</p> <p>All of the statements in the Bystander Quiz are “TRUE,” and explanations / potential points of discussion for the corresponding statement are as follows:</p> <ol style="list-style-type: none"> 1. Child bystanders were present in 85% or more of the bullying incidents in observation studies of children in playgrounds and classrooms. 2. Between 80% and 90% of bystanders reported that watching bullying was unpleasant and made them feel uncomfortable. Many children also felt they should step in to help a child who was being bullied. 3. Bystanders stood up for the victim only 25% of the time. Instead, bystanders acted as silent witnesses 54% of the time and joined the bullying with words or actions 21% of the time. 4. Even when bystanders simply watched bullying without trying to stop it, they made things worse by providing an audience for the bully. Bullying lasted longer

- when more bystanders were present and when bystanders did nothing to stop it.
5. When bystanders laughed at or cheered on bullying, they encouraged the bullying to continue.
 6. When bystanders intervened to stand up for the victim, they were successful in stopping the bullying more than 50% of the time—usually within the first 10 seconds.
 7. Adults are often not aware of bullying because it usually happens in areas with little or no adult supervision, such as bathrooms, hallways, playgrounds, cafeterias. However, even when adults directly witness bullying, they often overlook or minimize its harmful effects. In playground observations, adults intervened in only 4% of the bullying incidents they witnessed.
 8. When children and adults learn, practice, and use effective ways for bystanders to stop bullying, incidents of bullying can be significantly reduced.