

Facilitation Suggestions

Module 18: Sexual Harassment and Discrimination

What Students Should Gain from this Module

At the end of this module, student should be able to:

- Define sexual harassment
- Identify types of sexual harassment
- Distinguish sexual harassment from other behaviors
- Identify examples of sexual harassment
- Identify individuals playing each of the four roles that are often involved in a sexual harassment scenario
- Describe a variety of responses to sexual harassment
- Define gender discrimination
- Identify resources that provide more information about gender discrimination

Note to the Instructor

Instead of a detailed lesson plan, this document provides suggestions for facilitating the activities and using the materials in this module.

Oregon Tradeswomen, Inc. students have been very interested in the topics of harassment and discrimination and the same is likely to be true for other students. While the responses for dealing with harassment and discrimination presented in this module can be helpful, OTI's students have been most interested in the stories



that instructors and other tradeswomen can share about their own experiences, including the context and circumstances of the situation, the statements and actions of the perpetrators, the response(s), and the result(s). Instructors should be prepared with their own stories or those of their colleagues. In order to provide students with a variety of experiences and perspectives, invite a diverse group of tradeswomen to visit the class to share their stories with students.

The *Sexual Harassment and Discrimination* handout parallels the sequence of topics in the PowerPoint slides and provides additional detail or examples for each topic. Therefore, a separate handout with the PowerPoint slides is not included with this module.

In a few places in the materials for this module, students are referred to Oregon Tradeswomen, Inc. for assistance or support. Instructors should replace those references to their own organization or another organization in their own community.

Facilitating the Module

Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none"> • <i>Sexual Harassment and Discrimination</i> PowerPoint file • <i>Sexual Harassment and Discrimination</i> – a handout which provides more detailed information, examples, and activities 	<ul style="list-style-type: none"> • Distribute the handout. • Use the PowerPoint slides to guide students through the topics on harassment and discrimination. Answer students’ questions as they arise. • Refer to the additional details and examples in the handout where appropriate.



Materials and Activities

Notes and Facilitation Suggestions

- For the *Roles People Play ...* activity in the handout:
 1. Read the sample story.
 2. Have students write down who from the story played each role and the characteristics of each role.
 3. Have students share their responses and discuss.
 4. Have students complete the *Becoming and Intervener/Ally* table.
 5. Have students get into groups of four or five and, in their groups, have them describe one of the situations they wrote about, answering the questions in the handout.
 6. Ask each group to role play, for the rest of the class, one of the situations they discussed. Remind groups that, in each role play, one person must be an intervener, even if there was not one in real life.
 7. After each role play, discuss the first set of debrief questions in the handout.
 8. When all of the role plays have been presented, discuss the second set of debrief questions.
- Continue reviewing the information in the slides and handouts. Answer students' questions as they arise.



Materials and Activities	Notes and Facilitation Suggestions
	<ul style="list-style-type: none"> • For the <i>Looking at Real Situations</i> activity in the handout: <ol style="list-style-type: none"> 1. Have students work in their groups to determine who is the Target, Intervener, Perpetrator and Bystander, and describe what the Target or Intervener could do and say to help resolve the situation. Remind them that there might not be an Intervener or Bystander in every story. Also remind them to choose someone to take notes for their group so they can share their suggestions in the discussion afterward. Each scenario is included in the PowerPoint file but it will probably be easier for students to read on the handout. 2. Have groups share their answers for each scenario. Discuss the likely effectiveness of each response and what some alternative responses or actions could be. 3. For some of the scenarios, ask groups what responses they could use or actions they could take if the initial responses do not stop the harassment. • Continue reviewing the information in the slides and handouts. Answer students' questions as they arise. • Review the resources students can turn to should they need additional information or assistance.

