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TEACHER'S MANUAL BY RENNE LEATTO.

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FORWARD

Respecting Each Other: Sexual Harassment Prevention was produced specifically to promote gender equity in education, as required under Title 9. This program teaches students:

- How harassment hurts people.
- What sexual harassment is.
- How sexual stereotypes promote sexual harassment.
- How much better life can be when people treat each other with respect instead of harassing each other.
- That sexual harassment is against school rules and against the law.
- It also explains how students can report harassment to a trusted adult and encourages them to do so, making this video a valuable addition to your TITLE 9 COMPLIANCE PROGRAM.

RESPECTING EACH OTHER: SEXUAL HARASSMENT PREVENTION

Length: 18 Minutes

Subject Areas: Health and Guidance

Audience Level: Grades 3 - 6

Related titles in the AIMS collection:

8572SG - McGruff Files: People, Different But Alike

9915SG - McGruff's Guide to Personal Safety

8668SG - Ashok By Any Other Name

9930SG - Differences

OBJECTIVES

- To introduce or reinforce the concepts of respect and disrespect, and how those concepts are reflected in students' behavior: treating people with respect vs. treating people with disrespect.
- To illustrate the fact that no one likes being treated with disrespect and to sensitize students to the feelings of those who become victims of harassment.
- To introduce the definition of sexual harassment and make students aware that it is against school rules and against the law.
- To present the idea of power as a motivation for harassment, gender-based or otherwise.
- To show students positive steps they can take if they're feeling bored or down, and to demonstrate that making someone else feel bad won't really make them feel better about themselves.
- To explain how students who find themselves the targets of harassment can report it to a trusted adult and encourage them to do so.
- To increase students' awareness of gender-based stereotypes and how those stereotypes sometimes promote sexual harassment.

VOCABULARY

RESPECT - The feeling you have about another person whom you believe to be worthwhile. To treat someone with respect means to be pleasant toward them and to show you care about their feelings and ideas.

DISRESPECT - The feeling you have about another person whom you do not value or care about. To treat someone with disrespect means to show you don't care about them or their feelings or ideas.

GENDER - Being or boy or a girl, a man or a woman, a male or a female.

SEXUAL HARASSMENT - Treating someone in a way that makes them feel bad or embarrassed about their gender.

STEREOTYPE - An idea that someone has about a certain group of people which assumes that every individual in that group behaves and thinks the same as all the others. A stereotype is always a false image because, even if it holds true about one individual, it will not hold true for everyone in the group. Stereotyping people is usually an attempt to dismiss or control them.

SYNOPSIS

Teenage mentors, Lisa and Jimmy, have a thought-provoking heart-to-heart talk with four younger students, Rick, Dan, Beth, and Carrie, after the younger students are observed harassing their peers.

Rick and Dan have been picking on Paul, a smaller, studious boy. He spends a lot of time with friends who happen to be girls.

Beth and Carrie thought their chalk drawings and writings about Tim and Annie were really funny. They never stopped to think about how Tim or Annie might feel.

Short dramatized examples help illustrate the points Lisa and Jimmy make about respect, disrespect, and how it feels when someone is mean to you at school. They ask the four younger kids questions and let them draw their own conclusions. Soon, Rick, Dan, Beth, and Carrie realize that they've been harassing their schoolmates and making other students uncomfortable at school.

Lisa explains that we all need to be treated with respect so we can feel good about ourselves and do our best. The kids agree that they don't feel good when someone is mean to them.

Lisa and Jimmy ask Beth, Carrie, Rick, and Dan whether they know the meaning of the word "gender" and if they've ever made someone feel embarrassed about their gender. The kids say they've NEVER done anything like that! But a montage illustrates that many children do harass others about their gender, even if they don't realize what they're doing.

Jimmy and Lisa explain that harassing someone about their gender is called sexual harassment; sexual harassment is against school rules and against the law. The children learn that it doesn't matter if you mean to hurt someone or are just joking around. If you do something that makes a person feel embarrassed about their gender, that IS sexual harassment. We see how humiliated Annie and Tim are by what Beth and Carrie wrote on the pavement. Annie is so hurt, she vows never to go back to school again! Beth and Carrie feel bad about what they have done.

We see that sometimes kids harass other kids just because they feel sad or bored. But Jimmy explains another reason...power...to get the feeling of having power over others. Sometimes a popular kid, who can get others to do what he or she wants, might get them to pick on someone else. That's power used in a bad way.

Lisa says that another cause of sexual harassment is stubborn ideas or "stereotypes" that people have about males and females. We see examples of how old stereotypes no longer apply in today's world: a woman police officer, a woman motorcycle racer, and a man caring for his baby.

Dan, Rick, Beth, and Carrie say that they don't always like to do the things their gender is "supposed to" like, and they all give examples of how they don't fit their gender's stereotypes.

Scenes illustrate Lisa and Jimmy's points: making other people feel bad doesn't make you a good person; making someone feel afraid or making them cry doesn't mean you're strong; saying swear words doesn't mean you're smart; getting teased isn't better than being ignored and you don't have to take it if you don't like it.

Several kids confront their harassers and tell them to stop or they'll tell an adult. Dan calls that tattling and says, if you do it, everyone will think you're a wimp. Jimmy and Lisa explain that there's a big difference between tattling and telling. Tattling is something you do just to get someone in trouble. Telling is something you do to get help for yourself when you need it, and it's part of respecting yourself.

Jimmy explains that if the first adult you tell doesn't help, you should keep telling until you find an adult who does. Paul asks a teacher at school for help.

Jimmy explains that you **MUST** tell an adult if someone tries to remove your clothes or touches you on the private parts of your body. Gina tells a counselor about Eric pulling up her skirt.

Jimmy and Lisa sum up by telling the group we're all special, worthwhile people, and although we're all different, we can learn to enjoy and value those differences. We must believe in ourselves, respect ourselves, and not take anything less than respect from others. Of course, we should always treat other people with respect!

QUESTIONS TO ASK BEFORE VIEWING

1. *What is respect?*
(Get the students' answers, then give them your definition of respect.)
2. *What's an example of treating a person with respect?*
(Get the students' answers, then give them your idea of respectful treatment.)
3. *What is disrespect?*
(Get the students' answers, then give them your definition of disrespect.)
4. *What is an example of treating a person with disrespect?*
(Get the students' answers, then give them your idea of disrespectful treatment.)
5. *Why do you come to school every day?*
(Get the students' answers then add your own comments.)
6. *How do you feel if someone makes fun of you in front of others at school?*
(Let the students answer.)
7. *If someone at school made fun of you every day, how would you feel about coming to school?*
(Let the students answer.)
8. *Do you think that boys should do certain things and girls should do others?*
(Let the students answer.)
9. *Do you think that men should have certain jobs and women should have different ones?*
(Let the students answer.)
10. *Do you think that making fun of someone at school can sometimes be against the law?*
(Ask for your students' opinions. Then, without giving an explanation, tell them the answer is 'yes' and that they'll learn more about it in the video they're about to see.)

QUESTIONS TO ASK AFTER VIEWING

1. *Why do you think a school would have two teenagers, like Lisa and Jimmy, talk to kids who had been harassing other students?*
(Jimmy and Lisa are teenage mentors who want to help younger kids understand how to get along with people, especially at school.)
2. *If someone who sat near you in class pulled your hair, like Ben pulled Gina's in the video, do you think you could do your schoolwork? Why or why not?*
3. *How would you feel if someone wrote something mean about you on the sidewalk, like Beth and Carrie did about Annie and Tim?*
4. *Why do you think Annie said she would never go to school again? If she does go back, how will she feel? What should she do about Beth and Carrie?*
5. *Why do you think a group of boys would pick on another boy whose friends are girls? Do you have friends of the opposite gender?*
6. *Do you ever go along with what a popular person wants to do even if you don't want to do it?*
(If yes, what would happen if you didn't go along? If you made up your own mind, how would that make you feel about yourself?)
7. *What should you do if someone harasses you?*
(You should tell an adult you trust and ask them to help you stop the harassment.)
8. *Is it important to tell an adult if someone has tried to touch your private parts or pulled at your clothes?*
(Yes! You MUST tell an adult because the harasser might physically hurt you or someone else if they are not stopped.)
9. *If someone is different than you, does it mean you can't be friends or have fun together?*
(No! It means your friendship can be even more fun! You can learn from each other and discover how the differences among us make life more interesting.)
10. *Why do you think sexual harassment is against the law at school?*
(To protect everyone's right not to be harassed at school; to protect everyone's right to learn; so we can all have fun and learn at school.)

OTHER ACTIVITIES

- **AN ART GALLERY OF FEELINGS**

Write these numbered items on the blackboard and ask students to choose one and draw "How you would feel if...":

1. Someone called you a bad name in front of other people.
2. Someone spread bad stories about you all over the school.
3. Someone said you couldn't play a game because you are a boy or because you are a girl.

OR IF:

4. Someone talked to you just to be friendly and nice.
5. Someone invited you to play a game they know you like to play.
6. Someone offered to help you with some really hard homework.

Collect all the drawings (keeping those that illustrate the same feeling together).

Post the drawings that go with items 1, 2, and 3 to create an "Art Gallery of Disrespect."

Post the drawings that go with items 4, 5, and 6 to create an "Art Gallery of Respect."

- **THINK ABOUT THIS**

Photocopy page 7 and hand out one copy to each student. Ask students to think about each statement and then fill in the blanks and finish the sentences in their own words. Have a class discussion about what they wrote.

STUDENT HAND-OUT PAGE

YOUR NAME _____

1. I respect people who (describe the kind of people you respect and what they do that makes you respect them):

2. Fill in the name of someone who seems different than you and who you would like to get to know. This could be someone at school or a famous or historical person. Tell why you think they are different and what you would like to learn from them.

3. My gender is ____ female ____ male.

4. I like to do some things that people think only girls like to do and those things are:

5. I like to do some things that people think only boys like to do and those things are:

6. If anyone ever harassed me, I could tell these adults about it and I think they would help me:
(Fill in the names of the adults you trust.)

a. _____

c. _____

b. _____

d. _____

TEACHER'S COPY / STUDENT HAND-OUT PAGE

1. I respect people who (describe the kind of people you respect and what they do that makes you respect them):

(These may include qualities such as "honest," "nice to people," "smart," "good at sports.")

2. Fill in the name of someone who seems different than you and who you would like to get to know. This could be someone at school or a famous or historical person. Tell why you think they are different and what you would like to learn from them.

3. My gender is ___ female ___ male.

4. I like to do some things that people think only girls like to do and those things are:

5. I like to do some things that people think only boys like to do and those things are:

6. If anyone ever harassed me, I could tell these adults about it and I think they would help me:
(Fill in the names of the adults you trust.)

a. _____

c. _____

b. _____

d. _____

NOTE: Your school may have specified individuals to assist students, such as counselors, a staff nurse, or others. You may wish to stress that students should also tell their parents or other caregivers about such incidents.

