LESSON 7

Harassment

Ages 12–15

Lesson 7. Harassment

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

- Define “harassment” (Activities 1 and 3).
- Define “discrimination” (Activities 1 and 2).
- Identify the difference between “impact” and “intent” (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).

Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

Learning Tools and Materials

If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Discrimination
- Prohibited Grounds
- Harassment
- Impact versus Intent
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Sadiki’s Story
- Support Circles
- Safety Plan

Lesson Preparation

Introduction

- Nil.

Activity 1. What Is Harassment?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Discrimination;
  - Prohibited Grounds; and
  - Harassment.
- Prepare six pieces of flip chart paper, each displaying one of the questions from Activity 1, Paragraph 2. Post the pieces of flip chart paper around the room.
- Ensure participants have a pen or pencil.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

Activity 2. Common Ground

- Set up the room so you have a large enough space to form a circle, with a chair for each participant.

Activity 3. Impact versus Intent

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Impact versus Intent; and
  - Harassment.

Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Look, Listen, Link, Live©;
  - Kids Help Phone; and
  - Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - Sadiki's Story;
  - Support Circles; and
  - Safety Plan.

Introduction

Estimated Time

3–5 minutes

Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.

In this lesson, we are going to talk about discrimination and harassment.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.

Sadiki is a new immigrant to Canada. She is learning the language and the customs. At school, she is in a group with three other students working on a science project. She is excited to get to know the others in her group, and she asks what she needs to do. Tabitha announces that Sadiki is not welcome in their group because she speaks funny and dresses weird. Tabitha says she should go back to her own country. Sadiki feels hurt and humiliated.

You see Sadiki at a cadet / JCR training activity that evening. She is quiet and withdrawn.

Is this harassment?

Answer:

Yes. This is a form of harassment. Sadiki's peers are treating her negatively based on where she is from, how she dresses, and the language she speaks. They made her feel humiliated, excluded, and unsafe.

Activity 1
What is Harassment?

Estimated Time

15–20 minutes

1. In this activity, we are going to look at the definitions of discrimination and harassment.
2. Explain that you have posted six pieces of flip chart paper around the room, each one displaying a question about discrimination or harassment. Read the questions out loud:

   Have you ever:
   - overheard someone making racist jokes and insults towards another person because of their skin colour or the country they are from?
   - known someone who has been the target of name-calling or mean behaviour because of a personal characteristic or how they looked?
   - seen someone being excluded from a group or treated differently because they had a disability?
   - heard inappropriate sexual comments about a person's body that made them feel uncomfortable?
   - seen someone being made fun of or treated badly because they were different? or
   - heard someone talk negatively and put down another person they did not know because they were from a different country?

   Have the participants walk around the room and consider each question. If they feel comfortable indicating whether or not they have heard or seen any of the situations described in the questions, they can place a check mark for "yes" or an X for "no" on the piece of flip chart paper. Once everyone has finished, have participants return to their seats. Discuss the results of the activity as a group.
3. You may have answered yes to one or more of these examples. These behaviours are examples of discrimination and harassment. They can be difficult issues to deal with in our everyday lives.
4. Display the Discrimination content, using the presentation slide or the alternative method you have prepared.

Discrimination

"Discrimination" is an action or decision that treats people badly and unfairly based on certain personal characteristics.

5. There are many ways people can face discrimination. In Canada, our human rights laws list 13 different characteristics that are protected. This means you cannot be treated unfairly or unequally because of any of these 13 characteristics. These characteristics are called "prohibited grounds".

6. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group.

In your groups, try to brainstorm as many of the 13 prohibited grounds that you can think of. For example, people cannot be treated badly or unfairly based on their race. Try to think of 12 other characteristics that might be protected in Canada.

Give the groups a few minutes to complete their brainstorm.

7. When they are done, display the Prohibited Grounds content, using the presentation slide or the alternative method you have prepared. Review each of the prohibited grounds. Have the groups use a marker to check off the ones that were correct on their list.

Prohibited Grounds:

- Race (physical traits such as skin colour, eye shape, or facial features)
- Colour (skin colour)
- Ethnicity (their culture, how they live, how they dress, or the language they speak)
- Religion (religious beliefs)
- Age (teenager, senior, etc.)
- Sex (the assignment of people as male or female based on their sexual body parts)
- Sexual orientation (whom a person is romantically or sexually attracted to)
- Gender identity (how a person feels about themselves as male, female, both, in between, or neither)
- Gender expression (how a person expresses their gender identity on the outside—how they dress, how they wear their hair, how they act, etc.)
- Marital status (if a person is single, married, or common law)
- Family status (if a person comes from a single parent family, is adopted, or is in a step-family, a foster family, or a same-sex parent family)
- Disability (if a person has a physical or mental disability)
- Pardoned conviction (if a person has been officially absolved of guilt for a crime)

8. Display the Harassment content, using the presentation slide or the alternative method you have prepared.

Harassment

"Harassment" is behaviour that is insulting, intimidating, humiliating, degrading, or offensive to an individual or to a group.

Harassment is a type of discrimination that occurs when people are targeted based on one of the prohibited grounds.

9. Ask participants the following questions:
   a. Was there anything on the list that surprised you or that you did not know about?
   b. Which of the 13 prohibited grounds of discrimination apply to the scenario with Sadiki?

   Answer:

   Ethnicity. Tabitha is discriminating against Sadiki's ethnicity when she excludes her from the group based on how she speaks and how she dresses.

c. Turn to a partner, and think of a time you witnessed or experienced someone being treated badly or unfairly based on one of the 13 prohibited grounds. Discuss it with your partner.

   Allow the pairs time to discuss.

d. Why do people discriminate against others and treat them unfairly?

   Possible answers could include:
   - Sometimes, when we see someone who seems different from us, we may not understand that person very well.
   - We may feel uncomfortable or fearful.
   - Our lack of knowledge and understanding and our fears can lead to unfair, unaccepting, or unkind behaviours towards others.
   - Some people feel one race is superior over another—this is called “racism”.

10. Discrimination and harassment can occur whenever people are not accepted for who they are, and when our differences are not respected. When we open ourselves to others, especially those who may be different from us, we can build understanding, meaningful relationships, and safe communities for all.

Activity 2
Common Ground

Estimated Time

15–20 minutes

1. Have the participants sit on the chairs you have arranged in a big circle. Then, have one person remove their chair from the circle and stand in the middle.

2. We are going to play a game called Common Ground. This game is a way to get to know each other better and to help us discover some things that we have in common. You are going to be moving around very fast from chair to chair, and I am going to ask that you not push or shove anyone.

3. The person in the middle is going to state something about themselves out loud to the group. It must be a fact about themselves. Then, everyone who has that fact in common will get up out of their chairs and find a new chair to sit in—the person in the middle must try to find a chair to sit in, too. The last person standing is the new person in the middle.

4. Some examples of facts you might share about yourself could include:

    - I have a brother or a sister;
    - I like pizza;
    - I like to hunt;
    - I love playing hockey;
    - My favourite hockey team is...;
    - I have travelled to...;
    - I want to travel to...;
    - I love music;
    - I can beat box;
    - I play the guitar;
    - I like the song...;
    - I enjoy beading;
    - I like hanging out with friends;
    - I have a part-time job after school;
    - My favourite videos to watch are...;
    - I have a pet dog;
    - I like being on the land;
    - I love sleeping in;
    - I play basketball;
    - I volunteer at...;
    - I dislike...;
    - My grandparents were born outside of Canada;
    - I love camping / hunting / fishing;
    - I am on the biathlon team; or
    - I am a corporal.

5. Have the person in the middle go ahead and share a statement about themselves, e.g., “I love playing hockey,” and then have everyone else in the group who also loves playing hockey get up and move to a different chair. The person in the middle tries to find a seat and sit down. At the end, whoever is left standing is now the person in the middle. Have everyone who “loves playing hockey” put up their hands so the participants can see everyone who has this characteristic in common.

6. Have the new person in the middle begin with a statement about themselves, and repeat the process several times, as time permits.

7. Each time, ask probing questions to help the participants discover the commonalities they have with others in the group. For example, if someone says they have travelled outside their province / territory, ask them where they have been, and then ask others to raise their hands if they have also been to any of the same places.

8. To conclude the activity, ask the participants the following discussion questions:

   a. Did you learn anything new about anyone in the group?
   b. Do you feel more connected with each other now that you know you have things in common?
   c. Have you ever known anyone who was rejected from a group, insulted, called names, or made to feel unsafe, because they were different from others?
   d. Why can we sometimes be unkind and unfair to people who are different from us, e.g., people who are from a different country, or dress differently, or have a different sexual orientation, or have a disability, or express themselves differently, or act differently?

      Possible answers could include:
      - Sometimes, when we see someone who seems different from us, we may not understand that person very well.
      - We may feel uncomfortable or fearful.
      - Our lack of knowledge and understanding and our fears can lead to unfair, unaccepting, or unkind behaviours towards others.

9. When we treat people badly and unfairly based on certain personal characteristics, it is a type of harassment called “discrimination”.

   Display the Discrimination content, using the presentation slide or the alternative method you have prepared.

Discrimination

“Discrimination” is an action or decision that treats people badly and unfairly based on certain personal characteristics.

10. We need to respect and celebrate the differences in all people! Despite the differences in how we look or act, where we come from, and what we believe in, we are all human, and we have many things in common. These commonalities became very apparent in the Common Ground game.

11. What can you do to form connections with cadets / JCRs who may be different from you? What can you do when you are in local settings? What can you do in group settings outside your community?

Activity 3
Impact Versus Intent

Estimated Time

15–20 minutes

1. Display the Harassment content, using the presentation slide or the alternative method you have prepared.

Harassment

"Harassment" is behaviour that is insulting, intimidating, humiliating, degrading, or offensive to an individual or to a group.

Examples of harassment can include:

- name-calling or making offensive jokes about a person's sexual orientation;
- using offensive language and making inappropriate comments about a person with a disability; and
- making racist jokes and insults towards a newcomer from another country.

2. Harassment is a type of discrimination. "Discrimination" is an action or decision that treats people badly and unfairly based on certain personal characteristics, e.g., their skin colour, religious beliefs, age, disability, or sexual orientation.

3. Have the participants stand up and form a line. Explain that you will read out examples of behaviour. Have the participants step forward if they are comfortable with the behaviour. Have them step backwards if they are offended by, or uncomfortable with, the behaviour.

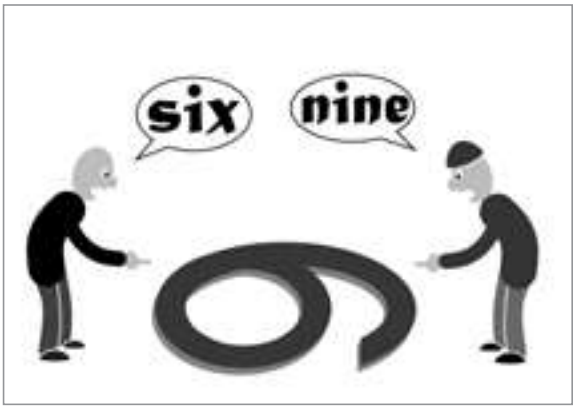
- Someone stands close to you when they are talking to you.
- Someone you just met gives you a hug.
- Someone you know well gives you a hug.
- Someone touches your arm or shoulder while they are talking to you.
- Someone compliments you on your appearance.
- Someone tells a joke that is racist or sexual and makes fun of groups of people.
- Someone you do not know whistles at you and rates your appearance.
- Someone you know whistles at you and rates your appearance.
- Someone persistently keeps asking you for a date when you have already said no.

4. Display the Impact versus Intent content, using the presentation slides or the alternative method you have prepared.

When you look at these images, what do you see?

Possible answers may include:

- a 6 or a 9; and
- a tree, or a man and a woman.



These images demonstrate that the same thing can sometimes be viewed in very different ways. Some of you noticed one image first, while others noticed the other image option right away. Some of you may have seen just one image option. Some of you saw both image options at the same time.

The same thing happened in the activity we completed when we were standing in a line. Some people viewed certain behaviours and interactions with others as acceptable, while others found those same behaviours uncomfortable or offensive. Different people interpret behaviours in different ways. Something that one person thinks is funny, might be offensive or deeply hurtful to someone else.

5. Have you ever seen someone being mocked or treated badly, and then heard the other person say, “I was just joking,” or, “You are overreacting”? This is a common response when someone harasses another person with words or actions. We need to understand that what might be intended as a joke, might be offensive or hurtful to someone else.

6. Consider the following example: Mark yells at his teammate on the basketball court, “You run like a girl! It is pathetic! Grab your purse on the way to the locker room!” The entire basketball team laughs. His teammate laughs, too.

   How do you think the girls’ basketball team felt when they overhead Mark’s comment as they were warming up?

   Possible answers could include: the girls could feel humiliated and offended that their gender was mocked.

It does not matter whether Mark was joking, or whether he did not mean to hurt the girls’ team. What matters is that his behaviour made them feel bad and humiliated. That is why we say the “impact” of harassment—how it made someone feel—is more important than the “intent”—what the speaker meant by their words or actions.

7. Divide the participants into pairs. Have them brainstorm answers to the following questions:

   a. What could we do to minimize the likelihood that we offend or hurt someone?

      Possible answers could include:
      - Never target specific groups.
      - Take time to get to know people, to better understand how our words or actions may impact them.
      - Pay attention to physical cues that show someone may feel uncomfortable or hurt.

- When you do not understand something, ask respectful questions.
- If you offend someone or hurt their feelings, apologize.

b. Imagine that you see a cadet / JCR making harassing comments, and you confront them about their behaviour. If they say, “Lighten up! It was only a joke,” how could you respond?

Possible answers could include:

- Let the person know that their comment was offensive and hurtful.
- Explain the impact of their words and actions on the targeted person or group.
- Remind them that the cadet and JCR programs are safe places for everyone, and harassing comments and behaviours are not acceptable.
- If the person does not stop, then you can report the harassing behaviour to your cadet or JCR leader.

Conclusion

Estimated Time

5–10 minutes

Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were experiencing harassment or discrimination? Allow them time to record any changes.

Intervention: How to Help

Look, Listen, Link, Live©: How to Help a Friend

1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.

2. Display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

This is a four-step model that we use to help a friend. Let us consider how we can help Sadiki from our scenario. We are going to review the scenario and help Sadiki using the Look, Listen, Link, Live© model.

Read the scenario out loud.

> You may distribute copies of the scenario (Sadiki's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

Sadiki is a new immigrant to Canada. She is learning the language and the customs. At school, she is in a group with three other students working on a science project. She is excited to get to know the others in her group, and she asks what she needs to do. Tabitha announces that Sadiki is not welcome in their group because she speaks funny and dresses weird. Tabitha says she should go back to her own country. Sadiki feels hurt and humiliated.

You see Sadiki at a cadet / JCR training activity that evening. She is quiet and withdrawn.

3. Have the participants go through the four steps of the Look, Listen, Link, Live© model by asking the questions below.

STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Sadiki needs help?

Possible answers could include:

- Sadiki is quiet and withdrawn

STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Sadiki to talk to her? What would you say?

Possible answers could include:

- Let her know that you are worried about her, and ask if she is okay.
- Let her know that you care about her and that you are here to listen to her and support her.

STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Sadiki for help and support?

Possible answers could include:

- Offer to go with Sadiki to talk to an adult she trusts to report what happened.
- Connect Sadiki with the school counsellor to talk about her feelings.
- Suggest that Sadiki could call or text Kids Help Phone to talk about her feelings.
- Encourage Sadiki to talk to her parents / caregivers so they can connect with the school and ensure she is getting support.

STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Sadiki?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Hang out with Sadiki, and invite your friends to join you.
- Show her you care about her and support her.

4. To summarize, display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

Closing Comments

- Everyone deserves to be treated fairly and with respect.
- Harassment is about impact and not intent.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Sadiki's Story

Sadiki is a new immigrant to Canada. She is learning the language and the customs. At school, she is in a group with three other students working on a science project. She is excited to get to know the others in her group, and she asks what she needs to do. Tabitha announces that Sadiki is not welcome in their group because she speaks funny and dresses weird. Tabitha says she should go back to her own country. Sadiki feels hurt and humiliated.

You see Sadiki at a cadet / JCR training activity that evening. She is quiet and withdrawn.

Using the Look, Listen, Link, Live© model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Sadiki needs help?
- STEP 2: LISTEN. How would you approach Sadiki to talk to her? What would you say?
- STEP 3: LINK. Where would you link Sadiki for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Sadiki?

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