

# Lesson 11: Safe Relationships and Preventing Sexual Harassment

## *OBJECTIVES*

1. Students will be able to define three types of sexual harassment
2. Students will understand the difference between flirting and hurting/sexual harassment
3. Students will understand how people establish and maintain boundaries and why boundaries are an important part of a healthy relationship.
4. Students will fill out a safety plan to prevent/ask for help regarding sexual harassment or sexual abuse

## *AGENDA*

5 minutes	Do now
5 minutes	Review Classroom Agreements
35 minutes	What is Sexual Harassment Power Point Presentation
5 minutes	Closing/Exit ticket

## *MATERIALS*

- Power Point Presentation
- Whiteboard or flipchart paper
- Worksheets
  - Scenario & Discussion Questions
  - Where do You Draw the Line?
  - How Do We Talk About Boundaries?
  - Steps to stop Sexual Harassment
  - Steps to Stop Sexual Abuse

## *SUGGESTED ACCOMMODATIONS*

- Do Now: Provide 2-3 pre-written answers for authentic consent for students to choose from and share.
- What is Sexual Harassment Power Point Presentation
  - Steps to Stop Sexual Harassment Worksheet: provide pre-written answers for students to choose from

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- Making a Safety Plan for Sexual Abuse Worksheet: provide pre-written names for students to fill in for trusted adults in their lives.
  - Exit Ticket:
    - Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).

### ***CALIFORNIA HEALTH EDUCATION STANDARDS***

- 4.3.G** Use healthy and respectful ways to express friendships, attraction, and affection.
- 4.4.G** Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- 4.5.G** Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
- 8.1.G** Support and encourage safe, respectful, and responsible relationships.

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

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**DO NOW ACTIVITY****10 minutes**

*You've had a lesson on authentic consent, can you describe authentic consent in your own words.*

*Authentic consent is...*

Have a few students share their responses with the class.

**Review Agreements/Ground Rules****5 minutes**

Review group agreements with students. Emphasize that today's lesson require them to practice respect and empathy. It may be a sensitive topic to discuss for some of them. Most SFUSD middle schools have a Social Worker or School District Nurse on site. It is strongly suggested that you invite one or both to be present while the topic of boundaries and boundary setting is discussed.

**Teacher Script:** Today we are going to be talking about sexual harassment and hoe to prevent it. Sexual harassment is an examples of personal boundaries not being respected and harming another person. Sexual harassment can be an intense and difficult topic to discuss, please remember our classroom agreements.

**Power Point Presentation****35 minutes**

**Slide 1:** Let the class know that today you will be talking about safe relationships and sexual harassment.

If you currently do not have class agreements, it is highly recommended that you spend some time drafting agreements as a class.

Ask the students for input on group agreements. As students suggest agreements, write them on the board or on chart paper (save for other class periods) and clarify the meaning of each agreement. Add in any missing agreements to the list.

Examples to make sure to include are:

- No put downs

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- It's okay to disagree
  - Listen and be respectful
  - Use "I statements"
  - Protect people's confidentiality

Review group agreements with students. Emphasize that today's lesson requires them to practice respect and empathy. It may be a sensitive topic to discuss for some of them. Some may feel a range of emotions as we review the lessons: sadness, anger, and discomfort, to mention a few. All range of emotions are normal. They are still expected to show respect and empathy during the lessons.

**Slide 2:** Ask students "what does "consent" mean? What does it mean to give consent? Ask for a few students to respond, probing for some of the answers provided in the slides.

Students might also say something such as:

- It's when someone says they want to do something
- It's when someone gives permission to another person
- Saying "yes" to or being okay with something

After reviewing the consent information on this slide have students watch the consent video provided as a link. After watching the video ask for reactions & then process using the following guiding questions.

1. The ConsentBot says her first attempt was "coercion." What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, "Consent must be voluntary," which means a person has to want to give consent.
2. When she goes to visit her friend, Jonathan, he is half asleep when she asks for his phone and he says yes. The ConsentBot says it's not consent because he's "incapacitated." What does that mean? (Probe for when someone doesn't have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or on drugs.
3. What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don't respond -- and she assumes she has consent because that person didn't say no? Ask, "Why isn't that the same as having consent?" Probe for the importance of getting a clear "yes" or "no" from someone to know for sure whether you have (or have not gotten) consent.
4. Has anyone ever been in a situation where they haven't wanted to do something, but a friend has said, "It's fine, just do it." How has that felt? Why did the ConsentBot say it wasn't consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn't being pressured by the person asking for consent).
5. What did you notice in the last exchange, where the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: "You can use my phone, but no texts or international calls." She clarified by asking about his phone's game center, and he

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responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.

6. Debrief video with students. Ask for someone to define in their own words what consent is.

More talk about boundaries on attachment page 134

**Slide 3:** The key word and the word to emphasize with the class is UNWANTED sexual attention or behavior.

**Slide 4:** If there's time to expand this lesson it is recommended that students are given the opportunity to think about and share examples of verbal sexual harassment. If time is an issue have students take notes on the examples as you share them.

**Slide 5:** If there's time to expand this lesson it is recommended that students are given the opportunity to think about and share examples of physical sexual harassment. If time is an issue have students take notes on the examples as you share them.

**Slide 6:** If there's time to expand this lesson it is recommended that students are given the opportunity to think about and share examples of physical sexual harassment. If time is an issue have students take notes on the examples as you share them.

**Slide 7:** No notes provided

**Slide 8:** The following guided activities provide an opportunity for students to practice the following skills:

- Recognizing the difference between flirting and sexual harassment
- Practice setting boundaries/where they draw the line
- Practice thinking about, writing, and talking about boundaries and addressing when boundaries are crossed

Copies can be made directly from the links on the slide

- Click on link provided in slide. (Pg 112)
- Click on link provided in slide. (Pg 114)
- Click on link provided in slide (Pg 134)

**Slide 9:** Click each question one by one so that the class gets an opportunity to shout out the answers. If there are any “No’s!” being shouted out, address them and ask students for their input. Explain to students that regardless of gender or age, anyone can experience sexual harassment and it is not okay.

**Slide 10:** Have students follow along with their worksheet

**Slide 11:** Do these 2 examples together as a class.

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You can see more examples on attachments page 114 “Where Do You Cross the Line?” or “The Sexual Harassment Prevention Quiz” page 129

**Slide 12:** Do these 2 examples together as a class.

You can see more examples on attachments page 114 “Where Do You Cross the Line?” or “The Sexual Harassment Prevention Quiz” page 129

**Slide 13:** Do these 2 examples together as a class.

You can see more examples on attachments page 114 “Where Do You Cross the Line?” or “The Sexual Harassment Prevention Quiz” page 129

**Slide 14:** No notes provided

**Slide 15:** No notes provided

**Slide 16:** Have students follow along with their worksheet.

Tell students that all staff members at your school are mandated reporters. What this means is that all staff are mandated to report to child protective services if they suspect a student is experiencing sexual harassment. Child protective services number is 1-800-856-5553

## Exit Ticket

How can you help all students be safe at school? Provide three examples.

1.

2.

3.

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## Steps to Stop Sexual Harassment - Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **1. Tell the person to STOP.**

I want you to stop \_\_\_\_\_

It makes me feel \_\_\_\_\_

### **2. Tell an adult at school.**

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Social Worker: \_\_\_\_\_

Counselor: \_\_\_\_\_

### **3. Tell an adult at home.**

An adult at your house: \_\_\_\_\_

An adult outside your house: \_\_\_\_\_

### **4. Document/write down the behavior.**

Who? \_\_\_\_\_

Where? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Witnesses? \_\_\_\_\_

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## Making a Safety Plan for Sexual Abuse - Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. **If it feels safe tell the person to STOP.**  
If you do not feel safe to do this, make an excuse to leave the situation.

2. **Go to a safe place**

**Think about safe places for you.**

- School Office
- A friends house
- Police station
- Other? \_\_\_\_\_

3. **Tell a person or adult you trust. If they do not believe you, tell another person.**

➤ Teacher: \_\_\_\_\_

➤ Principal: \_\_\_\_\_

➤ Social Worker: \_\_\_\_\_

➤ Counselor: \_\_\_\_\_

➤ Relative: \_\_\_\_\_