Resources
Ready-to-use templates for delivering in person training

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Definitions Puzzle

Objective: To provide a refresher of key definitions related to sexual harassment

Timing: 10 - 20 minutes, depending on group size and the number of definitions to be “unscrambled”

Supplies Needed: Paper, lamination supplies if desired, scissors/cutting tool

- Before your session, print out the key definitions that you want to review (i.e. hostile environment, quid pro quo, general definition of sexual harassment, etc). Use a large enough font and spacing between words so that you can cut up the definition into individual words or word groups. Scramble the individual slips of paper that make up each definition and place them in an envelope. Each envelope will have a single definition puzzle set.
- Divide the group of participants into smaller groups and provide each group with one of the definition puzzle sets.
- Each group is tasked with working together to unscramble their definition puzzle set, placing the words in the right order.
- Give the groups a set amount of time to work. You can provide a small prize to the group that finishes first and that gets all of their words in the right order.
- Once time is up, conduct a large group discussion, reviewing each of the definitions to ensure understanding.
Alternative Activities to Incorporate

**Paper Clip Activity**

Objective: To engage participants in generating relevant examples of behaviors that could be considered sexually harassing for use in other exercises in the training or for discussion purposes.

Timing: 25 minutes

Supplies Needed: Multi-colored note cards, flip chart paper

Note: This activity is best used after you have discussed the definitions related to sexual harassment.

- Explain to participants that you would like their help in developing scenarios to use for discussion (or for an activity).
- Provide note cards (2-3) to each participant.
- Ask each participant to work independently and silently to write on the note card ideas for a scenario that depicts behavior that could be considered sexual harassment. They should write one scenario per note card and should try to write at least one scenario. The scenario does not have to be in paragraph form - bullet points are fine. Scenarios should be relevant to the participants' work environment. Give participants 2 minutes.
- Next, ask participants to pair up with the person next to them. Each participant should read what they have written to their partner, and as a pair decide which scenario they want to work on together. Using the scenario that the pair selected, the pair should add more detail to the selected scenario. Give pairs no more than 7 minutes to work on their task.
- Next, have each table group (or groups of 6-8 participants) to work together. Each pair should read the scenario that they worked on in the previous step to the rest of the group. The group should select the one or two scenarios that do the best job of depicting sexually harassing behaviors. Group members can add additional detail to the scenario. Allow 10 minutes for this activity.
- Finally, ask each group to write their edited scenario on a piece of flip chart paper. Display each group's scenario for all participants to see. You can now use the scenarios for other activities or to discuss issues related to harassment.
Harassment Sort Deck

Objective: To reinforce the concept that sexual harassment can take different forms and to help participants in identifying harassing behaviors.

Timing: 25 minutes

Supplies Needed: Multi-colored paper, lamination supplies if desired, scissors/cutting tool

• Before the training, print out on the multi-colored paper scenarios that describe different types of sexually harassing behaviors. Be sure to have several scenarios of each of the following forms: verbal, visual, physical, written. Cut out each scenario so that you have individual slips of paper, one scenario per slip of paper. Each group will receive a scenario set, so you will need to make as many scenarios sets as you will have small groups in your training.

• Use a single color paper and print out the words: “Verbal”, “Visual”, “Physical”, “Written”. Use a large font and cut each word to create 4 separate category labels/headers. Each group will receive a set of 4 label/headers, so you will need to make as many label/headers as you will have small groups in your training.

• Divide the participants into smaller groups (3-5 is ideal) and give each group a set of category label/headers and a set of behavior statements.

• Give each group 5 minutes to sort the behavior cards into one of the 4 categories. They must place each scenario in only 1 category (best one). Each group should work together to be sure all group members participate.

• The scenarios in each category do not have to be in rank order, just sorted into the category. (Getting the scenarios in order is not the object, putting them in the right categories is)

• As a large group, review the scenarios in each category, discussing any differences in placement. (20 minutes)
Alternative Activities to Incorporate

Yarn Ball Toss
Objective: To engage participants in making a personal commitment to exhibit respectful behaviors at work and to strengthen a mutual commitment to work together on ensuring respect at work.

Timing: 5 - 15 minutes, depending on group size

Supplies Needed: Ball of colorful yarn

Note: This activity is best used after a discussion about respect at work and how it relates to preventing harassing behaviors

- Have participants stand or sit in a circle
- Explain that creating and maintaining a culture of respect is everyone’s job and that each person must commit to doing what they can to ensure a respectful work environment in their sphere of influence.
- The facilitator starts by holding the yarn ball and stating one specific behavior an employee can do at work to ensure a respectful workplace, free of harassing behaviors. (i.e. report questionable behavior, speak to colleagues when passing them on campus, tell someone who has made a disrespectful statement that the comment offended them, etc)
- The facilitator holds the end of the string and tosses the yarn to a participant in the circle and asks the participant to state one specific behavior he/she will commit to do at work to ensure a respectful workplace, free of harassing behaviors.
- The participant who just spoke holds the string and tosses the yarn to another participant. The process is repeated until all participants have contributed an idea and are holding the string.
- To end the activity, the facilitator can comment on how the interconnectedness of the yarn reminds us that it takes everyone working together to create, strengthen and maintain the culture of respect.
Supplemental Ongoing Activities to Support Training

• Lunch time monthly skill practice groups to practice conflict resolution (confrontation) skills

• Quarterly 30 minute “power” sessions to serve as a refresher on a particular topic (i.e. how to report, dealing with confidentiality, identifying harassing behaviors, etc)

• Discussion group, using a particular case study or video vignette to discuss issues related to harassment (See sample case study or video vignette link in Resource section).
When creating your own engaging and interactive training, keep in mind the following concepts of how adults learn best. Remember, the goal of your sessions should be to impact behavior and not just to give information.

- Create a sense of community - Include activities that encourage a shared opportunity to explore the topic and exchange ideas. Create sessions with mixed groups to encourage cross-departmental engagement.
- Acknowledge emotional barriers to learning - This topic can trigger many emotions. Let participants know early in the training that they have permission not to participate in an activity.
- Link learning to how the content/skills will help participants to solve problems - Including skill building activities (role play on communication strategies) can help learners to be better communicators, help them to resolve conflict and have more productive work relationships.
- Make your materials visually compelling.
- Use examples from your participants’ workplace - This will help them to associate what is discussed with practical application at work.
- Solicit feedback - Everyone likes to share their opinion! Be sure to seek feedback about the effectiveness of the training and even of the specific activities in the training.
Sample Training Outline – 90 Minute Session

I. Respectful Workplace and Institutional Core Values
   • Review core values and elements of components of a respectful workplace
   • Identify elements of and/or ways to build a respectful workplace (Yarn Ball Toss)

II. Harassment
   • Sexual harassment defined
   • Forms of harassment
   • Continuum of behaviors (Human Continuum)

III. Preventing Harassment
   • Review of institutional policies and procedures
   • Tips on confronting harassing behavior (Role Play)
   • Respectful communication strategies (Case Study)
I. Respectful Workplace  
   • Review institutional core value(s) related to respect

II. Sexual Harassment  
   • Definitions (Definitions Puzzle)  
   • Forms of harassment (Harassment Sort Deck)  
   • Recognizing harassing behaviors (Case Study)
Sample Case Study

Jose, a senior majoring in Film and Video hopes to go to a prestigious graduate school. Jose works in the Department of Film and Video as a student worker. However, his senior year isn’t going too well. He can’t seem to stay focused on his work and has developed a love of the city’s night life. He is regularly late for class and often has to ask for extensions on assignments. His GPA is a dismal 1.5. He is failing one class in particular, Special Topics in Film, which he needs in order to graduate.

One day, Jose approaches George, another professor in his department to report that he’s uncomfortable with the advances and glances of Debby Daniels, the female professor of his Special Topics in Film class. Debby is Jose’s supervisor. Jose tells George, “Each time I go to Professor Daniels’ office to file or work on a project she has porn on her computer screen. When I’m there in her office, she will close her door and make a point of either brushing up against me or pulling her chair really close so that her knees are almost touching mine. I try to take a friend with me when I have to see her or just email her. I can’t seem to concentrate - I’m really freaked out that she’s hitting on me or something. I’m not interested in her at all. I just want to do my work, but all I can think about are those images and how she treats me.”

Questions:

1) Could this scenario be considered sexual harassment? Why or why not? What specific facts lead you to your conclusion?

2) What should George do? What should he tell Jose? Can George agree to keep the conversation confidential?
Additional Resources

• Association of Title IX Administrators -  https://atixa.org/resources/free-resources/#DCL
• Chronicle of Higher Education’s Online Tool for Tracking Title IX Investigations - http://projects.chronicle.com/titleix/
• DOL Questions and Answers on Title IX and Sexual Violence - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf
• Department of Education Title IX Resources
  • Two-part video vignette about sexual harassment at work (corporate setting – appropriate for management training) - https://youtu.be/_dvvzxJm8qA (part 1) and https://youtu.be/9rgAj1gDQIE (part 2)
  • Verbal bullying video (may be more appropriate for student audiences) - https://www.youtube.com/watch?v=LvcVmJTvLQI