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INTERNATIONAL

Sexuality Education Lesson Plans



WHAT IS

SEXUAL HARASSMENT?



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for Youth**

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ABOUT THIS LESSON...



This lesson plan is one of several, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) around the globe. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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International Technical Guidance on Sexuality Education Alignment

Key Concept 4: Violence and Staying Safe.

- Topic 4.1: Violence, ages 9-12, 12-15
- Topic 4.2: Consent, Privacy, and Bodily Integrity, ages 12-15
- Topic 4.3 Safe use of Information and Communications Technologies (ICTs), ages 12-15

Prior Recommended Content

Students have a basic understanding about bullying, violence, and learned about privacy and bodily integrity.

Target Age-Range

12-13+

Time

45 minutes

PREPARATION:

- Access and preview the **What is Sexual Harassment** video to be familiar with the content.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on [YouTube](#), off of an [AMAZE playlist](#), or a downloaded version.
- Make copies of the Worksheet: What is Sexual Harassment? - one copy per student.
- Make copies of the Handout: Sexual Harassment Scenarios and cut them out in order to have one scenario per group of students.
- Make one copy of the Educator Resource: Sexual Harassment Worksheet Answer Key for yourself.
- Use the Educator Resource: Sample Template for Documenting Health and Support Services to help identify support services in your community.
- Get in touch with counseling or support services that serve the school or community where you are delivering this lesson in order to:
 - provide advanced warning of the topic to be covered and the need for subsequent access of services by students.
 - invite a counselor to join the lesson by sitting in the back of the class to offer immediate support if needed.
 - prepare an alternative option for students who opt out of the lesson for personal reasons.

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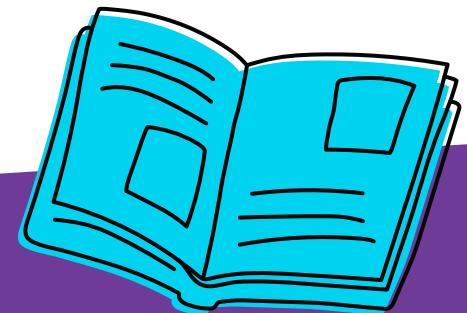


MATERIALS NEEDED:

- Computer with internet access and speakers
- Projector and screen, laptop, or tablet
- Video link: [What is Sexual Harassment?](#)
- Chalk and blackboard
- Scissors
- Worksheet: What is Sexual Harassment?
- Handout: Sexual Harassment Scenarios
- Educator Resource: Sexual Harassment Worksheet Answer Key

OTHER RELATED VIDEOS:

- [What is Sexual Assault?](#)
- [Intimate Partner Violence](#)
- [Sexual Abuse Can Happen to Anyone](#)



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. **Define sexual harassment** (Knowledge)
2. **Provide three examples of sexual harassment** (Knowledge)
3. **Describe at least an action that a person who is being sexually harassed could do to counter the harassment** (Knowledge)

NOTE TO THE EDUCATOR:

The lesson will cover topics that might bring up past trauma for students and the need for additional support. It is important to share a warning about the topic being addressed in the lesson several days in advance and right before starting to teach in order to ensure that those who need to take care of themselves can do so.

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PROCEDURE:

Step 1

Say that today's lesson is going to focus on something called sexual harassment. Let students know that it might be difficult to talk about and that if anyone feels like they need to excuse themselves from the lesson at any point, to let you know. Remind students of existing rules/group agreements if in place and underscore the importance of being respectful to each other, listening, and keeping any personal information that might be shared among each other private (what is shared remains in the room).



Note to the Educator: To prevent triggering trauma during the lesson, it's important to uphold boundaries about what to share or not share. Do not ask students to share their personal experiences related to sexual harassment and do not share any of your own. Even so, as this topic can bring up past trauma and prompt someone to want to disclose their experience, be ready to offer to have a private chat or talk with a counselor immediately or after the lesson in the event that a student begins to disclose their experience in front of others or requests to speak afterwards.

In some countries, teachers, counselors, health providers, and others can be considered "mandatory reporters" by law, and are therefore required to report suspected sexual abuse to authorities (although this varies depending on the law). If you are a mandatory reporter, you must disclose this to students so that they know that if they share that they are being harmed or might harm others, you are required by law to report that to the appropriate adults in order to get them help.

Step 2

Distribute copies of the Worksheet: What is Sexual Harassment and explain you will be playing a short video about sexual harassment, after which you will be asking them to fill out the worksheet based on what they saw in the video. Ask the students to go into pairs and to quickly read through the questions on the worksheet prior to starting the video so they are aware of what information they should be looking out for.

Play the Amaze video:

[**"What is Sexual Harassment?"**](#)



Once the video is over, tell students to take about 5 minutes to complete the worksheet individually and then work with their partners to compare their answers.

As a class, review the entire worksheet using the provided answer key to ensure that all students have the correct answers. *(10 minutes)*

Step 3

Next, ask students to reflect on the video and the answers in the worksheet by asking the following questions and calling on volunteers to share their responses:

- What was it like to watch the video/What did you think about the video?
- What are some things that the video brings up that you didn't already know about sexual harassment?
- Why might it be helpful to know about the behaviors that happen if someone is being sexually harassed?
- If you were to make a suggestion to a friend about what to do if they think they are being sexually harassed, what would it be?

Affirm key points raised by the students and if not yet mentioned, note that the video helps us understand what sexual harassment means, how it hurts and intimidates people, and that if someone is being sexually harassed, it is not their fault, they should tell the aggressor to stop, and let a trusted adult know.

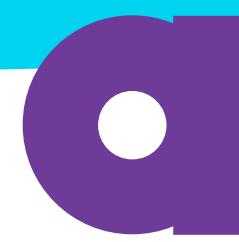
(5 minutes)

Step 4

Next, explain that students will be assigned a scenario to discuss in small groups with an example of sexual harassment that might happen to young people. Let them know that they will also be asked to create a scenario of their own and to think about what can be done to prevent or respond to situations like these. Remind students that if they are not feeling comfortable, they can pass on the activity. Divide students into groups of 3-4 and distribute a scenario to each group.

Tell students that they have 10 minutes to work together as a group to review the scenario and answer the following questions:

- What is the sexual harassment that is taking place in the scenario?
- How might this affect the person who is experiencing the harassment?
- What are some actions that the person being harassed could take to prevent further sexual harassment? *(10 minutes)*



Step 5

After 10 minutes, ask for groups to volunteer to report back on what they discussed and their answers to the questions. As groups report out on their scenario, make sure that the scenarios that were handed out are discussed. Affirm key points raised by students and if not yet mentioned, note that actions that could be taken include:

- Tell the harasser to stop
- Communicate to the harasser that what they are doing is making you uncomfortable
- Loudly say no so that other people nearby can hear and offer support
- Write down when and how often the harassment is taking place
- Reach out to a trusted adult for support or make a formal complaint

(18 minutes)

Step 6

Conclude the lesson by drawing on key points raised by students after watching the video and upon concluding the previous activity and be sure to note the summary points below.

KEY SUMMARY POINTS

- Sexual harassment is a type of bullying intended to hurt or intimidate someone.
- Examples of sexual harassment include making sexual jokes, gestures, rumors, showing or requesting pictures that are sexual, touching or pulling clothes, and period shaming (making fun of menstrual products and/or of girls about being on their period).
- Sexual harassment is not acceptable and is not the fault of the person being harassed.
- If someone is being sexually harassed, they should tell the person to stop and let a trusted adult know.

(2 minutes)



OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON

The discussion following the video and scenario activity along with the worksheet answers and new scenarios generated will help the educator determine whether the students understand what constitutes sexual harassment and actions that can be taken.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like google classrooms or zoom and note student responses on a virtual whiteboard.

ADAPTATION FOR LOW RESOURCE AND/OR LARGE CLASS SETTINGS

In the event of lack of internet, download the video onto a computer or laptop ahead of time to show the video offline. In the event that there is no large screen, consider projecting the video on a wall or if there is more than one computer or laptop available, split students into groups to watch the video simultaneously on separate computers or laptops.

To accommodate large numbers of students in a limited space, for the small group activity, consider providing each student with a scenario or to work in pairs rather than groups. Then call on volunteers individually or from different pairs to share answers prior to proceeding with the rest of the lesson as indicated.

EDUCATOR TIPS FOR PARENTS/CAREGIVERS

As part of broader parental outreach, consider sharing the video and engaging with them early on, such as during a parents meeting, and sharing these tips with parents/caregivers upon delivering the lesson.

Let parents know that it is essential to have conversations about topics like sexual harassment with their children so they know that they can come to them with any questions. Starting these conversations earlier, when children are younger, can make the discussions easier and more natural for both parents and children. The easiest way to start these conversations is to talk about issues as they come up in everyday life, like when visiting with family, hearing about related news noticing something while in the park, market, or on the way to school, or watching television or videos on social media.



Asking open-ended questions like, "What do you think about this?" or "What would you do if..." can get the conversation going. Children need to know that their parents are there for them to talk to and that they will listen.

HOMEWORK (If any)

None

Scenario 1:

On Thursday Grace was walking to the market to pick up some food for her mother. Usually her mother goes but this day she couldn't and so Grace went for her. Not far from the market, she had to walk past a group of boys standing along the road. They started whistling at her as she walked past and even pulled at her skirt as she picked up her pace to get past them.

Scenario 2:

Patricia is 13 years old. Over the long holidays, her body changed. On the first day back at school, some boys were pointing at her and laughing. Some of them tried to bump into her in the corridor. One of them kept pointing directly at her chest and then the others would laugh. She started to wish she had never come back to school.

Scenario 3:

Eric is 14 years old and sits in front of a girl at school who really likes him. She has wanted to go out with him but Eric is not interested. She regularly makes comments about his clothes, how his body looks, and leans over to whisper in his ear when he's trying to pay attention in class. Eric is so uncomfortable he wishes he were in a different class and doesn't want to sit in front of her anymore.

Scenario 4:

Andrew has been enjoying playing soccer with other kids in the neighborhood lately, especially because he gets to see Daniel, a boy he really likes. They like to laugh with each other and share funny stories but yesterday Daniel sent him a naked picture of himself. This makes Andrew feel uncomfortable and he is not sure what to do.

Student Worksheet:

Sexual Harassment

After watching the Amaze video **What is Sexual Harassment**, fill in the blanks of the following statements.

1. Sexual harassment is a type of _____ intended to hurt or intimidate someone.
2. Sexual harassment can include: making sexual jokes, comments, or _____ to or about someone.
3. Sexual harassment can include spreading sexual _____ in-person, by text, or online.
4. If someone is being sexually harassed, it is not their _____.
5. _____ sexual harassment usually won't make it stop.
6. It can be helpful to tell the person doing the harassment to _____.

Educator Resource:

Sexual Harassment Worksheet Answer Key

After watching the Amaze video **What is Sexual Harassment**, fill in the blanks of the following statements.

1. Sexual harassment is a type of bullying intended to hurt or intimidate someone.
2. Sexual harassment can include: making sexual jokes, comments, or gestures to or about someone.
3. Sexual harassment can include spreading sexual rumors in-person, by text, or online.
4. If someone is being sexually harassed, it is not their fault.
5. Ignoring sexual harassment usually won't make it stop.
6. It can be helpful to tell the person doing the harassment to stop.

Educator Resource:

Sample Template for Documenting Support Services

Given that the topic being addressed in this lesson may prompt students to seek support services, in addition to services that may or may not be available onsite, it might be helpful to research support services available in your area. You can use this template to document available services to have on hand if needed. Sample criteria for informing which support services to identify include agencies/providers that offer non-judgemental, confidential, safe, free or low-cost services with convenient operating hours.

Listing of Potential Support Services and Contact Information

Key support Services	Agency/ Provider	Name of contact person	Address	email	Telephone number
Health Services					
Counseling/ mental health services					
Legal services					
Housing/food/ shelter services					
Other					

Adapted from: *Support Services Template by Aflatoun International*.