

Group Leader _____

FAIRY TALES

Directions: As a group, provide the names of the following characters from the fairy tales listed. Then answer the questions at the bottom of the page.

FAIRY TALE	HERO	HEROINE	EVIL ONE
CINDERELLA			
SNOW WHITE			
RAPUNZEL			
BEAUTY AND THE BEAST			
LITTLE MERMAID			
ALADDIN			
SLEEPING BEAUTY			
PETER PAN			

How are the females stereotyped? (Try to list at least five (5) ways.)

How are the males stereotyped? (Try to list at least five (5) ways.)

FAIRY TALES - Teacher Key

Directions: As a group, provide the names of the following characters from the fairy tales listed. Then answer the questions at the bottom of the page.

FAIRY TALE	HERO	HEROINE	EVIL ONE
CINDERELLA	Prince	Cinderella	Wicked Stepmother
SNOW WHITE	Prince Charming	Snow White	Wicked Queen Witch
RAPUNZEL	Prince	Rapunzel (Lettuce)	Witch-Sorceress
BEAUTY AND THE BEAST	Beast	Belle	Geston
LITTLE MERMAID	Eric	Ariel	Ursela
ALADDIN	Aladdin Prince Ali	Jasmine	Jafar
SLEEPING BEAUTY	Phillip	Aurora	Maleficent
PETER PAN	Peter	Wendy	Captain Hook

How are the females stereotyped? (Try to list at least five (5) ways.)

How are the males stereotyped? (Try to list at least five (5) ways.)

ONCE UPON A TIME... TEACHER GUIDELINES

In this activity, each student is asked to write his/her own fairy tale where he/she is the hero/heroine. Give the class about 15 to 20 minutes to do this. Tell them that they can start the story in the usual way (once upon a time...) and end in the usual way (and they lived happily ever after...)

After the students finish writing, ask if any would like to share their fairy tales with the class. (The teacher may choose to read them without revealing the names of the persons who wrote them).

Have students look at their stories as you ask the following questions. The student can circle the answer to each question if it appears in the story.

Of the main characters in their personal fairy tales:

1. How many were single parents?
2. How many lived in poverty?
3. How many were divorced?
4. How many abused their children, spouse, girlfriend, boyfriend?
5. How many male characters were out of work?
6. How many female characters worked outside of the home?
7. How many families were headed by women?
8. How many lived in an apartment?
9. How many were pregnant before the marriage?
10. How many were receiving job training?
11. _____
12. _____

Use these questions to help the students understand how fairy tales can portray an unrealistic picture of life.



UTAH STATISTICS

Marriages:	11/1000
Divorces:	5.1/1000 (Almost half of all marriages ended in divorce)
Teenage Mothers:	11%
Unmarried Mothers:	12.7% (One out of 9 babies are born to unmarried parents)
Poverty Level:	11.4% (Almost half are children)
Employment:	80.9% males work 61.2% females work
Average Household Size:	3.15 people

Number of families with both parents:	348,029
Number of families with one parent:	49,077 (1 out of 7 families are single-parent households)

Homes:	Total in Utah	598,388	
	Single detached	393,374	65.7%
	Single attached	23,702	4.0%
	2-4 units	57,715	9.5%
	5-9 units	20,503	3.4%
	10 + units	62,050	10.4%
	Mobile homes	41,044	6.9%
	(1 out of 3 people in Utah live in multiple units)		

U. S. Statistics:

18% (2 out of 10) girls ages 15-19 in the U.S. have one or more children.

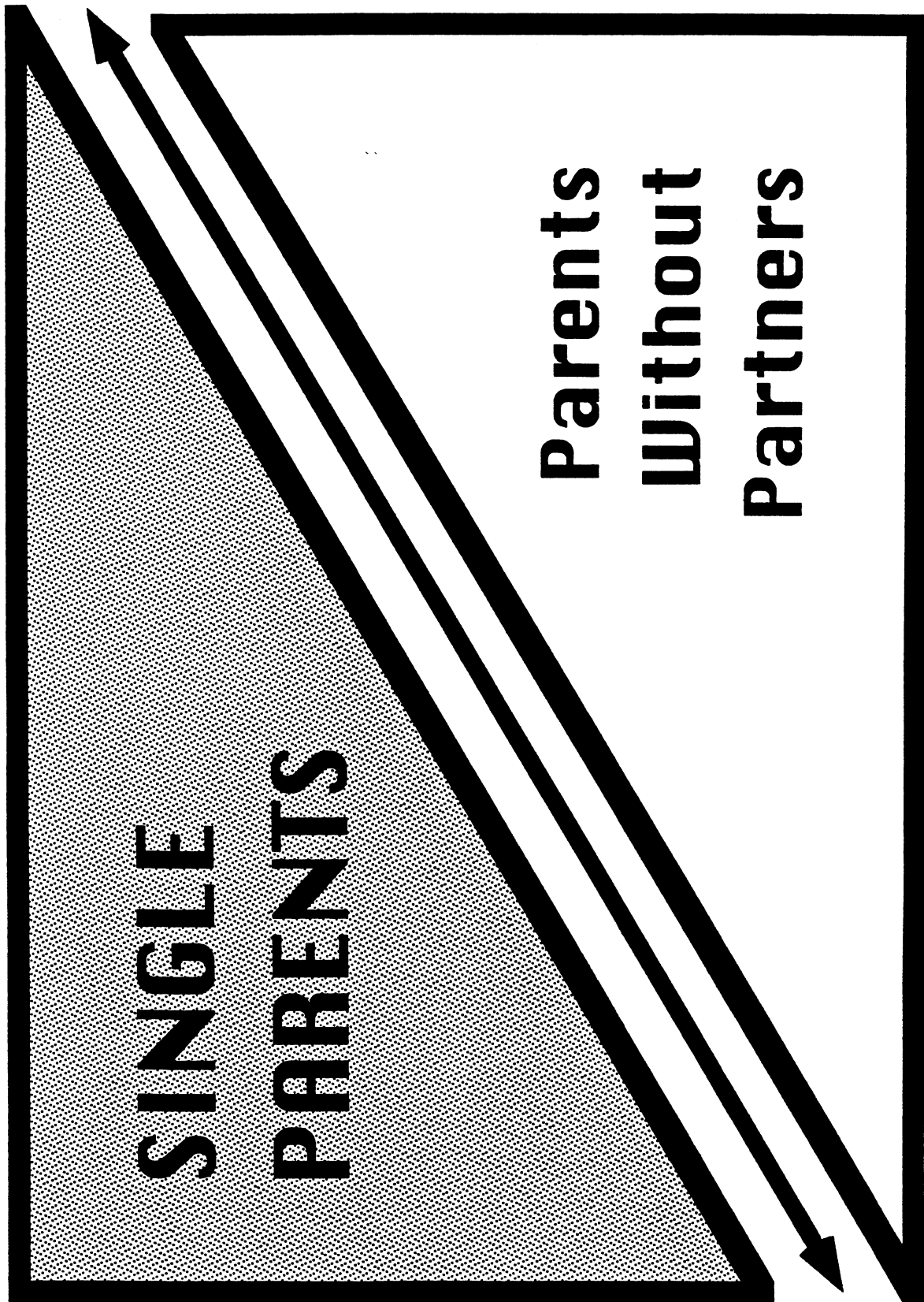
Single-parent households headed by women: (1990-91 data)

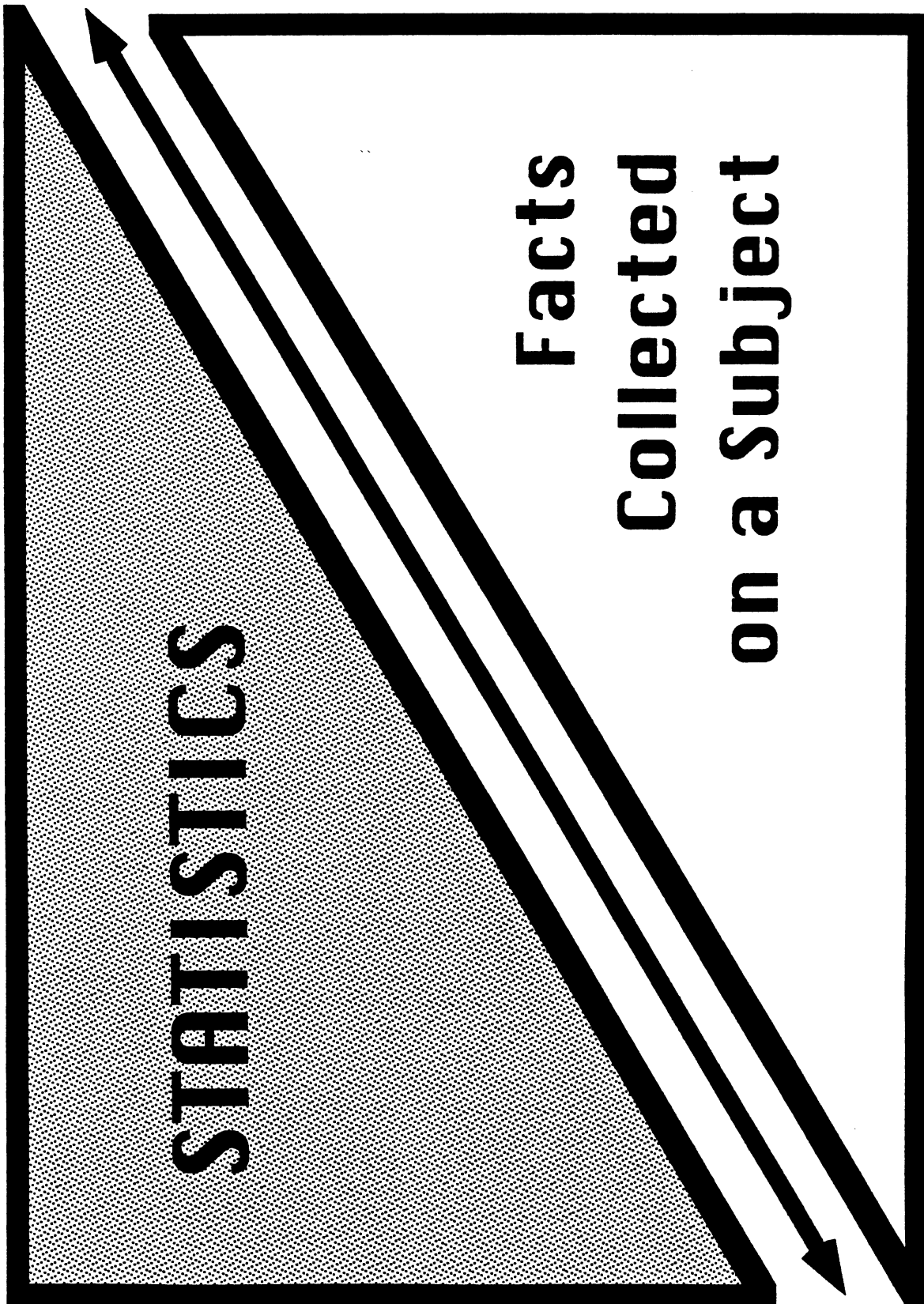
White	13%	Black	39%	Hispanic	39%
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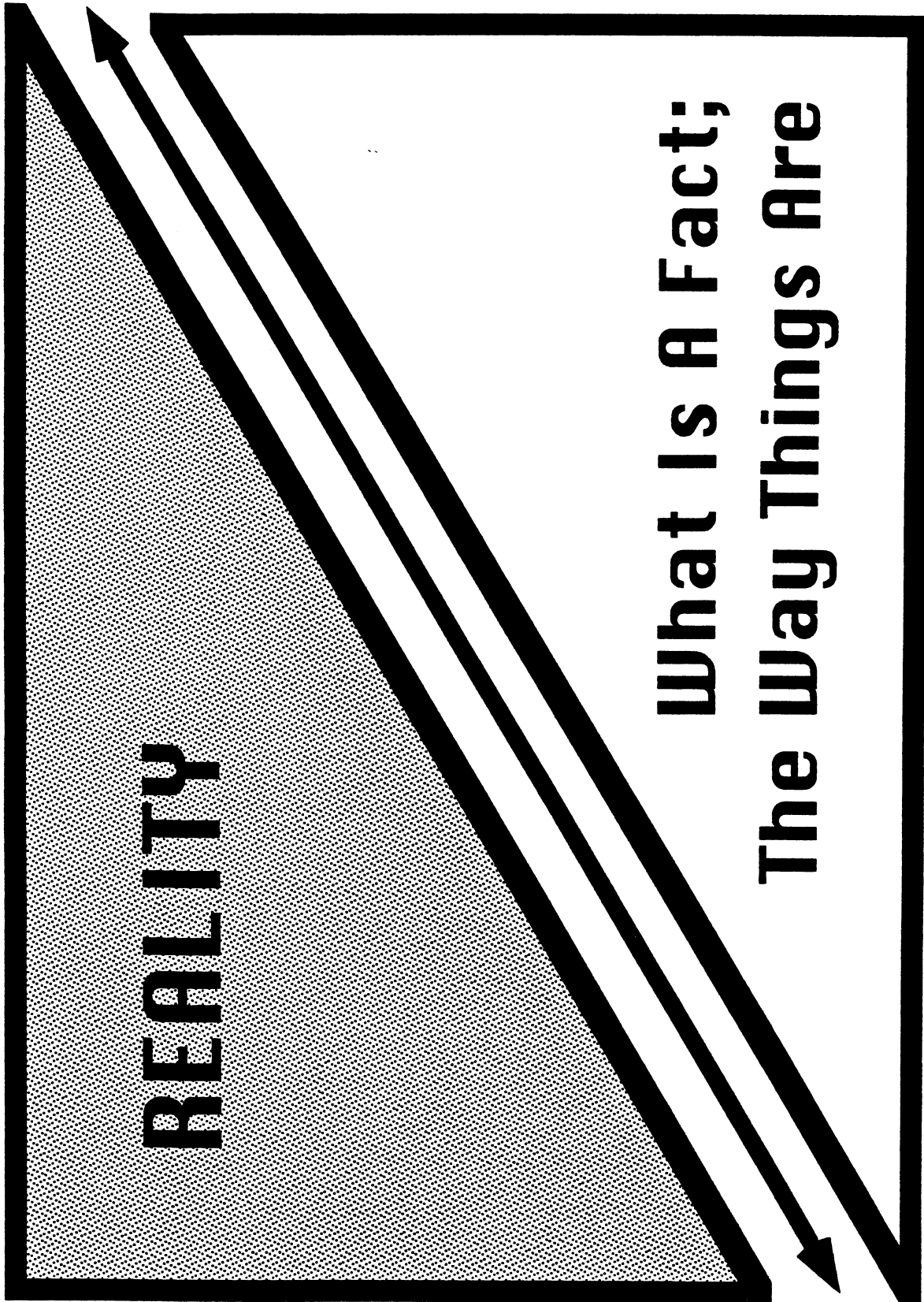
30% of all babies born today are born to single parents. In 20 years, the number will increase to at least 50%.

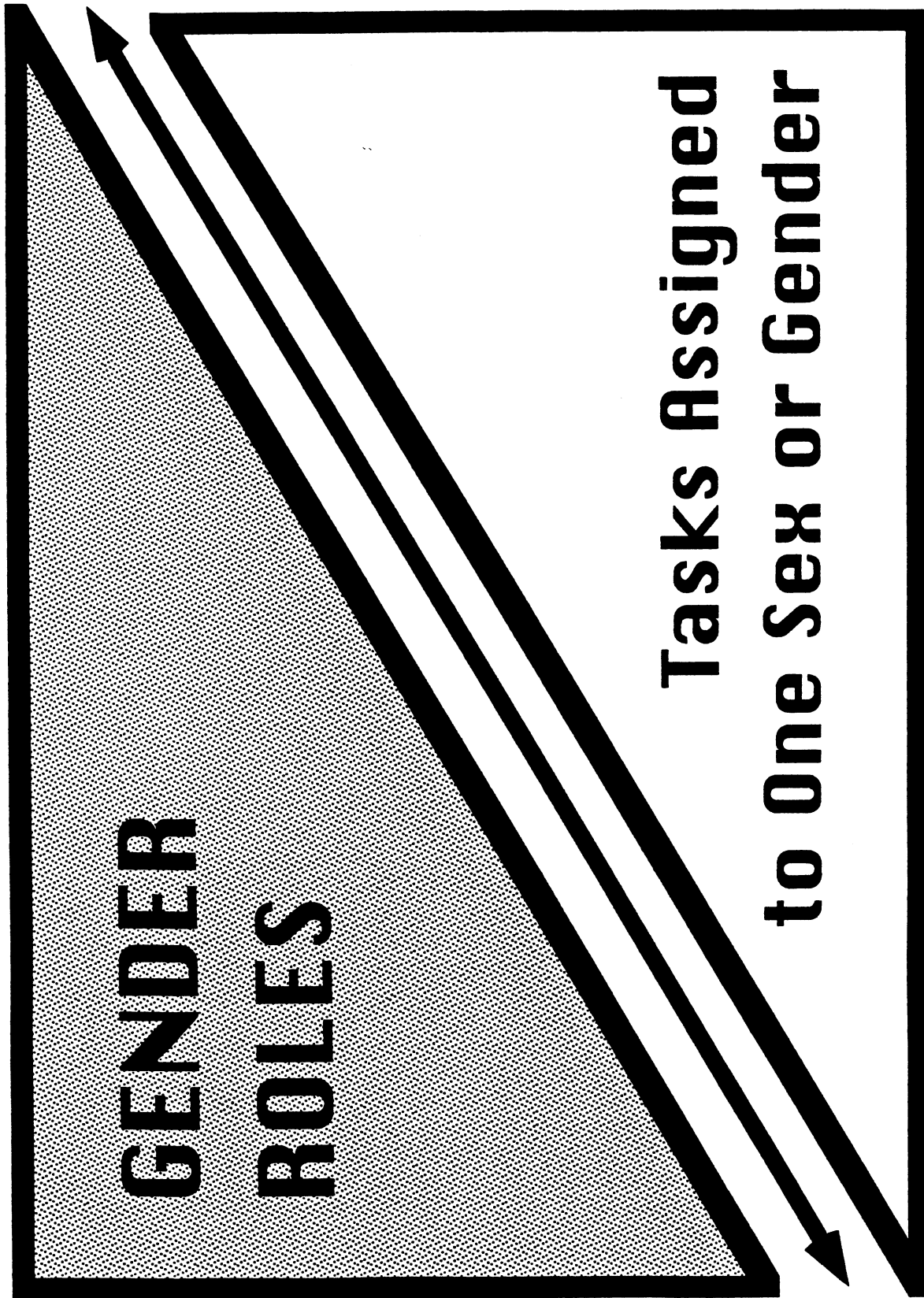
70% of the juvenile criminals in the United States are from fatherless homes.

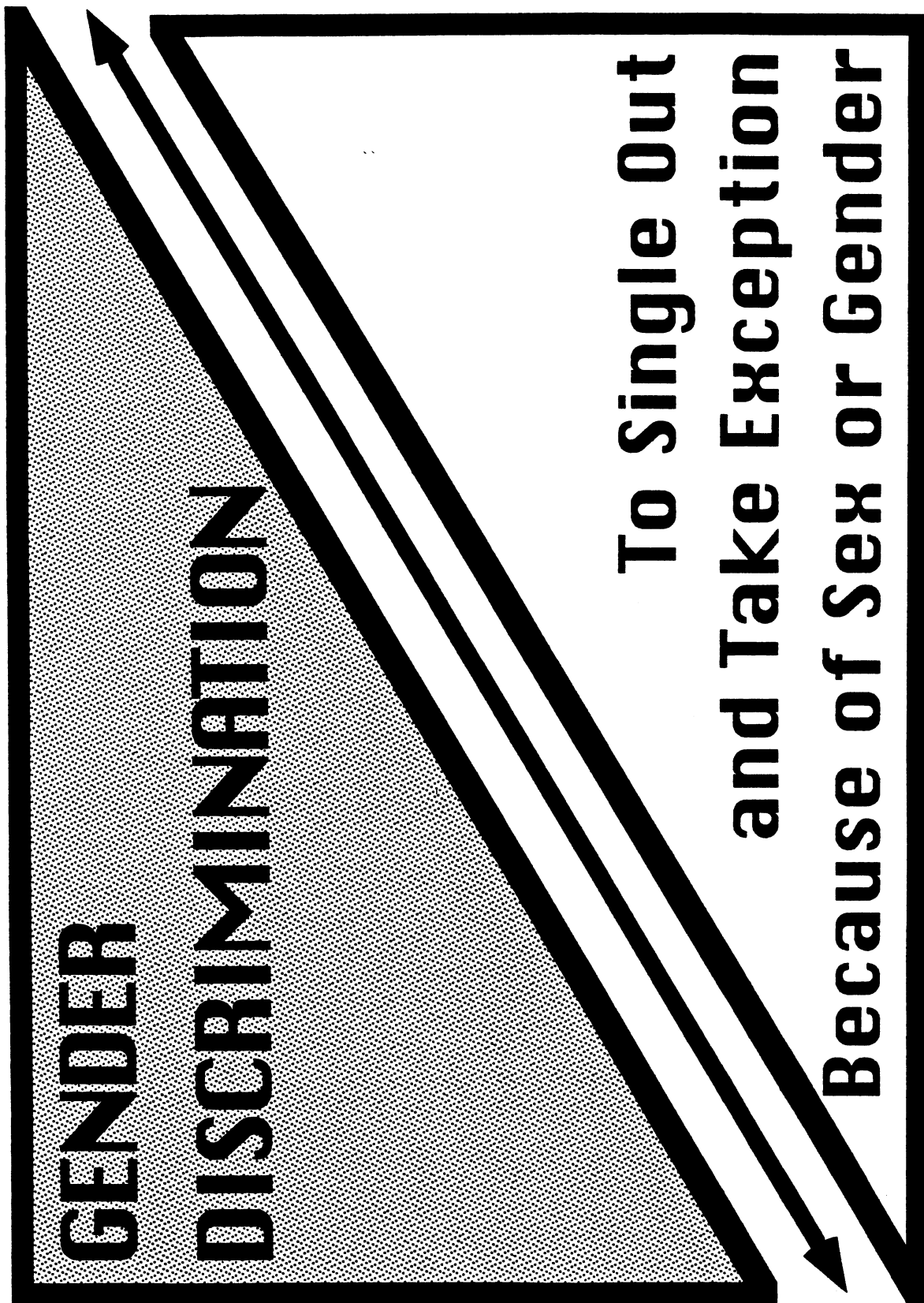
- Wall Street Journal, Dec. 93
- David Patrick Moynihan

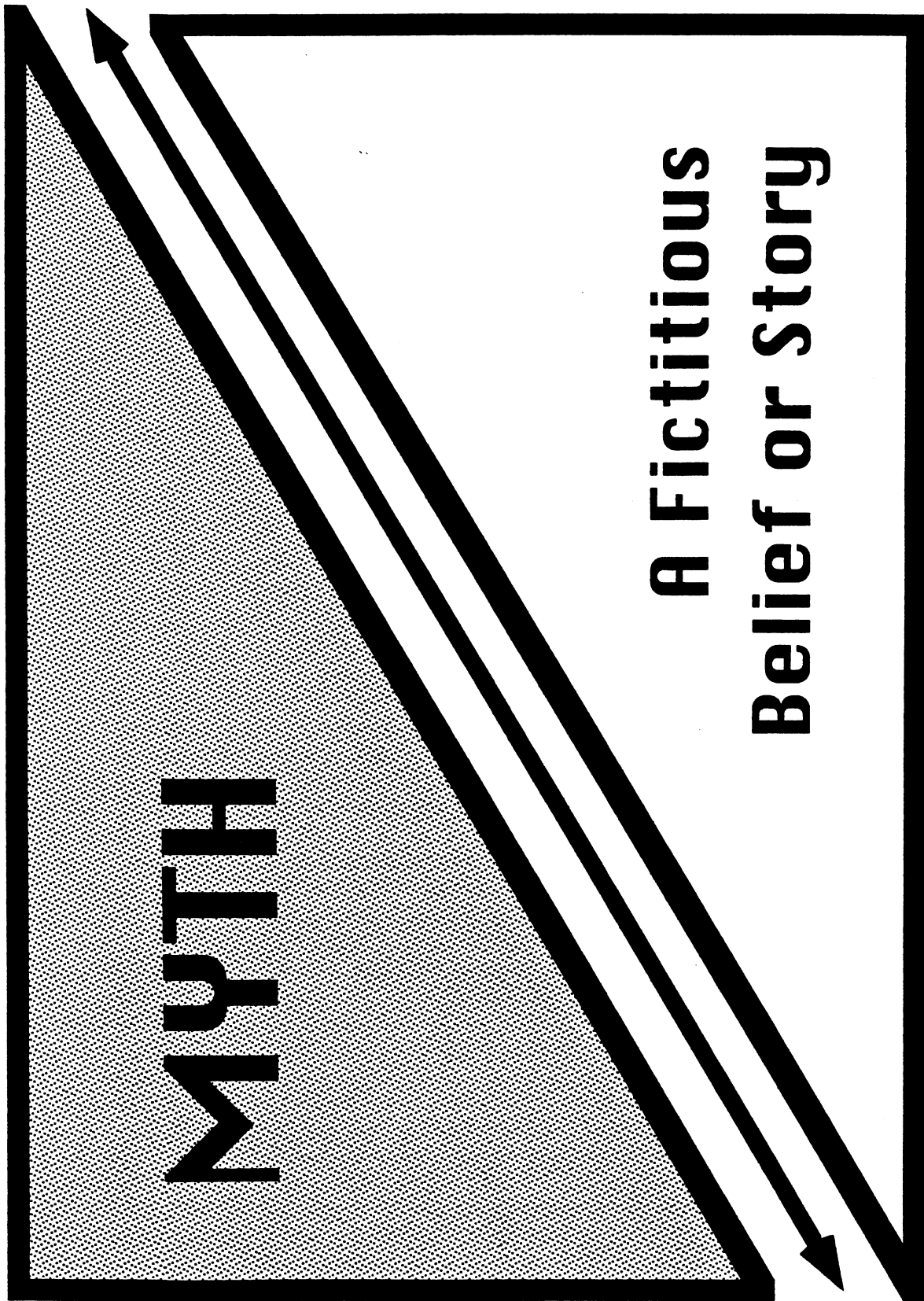


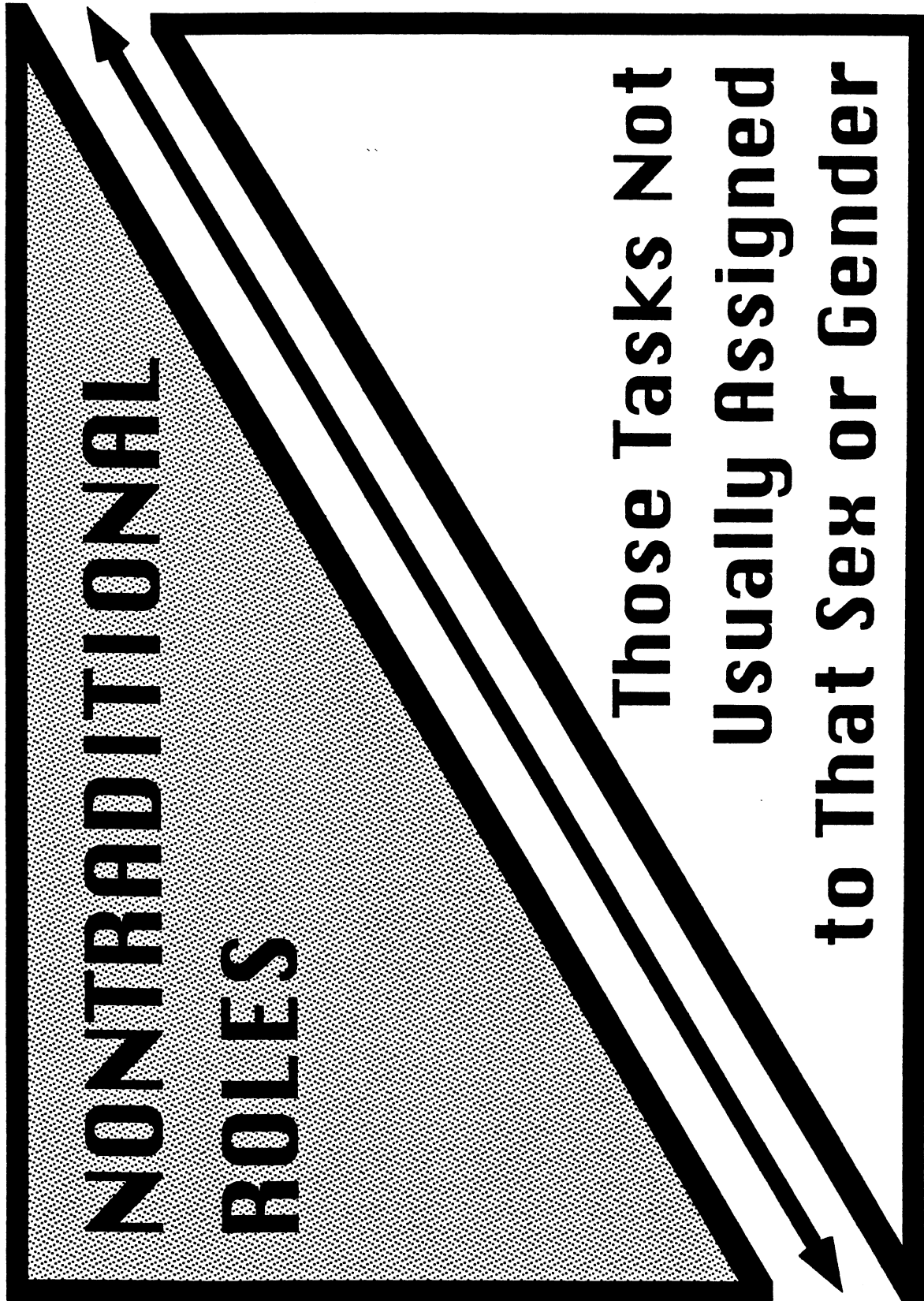


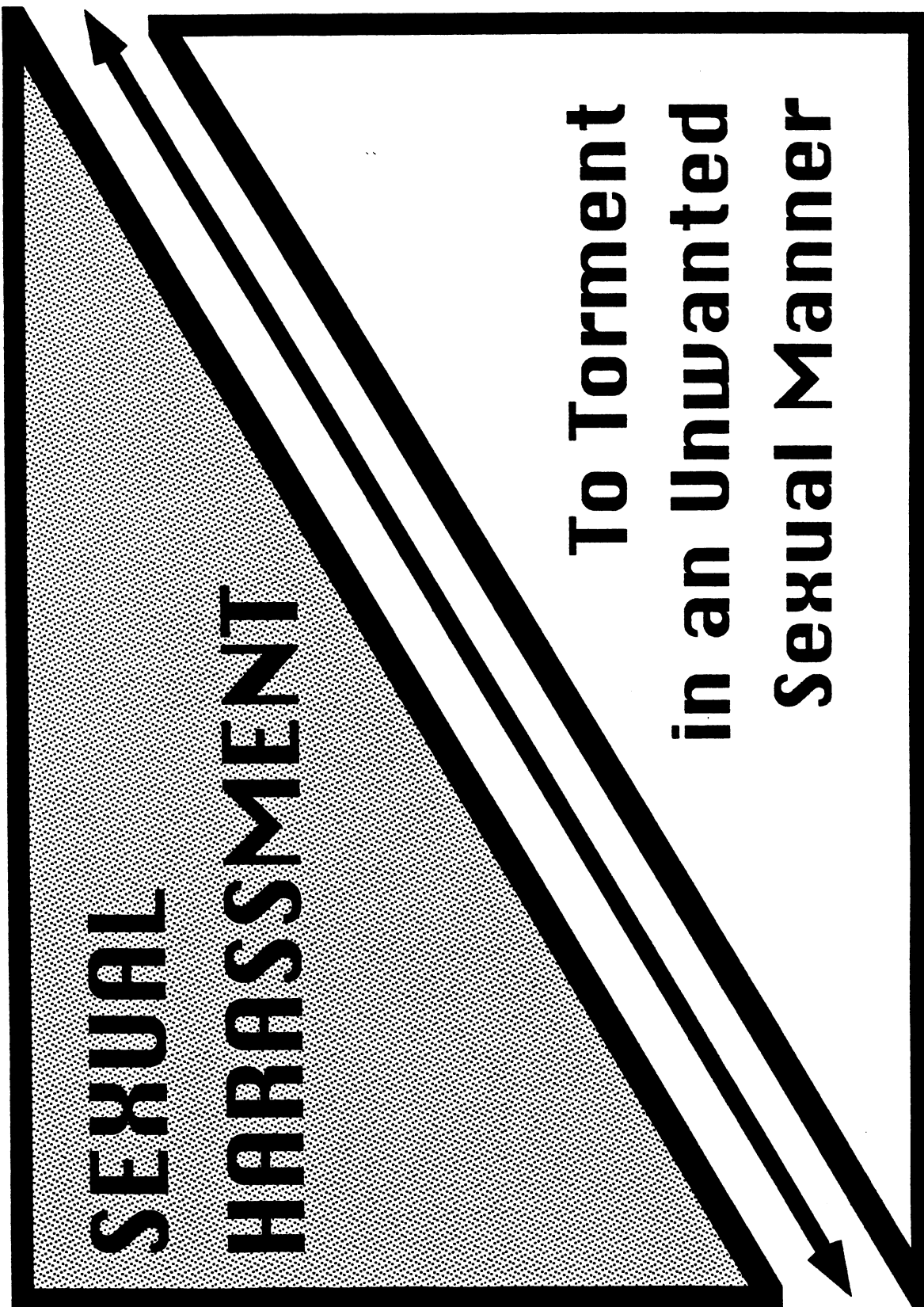


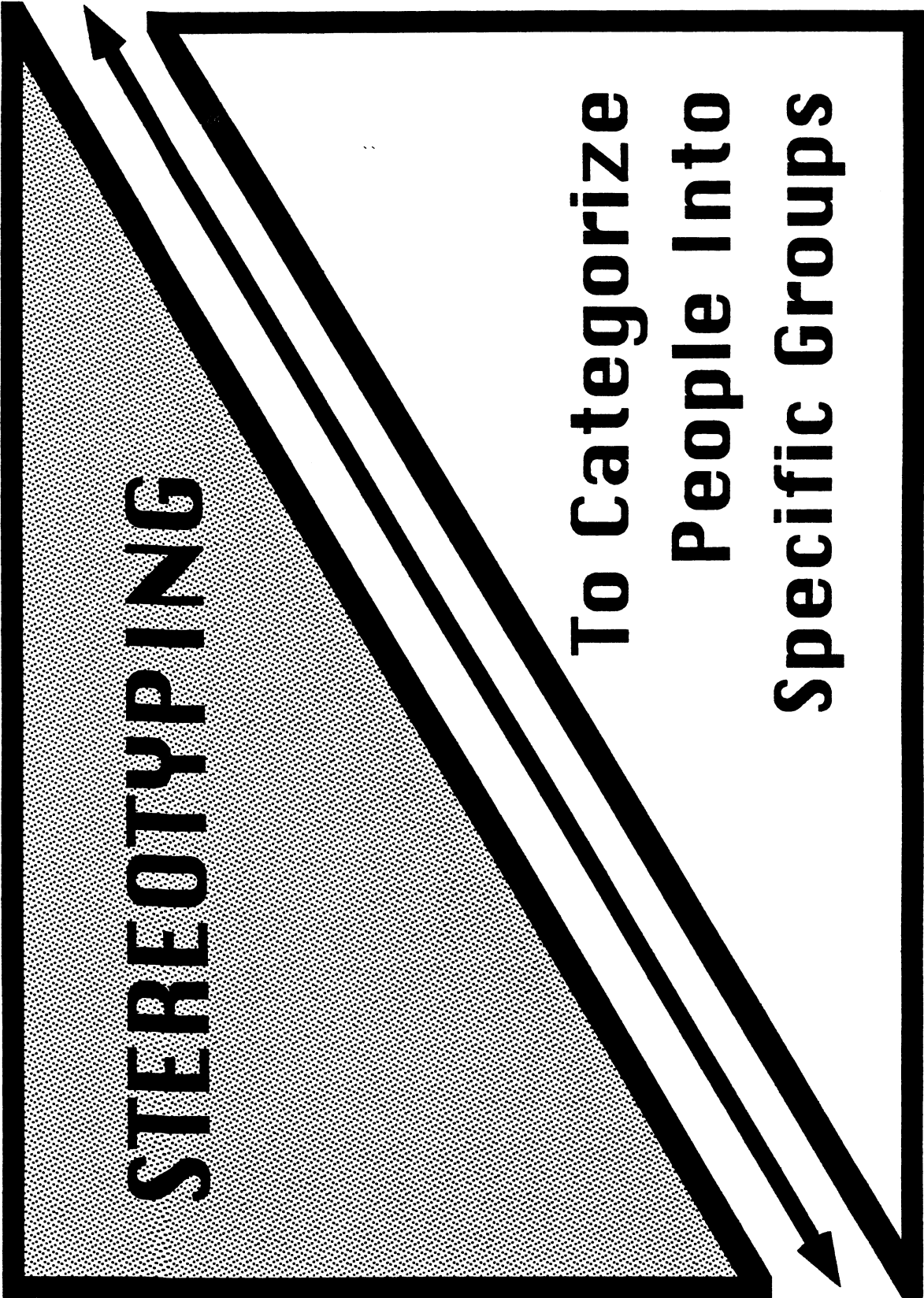




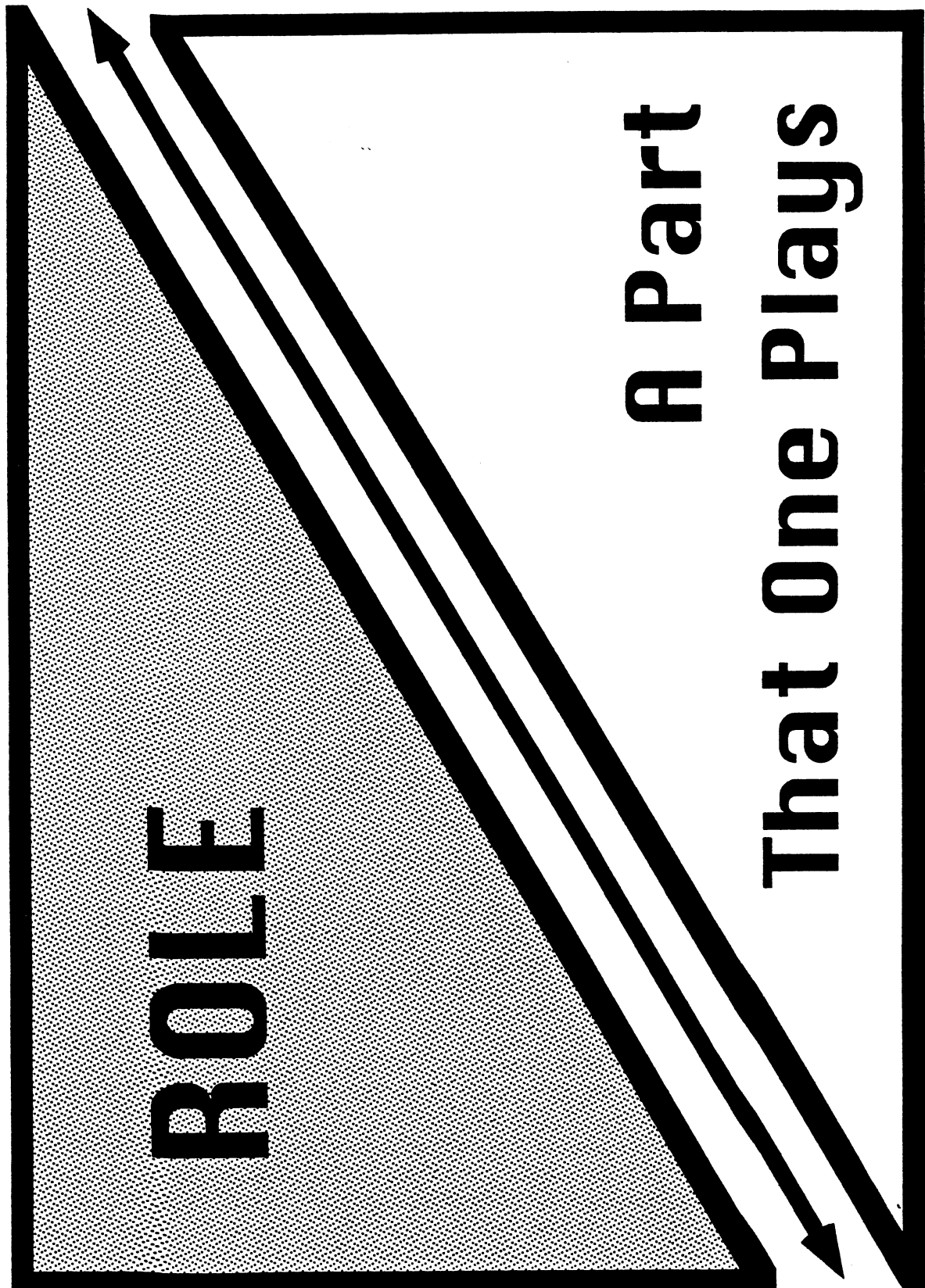








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Name _____ Period _____ Date _____

TRADITIONAL/NONTRADITIONAL ROLES

1. Define the term *role*.

2. List 10 roles that have traditionally been assigned to men in the family.

3. List 10 roles that have traditionally been assigned to women in the family.

4. List 5 traditionally male roles that could be assigned to women.

5. List 5 traditionally female roles that could be assigned to men.

6. Could you think of any role that a man or woman could not perform? Why?

7. How can male/female roles complement each other?

8. How can the sharing of roles help run a household more efficiently?

9. How has technology affected the change of roles?

10. How do you view your own role in your future family?

TEACHER BACKGROUND INFORMATION GENDER ROLES AND JOB OPPORTUNITIES

More than ever, the world holds many opportunities for women. Statistics show that the number of single women heading households is increasing. It is becoming evident that women must receive training to support themselves, and in many cases, a family. Economic realities show that 80% of women who start out married will end up single by the time they reach their 60's. The average married woman is in the work force 28 years of her life. The average unmarried woman will work approximately 40 years of her life.

There are no guarantees for any woman that someone is going to take care of her for the rest of her life. Studies show that only one in ten young women will marry, raise a family, be supported by a husband, and live to maturity with that husband. In fact, if the available women in the United States today were to marry every available man in America, there would be 8 million, 6 hundred thousand women left over. Many women will not marry; some will divorce, some will become widows, and some may have to support a husband who is disabled, leaving her the sole provider of the family.

Studies show that for every dollar a man makes, a woman will earn seventy-eight cents. This is because women traditionally choose lower paying jobs to pursue. Women choose clerical and waitress jobs rather than the plumbing or building jobs that men choose that command higher wages. With just a little training, more options for higher paying jobs with more benefits can be open to women.

Some men are going into traditionally female professions, too, and consequently the salary ranges in those professions seem to be increasing. More and more jobs of all types are available equally to either gender.

J o b s

NURSERY RHYMES

Bye Baby Bunting

Bye, baby bunting
Father's gone a hunting
Mother's gone a milking,
Sister's gone a silking,
Brother's gone to buy a skin
To wrap the baby bunting in.

Little Fishie In A Brook

Little fishie in the brook,
Papa caught him with a hook,
Mama fried him in a pan,
Baby ate him like a man.

Here Is The Family-German

This is the father, short and stout.
And this is mother, with children all about
And this is the brother, tall you see
And this is the sister; with dolly on her
knee.
This is the baby, still to grow
And here is the family all in a row.

This Is The Way The Ladies Ride

This is the way the ladies ride,
Nimble, nimble, nimble, nimble!
This is the way the ladies ride,
A-nimble, nimble, nimble!

This Is The Way The Gentlemen Ride

This is the way the gentlemen ride,
Gallop-a-trot, gallop-a-trot!
This is the way the gentlemen ride,
Gallop-a-gallop-a-trot!

Little Miss Muffet

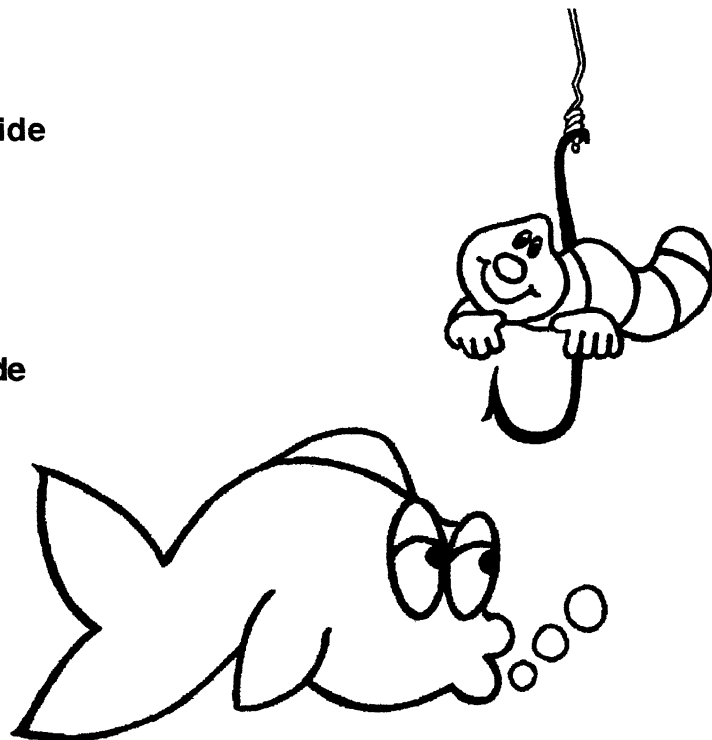
Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
Who sat down beside her,
And frightened Miss Muffet away.

What Are Little Boys Made Of?

What are little boys made of?
Frogs and snails, and puppy-dog's tails,
That's what little boys are made of.

What Are Little Girls Made of?

What are little girls made of?
Sugar and spice, and all that's nice,
That's what little girls are made of.



Name _____ Period _____ Date _____

NURSERY RHYMES

1. What kind of image do the nursery rhymes paint of:
women? _____
men? _____

2. What is a stereotype?

3. Are stereotypes also carried over to races and different cultures? _____
Explain. _____

4. Is the work force also stereotyped? _____

5. What is discrimination and how does it apply when seeking a job?

6. How do myths influence future options for males and females?

7. What does discrimination have to do with the amount of money you make at
a job? _____

8. What does equality mean to you?

9. Do you think that there is less stereotyping today than in years past? _____
Why? _____

10. Do you think that men and women are treated equally in the job force? _____
Why? _____

11. What does this thought mean to you?
"People allow themselves to be only as successful
as they think they deserve to be."

THE STATUS OF WOMEN

The five best countries in which a female can be born, reared, educated, employed, married and spend her life are: 1) Sweden, 2) Finland, 3) the U.S., 4) East Germany, and 5) Norway.

The five worst, in order of unfavorability: 1) Bangladesh, 2) Mali, 3) Afghanistan, 4) North Yemen, and 5) Pakistan.

These are some findings of a major study that ranks the status of women in 99 countries, representing 2.3 billion women (92% of all the world's females). Titled "Country Rankings of the Status of Women: Poor, Powerless, and Pregnant," it was conducted by the Population Crisis Committee, a private, Washington-based organization.

Statistical extracts comparing the status of women in the highest and lowest ranked countries and the U.S. are on the following page (I-H-34)

Some things to consider about these statistics:

1. What implications does this study have for women?
2. Why do you think that women live longer in the U.S. than in Bangladesh?
3. What opportunities would women have in the U.S. that they may not have in countries such as Bangladesh?
4. Why is the mortality rate lower in Sweden and the U.S. than in Bangladesh?
5. How can women make the best of the opportunities that they have in the U.S.?
6. How do you think the role of women in each country would relate to social position?
7. How do you think the role of men in each country would relate to social position?

THE STATUS OF WOMEN - Page 2

Women's status in:

Sweden	U.S.A.	Bangladesh
Female life expectancy: 81 years	79 years for females	49 years for females
One in 167 girls dies before her 5th birthday	One in 91 dies	One in 5 dies
One in 53 now age 15 won't survive child bearing years (1% of these deaths relate to pregnancy /childbirth)	One in 38 (1% of deaths due to pregnancy/ childbirth)	One in 6 (33% due to pregnancy/childbirth)
Fewer than 1% of women 15-19 already have married	8% already have married	69% already have married
Women bear 1 or 2 children on the average	Less than 2 children	5 or 6 children
Virtually all school-aged girls are in school	Virtually all in school	1 in 3 in school
Female college enrollment is 37% of women age 20-24	Enrollment 59% of women 20-24	Enrollment less than 2%
3 of 5 women 15 or over are in paid work force	Half of women 15 or over	1 in 15 women
49% of paid work force is female	45% of paid work force	14% of paid work force
2 of 5 women are professionals	1 in 7 women	3 in 1000 women
Women live an average of seven years longer than men	Seven years longer than men	Two years less than men
Women and men have similar literacy rates	Slightly higher rates than men	24% fewer men are illiterate
Held 113 seats in 349- member parliament	Held 24 seats in 535- member congress	Held 4 seats in 302- member parliament

1988 - Parade Magazine

How do these statistics reflect the attitudes toward women and of women?

Name _____ Period _____ Date _____

MY ROLES THROUGHOUT MY LIFE

NOW	AGE 20	AGE 30	AGE 50	AGE 65

TEACHER BACKGROUND INFORMATION SEXUAL HARASSMENT

In a School Setting:

Sexual harassment is when someone says things or behaves toward you in a sexual manner that makes you feel uncomfortable. You feel nervous and annoyed. The teasing becomes more than just a joke. It is unwanted. You feel as if there is no escape. You will go to great lengths to avoid students or classes where the abuse is occurring.

How can you tell if it is sexual harassment? These are the determining factors:

1. It is sexual in nature.
2. It is unwanted.
3. It is persistent.
4. You avoid the person or situation at all costs.

If you feel as if you are being harassed at school, report the incident to a teacher, counselor, principal, parent, etc. It is always good to write down what exactly happened including the time, date, place, and what was said or done to you.

Everyone should feel that school is a safe place to be. Remember that teachers and other school staff can't always see what is happening. Unless you tell someone, the abuse will continue. You should never be intimidated into not telling. The minute that someone says that they will hurt you if you tell (whether it be an adult or peer), a red flag should go up telling you that the behavior you are experiencing is wrong!

In the Work Place:

Sexual Harassment in the Work Place (policy #316)

Developed by the American Civil Liberties Union states:

"The ACLU supports the right of all persons to enjoy equal employment free from discrimination on the basis of sex. One form which discrimination takes is sexual harassment. Though sexual harassment is an historical form of discrimination against women, the victim of sexual harassment may be either male or female, heterosexual or homosexual. In accordance with its policy against discrimination on the basis of sex, the ACLU opposes sexual harassment in the work place. The behavior is that which, because of its pervasiveness or intensity, creates a situation for the employee which a reasonable person in the employee's situation would experience as harassment.

Sexual harassment exists in any of the following situations:

1. Where an unwelcome sexual advance or unwelcome request for sexual favors is accompanied by an explicit or clearly implied threat of adverse job-related consequences should the advance be rebuffed or the request denied, or an

TEACHER BACKGROUND INFORMATION SEXUAL HARASSMENT - Page 2

explicit or clearly implied promise of beneficial job consequences should the advance be encouraged or the request granted;

2. Where an employee suffers adverse job-related consequences for refusing a sexual advance or request for sexual favors or for discontinuing a sexual relationship;
3. Where employment opportunities or benefits are denied to persons who were qualified for that employment opportunity or benefit and granted to other because of another's engagement in sexual conduct with an employer;
4. Where an employee is subjected to intentional unwanted physical contact of a sexual nature which is clearly offensive;
5. Where an employee's response to unwelcome sexual expression results in adverse job-related consequences;
6. Where conduct or expression is sufficiently pervasive or intense that its effect on a reasonable person in those particular circumstances would be to hinder significantly a person from functioning as an employee or significantly adversely affect mental, emotional, or physical well-being on the basis of sex. Conduct or expression that meets this definition is actionable because of the unique characteristics of the work place --including the existence of authority relationships, the economic necessity to remain, and the limited opportunity to respond--even though it might not be actionable in other settings. Such behavior need not amount to constructive discharge, and is not immunized because expression is involved. Harassment under this policy is actionable whether or not it was directed at any particular employee;
7. Where an employee suffers adverse job-related consequences for good-faith reporting of sexual harassment. Job-related consequences include but are not limited to dismissals, supervisory evaluations, promotions, salary, and work assignment. Employers bear the responsibility for maintaining a working environment free of sexual harassment. Thus, when a superior is aware that harassment by others is a condition of the work place and nonetheless permits that harassment to continue, the superior is also liable for harassment. Those creating the condition may be co-workers or superiors of the harassed worker, or clients, customers or other people over whom the employer may reasonably assert control." [Board Minutes, April 14-15, 1984, June 23-24 1984.]

Name _____ Period _____ Date _____

ARE YOU HARASSED?

Directions: Below are scenarios that you are to identify as potential sexual harassment situations. Put a "Y" if the situation could be harassment and an "N" if the situation is not.

- _____ 1. Tiffany loves to tell dirty jokes. You laugh because they are funny.
- _____ 2. Jorge is always putting his arm around Juanita and she doesn't like it.
- _____ 3. Friends of Bob started a rumor about Bob's ex-girlfriend, Cathy, that she gets around. The students make fun of her during 3rd period.
- _____ 4. Susan says that if Nick won't sleep with her to prove his love, she is going to break up with him.
- _____ 5. Derrick breaks up with Lori and says that he wants to date others.
- _____ 6. Mr. Smith pats his employees on the back to tell them that they are doing a great job. The employees appreciate his positive comments.
- _____ 7. Some of the students at school think it is funny to snap girls' bras as the girls are walking down the hall.
- _____ 8. Christy makes suggestive comments to Tim who is not amused. He avoids her whenever he can.
- _____ 9. Mr. Jones said that Miss Summer can get a promotion on the job if she will go out with him.
- _____ 10. Mike and Sean tease a boy in math by saying that he is gay. The boy has asked them to stop, but they think it is fun to tease him.
- _____ 11. Tom is a new boy at school. Steve felt as if it was his duty to initiate him and proceeded to pants him in the cafeteria at lunch. Tom was so embarrassed he about died.
- _____ 12. The stadium where David and Annette were watching the game was cold. David saw that Annette was shivering so he put his arm around her to keep her warm. She gladly accepted the gesture.

HOSTILE SCHOOL HALLS

Four out of five students report experiencing some form of sexual harassment in school, according to a report released by the American Association of University Women.

Most Students Are First Harassed in the Sixth to Ninth Grades.

Grade level when students first experienced harassment,
in percent of harassed students*

	Girls	Boys
Before third grade	7%	6%
Third grade	3%	2%
Fourth grade	5%	5%
Fifth grade	8%	8%
Sixth grade	11%	11%
Seventh grade	17%	12%
Eighth grade	14%	12%
Ninth grade	12%	6%
Tenth grade	5%	3%
Eleventh grade	1%	1%

* About 17% of girls and 34% of boys cannot recall when they were first harassed.

Most Common Forms of Unwelcome Sexual Behavior

Percentage of students who experienced this type of harassment:

	Girls	Boys
Sexual comments, jokes, looks	76%	56%
Touching, grabbing in a sexual way	65%	42%
Brushed against in a sexual way	57%	36%
Flashed or mooned	49%	41%
Target of sexual rumors	42%	34%
Had clothes pulled in sexual way	38%	28%
Given unwanted pictures, notes	31%	34%
Blocked, cornered in a sexual way	38%	17%
Target of sexual messages, graffiti	19%	19%
Forced to kiss someone	23%	14%

TEACHER BACKGROUND INFORMATION SEXUAL HARASSMENT IS A PART OF LIFE FOR TEENS

The hallways of America's high schools and junior high schools--the highways and byways between classrooms, locker rooms, and the outside world--are daunting, sexually-charged terrain where most girls and many boys can routinely expect to be grabbed, poked, pinched, or put down in explicitly sexual ways. In a poll taken by the American Association of University Women, 81% of the students in the 8th through the 11th grade had experienced sexual harassment in school.

Parents, teachers, and administrators must acknowledge that sexual harassment in schools is creating a hostile environment that compromises the education of America's children. Sexual harassment is clearly and measurably taking a toll on a significant percentage of students' education and their emotional and behavioral lives. Some facts:

- More than 75% of all girls and 56% of boys say they have been the target of unwanted sexual comments, jokes, gestures, or looks, while 66% of girls and 42% of boys have been touched, grabbed, or pinched.
- About 80% of the unwelcome sexual behavior is by students and directed at other students; the rest comes from teachers, custodians, coaches, and other adults.
- Nearly 50% of the students surveyed said they were "very upset" or "somewhat upset" when harassment was directed toward them; but while 70% of the girls reported these reactions, only 24% of the boys did. About 1/3 of the girls reported that the activity made them want to avoid school and reduced their willingness to talk in class.
- Nearly 25% of the boys had been called homosexual--the form of harassment the boys reported as most upsetting--while 10% of the girls had been called lesbian.
- Nearly 25% of the girls have been forced to kiss someone, while one in ten students, boys and girls, reported being forced to do something sexual other than kissing.
- Sixty-six percent (66%) of the boys surveyed and 52% of the girls said they had harassed other students. Of those, 41% of the boys said they believed this was "just a part of school life; it's no big deal", compared to 31% of the girls.

Source: Felicity Barringer, New York Times News Service

Name _____ Period _____ Date _____

FAMILY TV ANALYSIS

Directions: Pretend you are a movie critic and your job is to analyze a television show for an article to be published in the newspaper.

NAME OF SHOW _____

TIME AND DATE SHOWN _____

LENGTH OF SHOW _____

1. In a few short paragraphs, tell what the show is about. Use the back of this paper for this answer.

2. How often was violence seen in this show? (count the number of times) _____
Describe the types of violence.

3. How often were gender role stereotypes seen in this show? _____
Describe these stereotypes.

4. How often was sex or a sexual reference made? _____

Did these contribute to gender stereotypes? _____

5. In your opinion, was this a show that would benefit children by depicting strong family values or the use of enriching materials? Why? _____

6. Could this material have an adverse affect on young children? _____

Would you recommend this show as a good family show? _____

SEXUAL HARASSMENT IN THE BOYS' ROOM

One Teen's True Story by Katy Lyle

Choices Magazine, January 1993

Sometimes I have the same dream. I'm running home from town on the road around Schultz Lake. It's dark and I'm scared. Somebody, I don't know who, chases me. I feel him shoot me in the back with a gun and wake up.

The dream symbolizes my feelings about what happened to me in real life. I'd just started high school, and was really excited. You always hear how it's going to be the best, and I dreamed about dating and proms and homecoming football games.

After two months I noticed the boys in my classes started treating me differently. In the beginning they talked to me like anybody else; now they ignored me. "I must be a nerd," I thought. "It must be a character defect."

One day a senior, Chuck, stopped me in the halls. He was in student council, and very active in school. "You're such a nice girl," he said. "I don't know you very well. Do you know what they're writing about you in the boys' bathroom?"

Was he kidding? I didn't really believe him, and I didn't think about it too much. I kind of laughed it off. Up until then I was pretty self-assured, soft-spoken, but feisty. I had the normal ups and downs of growing up, but my family lived on a beautiful lake on the outskirts of Duluth, Minnesota. Friends came over to swim, water ski, or ice skate. I had a 4.0 average and played piano and saxophone in the school band and jazz ensemble.

To be honest, I thought Chuck was lying: "It can't be true. I'm not the type of girl boys write that stuff about." But two weeks later another guy told me about the graffiti in the middle stall. The nicest stuff said I was a "slut;" the worst stuff was obscene. I got pretty ticked off and went right to a guidance counselor, a woman. "Who do you think it could be?" she asked. The counselor told me the graffiti would be removed instantly. It wasn't --not for two years.

I had no idea then, and I never found out who it was. It will always be unresolved. If I knew who did it, I'd sit them down and beat them up, saying, "I want to know why? Why did you do this to me?"

On the bus after school the boys started teasing me. "Can you come over to my house?" they'd say. At first I just laughed, but as soon as I got off the bus I felt completely embarrassed and degraded.

SEXUAL HARASSMENT IN THE BOYS' ROOM - PAGE 2

The graffiti got worse, scrawled on the door and both walls, carved with a knife or scratched into paint, or written in permanent ink. It was called the "Katy stall." Most of the boys in the school saw it, and a lot of girls knew about it.

I went to two more guidance counselors and then the principal. He looked at me funny, and his attitude was "where there's smoke there's fire." He promised to remove it--and didn't.

At school I tried to maintain the image that everything was fine. But when I got home I cried all the time. "What's wrong?" my mom would ask. "I had a bad day," I'd answer. I didn't want to tell my parents because I was used to solving problems on my own. But my confidence and self-esteem shot down so far they were non-existent. I felt afraid and helpless, "voiceless."

To say I dreaded going to school is an understatement--I hated waking up. I didn't want to see anyone! I'd babysit every Saturday night and practice music at all hours. I'd play Chopin's "Preludes" because they were so sad. I wanted a boyfriend badly, but didn't think I deserved one. My only good friend, Gini, said, "Try to ignore it. It's not your name up there." But I was terrorized.

I finally told my parents, who got furious. They called the principal to complain many times, but nothing was ever done. Once after school I went into the stall myself and snapped pictures. It made me sick. All the years of graffiti was still there!

My dad gave the principal a 24 hour ultimatum, then called a lawyer. I called a program that aided sexual assault victims. After hearing my story a woman told me, "Katy, what's happened to you is sexual harassment and this can be as emotionally damaging as a physical assault."

*Sexual harassment....*I'd never used the words before, and they gave me a chill. Now I had a name for the nightmare. For the first time in two years, I didn't feel like a victim. There was something I could do to defend myself. I suddenly felt angry, feisty again. I called the school board and asked for an apology from the principal, as well as a letter explaining sexual harassment to students, and a new policy to teach the issue in local schools. And I filed a complaint with Minnesota's Human Rights Department.

It took time and paper work, but the day came when my parents and I faced the principal and a judge in a closed meeting. A district attorney presented our case, and after eight hours of negotiation all my demands were met, plus a \$15,000 settlement from the school.

SEXUAL HARASSMENT IN THE BOYS' ROOM - PAGE 3

I thought it was over. But the next morning my story was splashed on page one of the *Duluth NewsTribune*. Ever since then I've been interviewed for many articles, and appeared on TV's *Donahue* and *Today* shows.

At the same time another turning point happened. I started dating Eric. He played on the football and hockey teams, but he wasn't like other guys. He didn't believe the graffiti. Because of him, the last few months of high school were everything I'd once hoped they'd be.

It's easy for me to look back now and analyze what I should have done. I wish it hadn't happened, because I'll never look at the world the same way again. It will always take awhile for me to trust someone new. But, if my story stops one guy from sexually harassing a girl, or stops a girl who is harassed from blaming herself, and helps her take action, then maybe it will have been worth it.



SEXUAL HARASSMENT IN THE BOYS' ROOM

1. What is *sexual harassment*? _____

2. Why does it happen? _____

3. What can you do if you think you're being harassed? _____

Read the following situations and answer the questions.

4. Michelle is on her way to class when Ken and James start whistling at her in the halls. At first she's flattered, but they don't stop. When she ignores them, they pin her against the door, laughing and leaning against her. Michelle feels threatened, scared and angry.
Is this sexual harassment? _____
How might Michelle handle a situation like this? _____

5. When Sara asks her boss if she can switch shifts after school, he replies, "How about a date in exchange for a new shift?" Sara likes her boss a lot, but is uncomfortable about their age difference. "I don't think so," she says, and he replies, "Okay, okay--I was just kidding. You can switch."
Was Sara being sexually harassed? _____
What is the difference between teasing and harassing? _____

Is it appropriate for a boss to tease about dating while on the job? _____
6. Craig buses tables in the school cafeteria. Every time he walks by Angela and Kim, two popular older girls, they make suggestive remarks about his body and embarrass him. He knows they're having fun at his expense and doesn't know how to react to their remarks.
Can girls be guilty of sexual harassment? _____
What would you do if you were Craig to solve this problem? _____

Note: You may use the back of the paper if you need more writing area.

**SEXUAL HARASSMENT IN THE BOYS' ROOM
TEACHER KEY - PAGE 1**

1. What is *sexual harassment*?
It is unwanted and unsolicited sexual attention. A classmate won't let up on a crude joke when asked, for instance. A boss pesters an employee for a date after she/he has flatly said no. Touching, grabbing, offensive gestures or jokes, lewd letters or graffiti, or pressure for sexual favors are all forms of sexual harassment. Although boys are sometimes victims of harassment, in most cases, males harass females.

2. Why does it happen?
Many boys feel it is normal to harass or "tease" girls as part of traditional male culture. Society needs to send the message to males (and females) that harassment is no longer acceptable.

3. What can you do if you think you're being harassed?
 - 1- Try to ask the person to stop. Tell them you don't like the treatment. Be firm. Name the specific behavior that offends you, and ask him or her to stop. Have an adult as a witness if possible.
 - 2- Talk to a teacher, parent, or boss. Have the adult talk to the harasser if necessary.
 - 3- Report the harassment. Go to a school counselor or principal. If you don't get results, check the phone directory for your state's Department of Education. Each state department has one person, often called a Sex Equity Specialist, who deals with such complaints.

Read the following situations and answer the questions that follow.

4. Michelle is on her way to class when Ken and James start whistling at her in the halls. At first she's flattered, but they don't stop. When she ignores them, they pin her against the door, laughing and leaning against her. Michelle feels threatened, scared, and angry.

Is this sexual harassment?

It is unwanted sexual attention, so by definition it is. Sometimes it is a case of teasing that turns mean-spirited or gets out of hand.

How might Michelle handle a situation like this?

Refer to answer on question 3.

**SEXUAL HARASSMENT IN THE BOYS' ROOM
TEACHER KEY - PAGE 2**

5. When Sara asks her boss if she can switch shifts after school, he replies, "How about a date in exchange for a new shift?" Sara likes her boss a lot, but is uncomfortable about their age difference. "I don't think so," she says, and he replies, "Okay, okay--I was just kidding. You can switch."

Was Sara being sexually harassed?

This one is too close to call. The boss did quit; however, if he continues his advances, our definition would apply.

What is the difference between teasing and harassing?

There is a fine line between teasing and harassment. Continued teasing may lead to harassment.

Is it appropriate for a boss to tease about dating while on the job?

No. Socializing with an employee is not usually acceptable.

6. Craig buses tables in the school cafeteria. Every time he walks by Angela and Kim, two popular older girls, they make suggestive remarks about his body and embarrass him. He knows they're having fun at his expense and doesn't know how to react to their remarks.

Can girls be guilty of sexual harassment?

Yes.

What would you do if you were Craig to solve this problem?

Refer to question 3

**TEACHER BACKGROUND INFORMATION
SEXUAL HARASSMENT POLICY AND PROCEDURE
GRANITE SCHOOL DISTRICT**

Sexual Harassment Is Defined As:

- any verbal, written, or physical conduct of a sexual nature which creates an intimidating, hostile, or offensive environment
- any suggestion, request, demand, or pressure for sexual involvement, accompanied by an implied or explicit threat concerning one's grades, extra-curricular standing, job, etc.
- any unwanted sexual advance or request.

Sexual Harassment Includes, But Is Not Limited To, The Following:

- derogatory, demeaning, or offensive jokes, teasing, or comments of a sexual nature
- graphic remarks or sexual comments about an individual's body
- sexually suggestive or obscene telephone calls, letters, notes, or invitations
- sexually suggestive or obscene pictures, cartoons, posters, or objects
- grabbing, pinching, or touching of private areas
- deliberate cornering, shouldering, or bumping in hallways
- sexual gestures, unwanted pats or hugs, any unwanted touching
- any form of sexual threat, intimidation, or exploitation
- spreading of sexual rumors
- actual or attempted sexual assault, molestation, or rape
- sexist remarks or gender-based stereotyping
- pantsing of students

What To Do If You Are Sexually Harassed

1. If you believe you are being sexually harassed, you should consider telling the person that you do not like what is happening and you want it stopped. In many cases your clear statement that you want something stopped will be enough to take care of the situation. You are not required, however, to confront the person in this way.
2. You have the right and are encouraged to report the problem immediately to any teacher, counselor, administrator, or other staff member at your school. You should not feel embarrassed, intimidated, or reluctant to file a harassment report. You will not be subject to retaliation or "put on trial" for doing so.

GENDER AWARENESS TIC-TAC-TOE

		Role	Statistics
A part that one plays	What is a fact: the way things are	Reality	Gender Roles
Facts collected on a subject	To single out and take exception because of sex or gender	Gender Discrimination	
Tasks assigned to one sex or gender	To categorize people into specific groups	Myth	Non-Traditional Roles
Those tasks not usually assigned to that sex or gender	To torment a person in a sexual manner	Sexual Harassment	Stereotyping