

SCHOOL SECRETS

Scenarios about Sexual Harassment
with a Workshop Leader's Guide



New York State American Association of University Women

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with a Workshop Leader's Guide



New York State American Association of University Women

Initiative for Educational Equity Project

Lolly Yacker-Winderbaum and Arlene C. Gross

REACH OUT WITH DRAMA, INC.
Publishers and Educational Drama Consultants

School Secrets: Scenarios about Sexual Harassment with a Workshop Leader's Guide is the Initiative for Educational Equity Project of the New York State American Association of University Women, P.O. Box 427, Etna, NY 13062-0427.

All proceeds after expenses are donated to the AAUW Educational Foundation and the AAUW Legal Advocacy Fund.

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The Agree/Disagree Quiz and the Resources to Deal with Sexual Harassment are from a workshop outline model developed by the Minnesota Department of Education. Quotables are from *Hostile Hallways*, funded by the Educational Foundation of the American Association of University Women.



This sample press release can be adapted to meet your requirements.

FOR IMMEDIATE RELEASE: Publication and Workshop News

SCHOOL SECRETS: Scenarios about Sexual Harassment with a Workshop Leader's Guide

**Initiative for Educational Equity Project of the New York State
American Association of University Women**

CONTACT: *Name, Title, ———— AAUW Branch, Telephone Number*

New York
State

***SCHOOL SECRETS SELECTED BY NYS AAUW AS 1994-1996
INITIATIVE FOR EDUCATIONAL EQUITY PROJECT***

The Education and Equity Committee of the New York State American Association of University Women announces that *SCHOOL SECRETS: Scenarios about Sexual Harassment with a Workshop Leader's Guide* has been selected for its 1994-96 Initiative for Educational Equity project.

SCHOOL SECRETS is based on *Hostile Hallways*, a report funded by the Educational Foundation of AAUW and researched by Louis Harris and Associates. The research found that four out of five American public school students in grades eight through eleven have experienced some form of sexual harassment in their school lives.

SCHOOL SECRETS provides school and community leaders with a tool to do something about these findings. The workshop uses interactive drama, guided discussion and active audience participation to define sexual harassment and to take action against it. The ----- AAUW Branch will conduct free *SCHOOL SECRETS* workshops for local school, community and religious groups. The workshop packet includes information for those who wish to conduct their own workshop. To learn more about *SCHOOL SECRETS* and how to arrange for a workshop or to purchase a workshop packet contact:

Name, Title, Branch, Phone Number.



New York
State

*****Here are two PSA's for you to use as you see fit to help publicize SCHOOL SECRETS. They are meant to be thirty second spots on the radio. You can adapt either or both of these to suit your needs. We suggest you call your local radio station for information about any specific requirements they might have.***

PUBLIC SERVICE ANNOUNCEMENT FOR IMMEDIATE RELEASE

SCHOOL SECRETS: Scenarios about Sexual Harassment with a Workshop Leader's Guide

Contact: (YOUR NAME, TITLE, PHONE NUMBER)

The ----- Branch of the American Association of University Women announces that the 1994-96 New York State AAUW Initiative for Educational Equity project is the *SCHOOL SECRETS* workshop. *SCHOOL SECRETS* uses interactive drama, guided discussion and audience activities to define sexual harassment and explain its ramifications.

If you would like the ----- Branch to conduct a free *SCHOOL SECRETS* workshop in your school or at your organization, or if you want to buy a *SCHOOL SECRETS* workshop packet please call: Name, Title, Phone Number, Branch.

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PUBLIC SERVICE ANNOUNCEMENT FOR IMMEDIATE RELEASE

SCHOOL SECRETS: Scenarios about Sexual Harassment with a Workshop Leader's Guide

Contact: (YOUR NAME, TITLE, PHONE NUMBER)

----- BRANCH AAUW TO CONDUCT SEXUAL HARASSMENT WORKSHOPS

In its publication, *Hostile Hallways*, the American Association of University Women was the first to report that sexual harassment has reached epidemic proportions in American public schools. Now AAUW offers you *SCHOOL SECRETS* to help you take action against the problem of sexual harassment.

SCHOOL SECRETS is an interactive dramatic presentation and workshop on sexual harassment. It has been adopted by New York State AAUW as its Initiative for Educational Equity project and is available to you. For further information contact: Name, Title, Phone Number, Branch.

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*This is a sample Community Cable Bulletin Board Announcement. It might need to be edited to a precise number of characters for your Cable Company. Call your local community cable company for information about placing an announcement on community cable and the size of that announcement. *Here's another publicity tip. Ask if your Community Cable Company will record your workshop for you and show it on public access cable TV. If they will, you'll need releases from workshop participants to appear.*

FOR IMMEDIATE RELEASE ON COMMUNITY BULLETIN BOARD

CONTACT: YOUR NAME, BRANCH

New York
State

**NEW YORK STATE
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN**

TELEPHONE:

FAX:

ANNOUNCEMENT

**AMERICAN ASSOCIATION OF
UNIVERSITY WOMEN (AAUW)
WILL CONDUCT A WORKSHOP
ON SEXUAL HARASSMENT
AT YOUR SCHOOL FOR
STAFF, STUDENTS, AND/OR
PARENTS. FOR INFORMATION
CALL: (YOUR NAME)
(YOUR PHONE NUMBER)**

SCHOOL SECRETS
Scenarios about Sexual Harassment
with a Workshop Leader's Guide

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ABOUT SCHOOL SECRETS

Thank you for your interest in the New York State American Association of University Women Initiative for Educational Equity Project, *SCHOOL SECRETS: Scenarios about Sexual Harassment with a Workshop Leader's Guide*. We hope the information provided will help you make your dramatic presentation and workshop effective. *SCHOOL SECRETS*, an original play, was inspired by *Hostile Hallways*, the survey funded by the AAUW Educational Foundation and written to bring this sexual harassment research to life.

SCHOOL SECRETS was presented first at the Annual Autumn Meeting of District V of the New York State AAUW. The scenarios were performed successfully by theater outreach students from Sarah Lawrence College. The Saranac Lake High School Drama Club students performed *SCHOOL SECRETS* at the 1994 NYS AAUW Convention in Lake Placid with equal success. Both workshops inspired many participants to campaign against sexual harassment in their local schools and communities.

Use the *SCHOOL SECRETS* scenarios to introduce your sexual harassment workshop. You don't need drama training. Your high school drama teacher can help you stage the scenarios or you can do it yourself. Use the simple production suggestions included in the Workshop Leader's Guide.

Tailor the *SCHOOL SECRETS* workshop to your needs and time constraints. For example, you might save the Agree/Disagree Quiz for a subsequent workshop. Review for other possible cuts or additions.

Where and when you present *SCHOOL SECRETS: Scenarios about Sexual Harassment with a Workshop Leader's Guide* will depend on your community. To stop sexual harassment effectively, you'll want to appeal to the greatest number of people, students as well as adults. Some suggestions for audiences and ways to reach them are listed below.

We would welcome any comments you may care to make about the effectiveness of your workshop. Please complete the enclosed evaluation form so we know where your workshop took place and who participated.

Pat Breslauer, Director, Initiative for Educational Equity Project
New York State AAUW Education and Equity Committee
Arlene C. Gross and Lolly Yacker-Winderbaum, Authors

Tell them about *SCHOOL SECRETS*:

Administrators: State, District, School Building
Parents: PTA President and members
Teachers: H.S., Middle School, Elementary
College, Classroom, Special Education, Drama
Students
Recreation Departments
College/University Education Departments
Friends and neighbors
Girls Scouts and Boy Scouts
Medical Doctors: School, Personal, Hospital, etc.
Hospitals and Day Treatment Centers
Religious Institutions and Organizations

Women's Organizations: AAUW, NOW, etc.
Women's Clubs, Business and Professional Assoc.
School Nurses, Guidance Counselors, Librarians
Summer Camps
Theater Groups: College, H.S., Community
Teen Drop-in Centers
Community Colleges
Service Organizations: Lions, Rotary, etc.
Businesses and Business Organizations
Social Workers and their Associations
Educational, Arts, Interest Groups
Community and School Youth Organizations

Reach out to them with:

Brochure (enclosed), letter, press release, radio PSA, cable PSA (samples of all four enclosed). Also post flyers and posters in schools, libraries, health clubs, supermarkets, houses of worship. Give short presentation talks to a group you would like to reach. Tell everyone about the workshop: colleagues, friends and neighbors, etc. Send letters to your local newspaper. Write Op-Ed articles in local papers. Give radio interviews. Enlist your family.

EVALUATION/INFORMATION FORM for *SCHOOL SECRETS*

Your input and evaluation is important to the continuation of this project. Please take a moment to complete the EVALUATION/INFORMATION form. Return it to us in the enclosed self-addressed stamped envelope. Thank you for your help.

NAME _____ ORGANIZATION _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

The *SCHOOL SECRETS* scenarios and workshop were designed with diverse audiences in mind, to inform people, regardless of gender or ethnicity, about sexual harassment. Please tell us about your workshop and participants. Fill in the blanks or circle all the the words appropriate to your group.

Number of Workshops you presented _____ Date(s) _____

WHO WAS AT THE *SCHOOL SECRETS* WORKSHOP:

Number of participants at your workshop _____ Adults _____ Students _____

If you had students in the audience list the grade level(s) _____

Did your audience include Females? _____ Males? _____

CIRCLE THE ETHNIC BACKGROUNDS OF THOSE IN ATTENDANCE:

African-American Asian Caucasian Hispanic Native American
Other (specify) _____

WHICH SETTING BEST DESCRIBES THE LOCATION OF YOUR WORKSHOP:

Rural Suburban Urban School Community

WHO PERFORMED *SCHOOL SECRETS*:

Number of actors who performed the *SCHOOL SECRETS* scenarios _____

Number of performers who were high school students _____ college students _____

Number of adult performers _____

Who they were: Teachers _____ Parents _____ Other _____

On the lines below, please tell us how you used the workshop. How was the workshop received? (Use the back of the page if you need more space.) _____

Would you like to share your response in a phone conversation with Pat Breslauer, Director of the Initiative for Educational Equity Project? If so, please tell us a convenient time you can be reached and include your telephone number here: _____

Best times to call: _____

Best days to call: _____

Workshop Leader's Guide to *SCHOOL SECRETS*

INTRODUCTION

Studies have shown that sexual harassment is prevalent in the schools. A recent survey of over 1,600 students, male and female, funded by the American Association of University Women reveals that more than 80% of the students surveyed reported experiencing some form of sexual harassment at school. Other studies resulted in similar findings. Because of the degree and severity of sexual harassment, more and more school districts throughout the country are writing sexual harassment policies that affect both staff and students. These school policies make it clear that sexual harassment is illegal.

Although sexual harassment policies exist, sexual harassment continues, often unreported, either because it is not taken seriously, or teachers, parents, and students have not been educated about school policies in order to enforce them.

One effective way to educate people about sexual harassment is to conduct workshops that reach out with drama. Drama gets across your message. It engages the intellect and the emotions of workshop participants while imparting invaluable information. Drama effectively promotes discussion on the issues and enables workshop participants to seek solutions to sexual harassment and take action to stop it.

The *SCHOOL SECRETS* drama presentation and workshop runs just under two hours, including a ten minute break. Present it to teachers, parents, school administrators or any other interested community adults. Adapt it to students. The workshop provides a light to get you started at the beginning of the dark tunnel of ignorance that surrounds sexual harassment. Go way beyond that. Shine the light of understanding all along the way until you reach the end of the tunnel. Study the topic of sexual harassment further, and in depth. Challenge the misconceptions that surround it. Change its extent. Get a copy of the workshop outline developed by the Minnesota Department of Education. We received our copy of this along with *Hostile Hallways* from the American Association of University Women Sales Office, P.O. Box 2012, Annapolis, MD, 20701-2012.

WHAT YOU NEED FOR THIS WORKSHOP

A group of forty or fewer workshop participants is ideal. The workshop should take about two hours. The room should have movable chairs because during the workshop you will divide people into smaller groups. For more about this, see Section II, Paragraph C of PRESENTATION OF *SCHOOL SECRETS*.

SUPPLIES

1. Easel, large newsprint pad, markers, masking tape
2. Name tags on which participants can write their names in large, dark letters
3. Pencils or pens for the Agree/Disagree Quiz
4. Supplies, costumes, props, etc., for the scenarios themselves, listed in the section on the presentation of *SCHOOL SECRETS*
5. Colored slips of paper: 8 each, red, blue, yellow, green, purple.

Print the workshop agenda with dark marker on newsprint. Print it large and tape it on a prominent wall.

HANDOUTS

1. Program for *SCHOOL SECRETS*

2. The Agree/Disagree Quiz (enclosed): see FORMAT OF WORKSHOP: Section II D, line 3.
3. Sexual harassment resource list (enclosed)
4. AAUW membership brochures

Get a copy of *Hostile Hallways* and the Minneapolis Department of Education Sexual Harassment Workshop from AAUW. You will receive a sample sexual harassment school district policy. This material will help you plan other workshops. The address for AAUW is included in the introduction above.

FORMAT OF THE WORKSHOP

I. INTRODUCING THE WORKSHOP AND ITS OBJECTIVES (20 minutes)

- A. Have a teacher, counselor or school administrator introduce you, if possible, or introduce yourself. Give some background information and objectives of the workshop. Have these OBJECTIVES listed on newsprint and displayed prominently on the wall.
 1. To introduce the issue of sexual harassment.
 2. To define sexual harassment.
 3. To recognize sexual harassment when it happens and understand what causes it.
 4. To educate ourselves to the extent of sexual harassment in our schools and its ramifications .
 5. To seek ways to resolve the conflicts it causes and to stop sexual harassment if it happens in our schools.
- B. **Now it's time to perform *SCHOOL SECRETS*.** Distribute a program. List the cast of characters with actors playing them. Include the name of the performing group, director, authors and publisher of the play (Reach Out with Drama, Inc.). Indicate place, time and date of the action of each scenario. If you have no program, introduce the actors and their characters to the audience. Actors may play more than one role.

Inform participants that they'll be asked to complete the Agree/Disagree Quiz sometime during the performance, if you plan to use it. Remind them again immediately before the performance. Introduce the show. Thank you are in order here, too.

Tell the audience that of the five situations presented, four take place in a contemporary high school. The opening scene, a 40-50-year class reunion, contains a flashback to the senior prom. Mention that the audience may be asked to participate in some way.

- C. Warm-up to the performance: Give 15-20 participants index cards with quotations pertaining to sexual harassment. Each stands, reads one quote to the audience, sits. In a small group people might read more than once. Quotes may be students' own words about their feelings or experiences of sexual harassment, or use the quotes we give.

Our quotables are from *Hostile Hallways: The AAUW Survey on Sexual Harassment in American Schools*. They are to be found on the page before the scenarios and are written in the order that they should be spoken.

NOTE: The first quote should be a definition of sexual harassment. Give the ethnicity, gender and age of person quoted, e.g. African-American female, age 14. Number index cards in order from 1 through 20 (more or less depending on number of quotes). We use 18. If you have some good ones, add them to the cards. Subtract one we give you for every one you add. *Do not exceed twenty quotes.* Cue the last few lines of the previous quote in script. Print or type the actual quote. Select provocative quotes. The penultimate quote should be a myth, the final quote should be a fact. This entire introductory section should take about twenty minutes.

II. PRESENTATION OF *SCHOOL SECRETS*

(20 minutes)

- A. *SCHOOL SECRETS* consists of five situations in four scenes. The first scene flashes back to the past. All the other scenes take place in the present. There are two adult women in the first scene and an adult man in the third and fourth scenes. High school students do very well playing adult roles. There are fourteen speaking parts in four scenes. Actors may play more than one role.

We recommend a minimum of eight players in order to interact effectively with the audience and to dress the stage. Some students told us they prefer performing for strangers and would rather see performances by students they don't know. To deal with this, you might try a high school drama group exchange. The high school drama coach or director can direct them as can any teacher in the high school who wishes to use these scenarios in the classroom or in a workshop setting. Alternatively, you can arrange with a college group, a community theater or any willing students and adults. These scenarios work best if students play students but it isn't necessary.

- B. This is participation drama. The characters interact with the audience, especially at the opening and closing of scenes 1, 3, 4. Throughout the scenarios we indicate business for the actors. Further business may be improvised by the performer, when necessary, to enhance the performance and more fully involve the audience.

Teenage language changes fast and high school students are the best authorities on the latest lingo. In other words, "Wow!" and "Cool!" might be out of date by the time you perform this. Ask the students to help you update the text with respect to slang.

- C. *SCHOOL SECRETS* can be presented anywhere you choose: a school library, a large classroom, a conference room, a school lounge, etc. You don't need a stage at all but you need a playing area and movable chairs. Desks are not necessary. If you are using a space other than a traditional auditorium you will want to:

1. Designate a playing area up front for main action.
2. Clearly define your entrances and exits as well as the paths through which your players will move.
3. Make sure there is room to interact with the audience.
4. Provide a bright room in which the actors can be seen and heard without special lighting or effects.

D. ELEMENTS OF THE PRODUCTION

1. MUSIC

- a. Bring up music immediately following the Quotables. This will act as a transition to the scenarios. It will set the mood and cue the actors. Begin and end each scene with music.
- b. In Scene One, THE CLASS REUNION, opening music comes from the 1940's. An example is Glenn Miller's *In the Mood*. During the flashback at the prom you can use Glenn Miller or any other dance music of the period.
- c. Scenes Two, Three and Four all take place in the present and the music should be what is currently popular with high school students.

2. SETS

- a. Simple and suggestive is best and only if you want to do it. Your workshop audience can be asked to use imagination. Tell where each scene takes place after you introduce the players.

Or have someone walk in with a sign: *ClassReunion; The Prom in the Anytown High School Gym; The Gym During a Basketball Class; Anytown High School Hallway and Lockers; A Science Classroom.*

- b. For Scene One, THE CLASS REUNION, you'll need a podium, desk or table for Muriel, the class president.

For the two parts of Scene Two, A WALK THROUGH HOSTILE HALLWAYS, just use your imagination. The same for Scene Three, THE GYM CLASS.

For Scene Four, THE SCIENCE LESSON, a desk and chair for the teacher, if possible. Have four or five chairs reserved in the front row.

3. PROPS

- a. Scene One: a few snapshots for Rita to show to Muriel. A hip flask for Young Joe from which to drink his "whiskey."
- b. Scene Two: A note for Jennifer to read.
- c. Scene Three: Three or four basketballs. Whistle for Coach.
- d. Scene Four: a clipboard, pencils and test papers (these are the actual *Agree/Disagree Quizzes* without the answers) for the teacher; papers crunched for throwing, some paper airplanes and a few rubber bands for students to hurl. Have actors give *Agree/Disagree Quiz* to all workshop participants during "Quiz" time in scenario.

When quizzes are collected in the scene, save. Have Mr. Herbert give quizzes to workshop leader when he exits.

- e. Anything the director and actors might find useful to enhance a scene without adding distracting elements.

4. COSTUMES

- a. Again, less is more and if you decide against any costuming at all, that's just fine. Suggestion is everything, but if you'd like to elaborate on a character a few things can help.
- b. Scene One: An older woman's pocketbook for Rita from which she takes out her photographs; a smart scarf and sophisticated earrings for Muriel to contrast her with Rita.
- c. Scene Two: Ordinary school clothes. The students should dress in typical fashion for their community.
- d. Scene Three: Coach needs a tee shirt. If time permits, the students can wear gym clothes.
- e. Scene Four: Mr. Herbert, the science teacher, should wear a jacket and tie. The students are in regular school clothes.

III. CURTAIN CALLS AND DISCUSSION

(20 minutes)

- A. At the end of the last scenario, the entire cast enters once again. There will be applause for the performers. Immediately following that applause, the workshop leader should initiate discussion of the issues presented in the play.
- B. The leader may direct the audience to question the actors in character as much as possible. This technique allows for discussion on the specific issues of sexual harassment presented in the scenarios. It also enables the actors to answer less self-consciously because they can hide behind their characters.
- C. Don't worry if people begin to ask the actors questions directly. As long as the questions are pertinent and lively, keep things moving. Don't be surprised to hear questions about issues other than those of sexual harassment in schools. It does happen. This is an emotional and controversial topic that raises consciousness as well as blood pressure. Try to keep things on track. Specifically, analyze the incidents in the scenarios.
- D. During discussion remind people of the objectives of this workshop. It is educational. It affords an opportunity to find a definition of sexual harassment that the group can agree upon. It helps to clarify the necessary components of a school policy on sexual harassment. Keep those things in mind as you lead the discussion.

**** TAKE A TEN MINUTE BREAK AT THIS POINT ****

IV. THE WRAP UP

A. AGREE/DISAGREE QUIZ REVIEW

(15 minutes)

- 1. When the group returns from the break, redistribute at random the quizzes that were completed during the fourth scene, THE SCIENCE LESSON.

2. Ask participants to give the answers to each question that is found on the quiz they have received. When all questions have been answered, provide the right answers from the answer guide. Discuss "wrong" answers that might have been given. Why might those have been the responses? Clarify any confusion.

B. BREAKOUT GROUPS

(20 minutes)

1. Randomly hand each person a colored slip of paper. You will want eight pieces of paper in each of the following colors: red, blue, yellow, green, purple.

Try to limit the number of participants to forty and each breakout group to no more than eight. That will give you five groups, each with its own color. If you have more people, just add colors. If you have fewer people, either make smaller groups or subtract colors.

You've done this a thousand times, most likely, but if you're like us, you're prone to forget one or two good ideas. This one is good because it mixes the groups by color and discourages cliques. That's important when you attempt to help people see the world differently.

2. The play, *SCHOOL SECRETS*, contains five sexual harassment situations. Give each breakout group one of the situations to discuss among themselves and find a workable resolution to the conflict posed in the scene. On the back of the situation, write a new ending to the scene based on that resolution.
3. The new ending may be enacted by the workshop participants or the actors depending on the group's decision in this matter.

NOTE: If time is short, have someone from each breakout group read the solution rather than act it.

C. SUMMARY

(10 minutes)

1. Summarize the solutions to the sexual harassment scenarios offered by the groups. Write the solutions on a newprint pad. Discuss the effectiveness of these solutions. Are there other solutions?
2. Ask for other ideas for stopping or reporting sexual harassment. Some possible suggestions from the workshop leader might be:
 - a. Firmly tell the harasser you don't like the behavior and ask that person to stop it. Remind the person that sexual harassment is illegal.
 - b. Decide on a person to whom a student can speak easily, a person the student trusts. Preferably, this should be someone who can help the student bring the incident of sexual harassment to the attention of parents and the proper school officials. The student's confidante might be a family member, friend, teacher, coach, counselor, school nurse, etc.
 - c. Inform that trusted person about the sexual harassment.
 - d. If your school has no Sexual Harassment Policy, suggest that an additional workshop be scheduled within a few days to formulate one.

Invite the appropriate school personnel to help formulate that workshop. Ideally, this should be determined before you present the first *SCHOOL SECRETS* workshop.

- e. Invite the participants who attended the current workshop to provide input in the development of the School Sexual Harassment Policy.
- f. Send for a copy of a sample Sexual Harassment Policy from AAUW.
- g. File a formal complaint. Use your school policy and procedures on sexual harassment to assist you in making it stick.

Write all the suggestions on the newsprint pad so that they can be seen by everyone in the audience.

End the workshop at this point. Thank the participants for their contributions. Invite them to attend the next workshop to be held on sexual harassment (if one is planned). Give participants a copy of the Agree/Disagree Quiz and the Sexual Harassment Resource List that includes a contact in the school district in case of sexual harassment. If this workshop is to be done for a group that does not come from a single school district, suggest that the participants research their own school districts for a contact and the school district policy.

*Some elements of this workshop have been adapted from a workshop model developed by the Minnesota Department of Education. Statistics, resources and inspiration come from **Hostile Hallways**, The AAUW Survey on Sexual Harassment in America's Schools.*

*The **SCHOOL SECRETS** scenarios were created because we believe, through the magic of drama, all of us can develop greater empathy for people who suffer the verbal and physical abuse, the indignities and the emotional damage of sexual harassment. With empathy in place we know workshop participants will go beyond compassion and actively seek solutions to end this alarming epidemic in our schools.*

RESOURCES TO DEAL WITH SEXUAL HARASSMENT

HOSTILE HALLWAYS: The AAUW Survey on Sexual Harassment in America's Schools, (1993). \$8.95 AAUW members/\$11.95 nonmembers (bulk rates available upon request). AAUW Sales Office, P.O. Box 2012, Annapolis Junction, MD 20701-2012. Phone: 800 225-9998.

IT'S NOT FUN - IT'S ILLEGAL: The Identification and Prevention of Sexual Harassment to Teenagers, (1988). Free. Minnesota Department of Education, 522 Capital Square Building, 550 Cedar Street, St. Paul, MN 55101. Phone: 612 297-2792.

SECRETS IN PUBLIC: Sexual Harassment in Our Schools, (1993). \$11.00. Publications Department, Wellesley College Center for Research on Women, 106 Central Street, Wellesley, MA 02181-8259. Phone: 617 283-2510.

SEXUAL HARASSMENT AND TEENS, a manual, (1992). \$17.95. Free Spirit Publishing, Inc., 400 First Avenue, North, Suite 616, Minneapolis, MN 55401. Phone: 612 338-2068.

SEXUAL HARASSMENT IN THE EDUCATIONAL ENVIRONMENT, Dan H. Wishnietsky, editor, (1992). \$25.00. Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789. Phone: 812 339-1156.

TUNE IN TO YOUR RIGHTS: A Guide for Teenagers About Turning Off Sexual Harassment, (1985). \$3.00. Programs for Educational Opportunity, 1005 School of Education, University of Michigan, Ann Arbor, MI 48109-1259. Phone: 313 763-9910.

WHO'S HURT AND WHO'S LIABLE: Sexual Harassment in Massachusetts Schools: A Curriculum and Guide for School Personnel, (1986). Free. Bureau of Equity and Language Services, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169-5183. Phone: 617 770-7545.

Use this AAUW/Minnesota Department of Education RESOURCE LIST as a jump-off point. Add to it from the newer published materials you see reviewed in newspapers, magazines, professional journals, newsletters, etc. Use local, state and national educational sources for your information about sexual harassment. Your local library and librarian is one of the best resources. Contact your school district for help. Available speakers on the topic in your area may be lawyers, social workers, nurses, doctors, police, to name a few. Other organizations in your area might join you in a partnership for information, meetings, speakers. Op-ed articles, editorials, news reports, feature articles in newspapers and magazines, all are sources of information and people you can use to aid you in the fight against sexual harassment.

AGREE/DISAGREE QUIZ

The following statements represent varying facts, opinions, and perspectives on sexual harassment in schools. In the margin to the left, circle either **Agree (A)** or **Disagree (D)** to indicate your answer.

AGREE DISAGREE

- | | | |
|---|---|--|
| A | D | 1. If a girl dresses or behaves "properly" she will not be the target of unwanted sexual advances at school. |
| A | D | 2. More and more girls are filing false charges of sexual harassment. |
| A | D | 3. Most girls enjoy getting sexual attention at school. |
| A | D | 4. Sexual harassment is a problem at school. |
| A | D | 5. A firm "NO" is enough to discourage sexual harassment. |
| A | D | 6. A little harmless sexual teasing and joking makes the school day fun. |
| A | D | 7. Good teachers will know if sexual harassment is occurring in their classrooms. |
| A | D | 8. Sexual harassment can occur between people of the same sex. |
| A | D | 9. Most sexual harassment cases are reported. |
| A | D | 10. Only people in formal positions of authority -- such as teachers, principals, and bosses -- commit sexual harassment. |
| A | D | 11. The best way to handle sexual harassment is to ignore it. |
| A | D | 12. Both the accuser and the harasser must think of the behavior as sexual harassment before it can be considered illegal. |

This quiz was adapted from a quiz developed by the Minnesota Department of Education.

AGREE/DISAGREE QUIZ -- ANSWER GUIDE

The following are the correct responses to the Agree/Disagree Quiz and explanations of each response.

1. **Disagree:** This thinking is a myth that perpetuates the "blame the victim" mentality. Girls may dress seductively because of social conditioning to be a "sex object." Less seductive dress does not prevent sexual harassment any more than dressing seductively causes it.
2. **Disagree:** Very few false charges are made. In fact, the majority of girls do not file a charge or complain if they are harassed. Discussing sexual harassment is embarrassing, and people who report harassment say that doing so evokes many of the same bad feelings as being harassed. It is worth noting that filing a false charge of sexual harassment would in itself be sexual harassment.
3. **Disagree:** Most girls feel uncomfortable with sexual attention at school. They would rather receive attention crediting them for their academic record or other achievements.
4. **Agree:** AAUW's nationwide survey of 8th-11th graders found that 80 percent of the students had experienced sexual harassment. Two-thirds of the female and almost half of the male respondents said they had been harassed often or occasionally.
5. **Disagree:** While it is important to convey clearly your feelings about unwanted sexual attention, it does not always stop the harassment. It is difficult to say "no" to a teacher, coach, bully or popular kids. A person who complains about sexual harassment is often rejected by other students and labeled a troublemaker. Our society still perpetuates the myth that "no," particularly from a girl, means "maybe" or "yes."
6. **Disagree:** Whether teasing or joking are "harmless" is a matter of opinion, but remember: sexual harassment is "in the eye of the beholder," so what is harmless, flirtatious, and fun to one person may be offensive to another.
7. **Disagree:** Most sexual harassment occurs in classrooms -- especially to girls. The teacher may realize that something is happening because of behavior changes, lowered grades, etc., but may not know that the changes are due to sexual harassment. Sexual harassment can be very subtle and difficult to detect. The teacher may believe that harassment is occurring, but may not know how to respond or may just accept it as a part of school life.
8. **Agree:** In AAUW's nationwide sexual harassment survey, both girls and boys reported that they had been harassed by people of their own sex, as well as the opposite sex.
9. **Disagree:** People who report sexual harassment -- like people who report sexual assault -- are often met with ridicule, hostility, and doubt. And, like rape survivors, they are often blamed for bringing it on themselves. The result is that few report it when they are harassed.
10. **Disagree:** According to the AAUW survey, more than 80 percent of sexual harassment that students experience in school is by other students.
11. **Disagree:** Sexual harassment that is ignored tends to escalate. It is important to inform the harasser that the attention is unwanted.
12. **Disagree:** Illegality for sexual harassment is determined from the perspective of the person who is harassed.

This quiz and answer guide were adapted from a quiz and answer guide developed by the Minnesota Department of Education.

A FINAL NOTE

We would like to remind you that these issues are highly controversial and provocative. Occasionally, audience members might personalize questions that prove upsetting or offensive to the actors or workshop leader. It is important to defuse and depersonalize these questions and redirect them back to the specific issues of sexual harassment that are to be covered in this workshop. The performers should be trained to field questions from the audience and not to take things personally.

Because of the nature of this material, it is advisable to get parental permission for minors who are performing in *SCHOOL SECRETS*.

We hope you find *SCHOOL SECRETS* creative, practical and effective and that your workshops help make the problems of sexual harassment a thing of the past.

About the authors:

Arlene C. Gross received a B.A. in Speech and Drama from Hunter College and M.F.A. in Theater and Filmmaking from Sarah Lawrence College. She produced, wrote and directed, **SUZANNE RODDY: A Sketch**, a 22-minute documentary film of a middle-aged woman who returns to college. A partner with her husband, Jerry, in *GROSS ASSOCIATES*, Editorial Consultants and Book Producers, Arlene conducts creative drama workshops for teachers and other adults. For several years, she performed in improvisational/interactive dramas on health, mental health and other issues. In AAUW, she is a past president of the Peekskill Branch, current Branch Co-V.P. Membership, and was District V Branch Council Representative from 1992-94. At present, she serves on two New York State AAUW committees: the Nominating Committee and the Education and Equity Committee.

Lolly Yacker-Winderbaum, playwright, performer and educator, studied drama and theater in the United States and England. Lolly holds a baccalaureate degree from Brooklyn College and two masters' degrees: one in Special Education from Brooklyn College and one in Educational Theater from N.Y.U. Co-author of **FOLLOW THE DRINKING GOURD: A Musical Dramatic History of the Underground Railroad in Peekskill**, she also created and co-wrote the musical **CHALKTALK** with, for and about teachers. Lolly teaches special education classes in the New York City Public Schools. AAUW credits include Program V.P. of the Peekskill Branch, Co-V.P. Membership, and District V Representative on the NYS Education and Equity Committee.

Lolly and Arlene recently launched **REACH OUT WITH DRAMA, INC.** to produce dramatic materials and workshops on important social issues.

SCHOOL SECRETS QUOTABLES: *The performance begins*
(See page 5 of Workshop Guide for instructions on how to present Quotables)

Sexual harassment is unwanted and unwelcome sexual behavior which interferes with your life. - *Anyone*

It made me feel guilty. I was upset. I was scared. I knew it was all wrong. It happened too fast. I can't sleep at night. - *African-American female, age 14*

It made me feel confused, whether I should tell or not. I didn't know if I was overreacting since this was a teacher I trusted and looked up to. - *White female, age 13*

I felt distrustful yet good, because somebody noticed something about me.
- *African-American female, age 16*

It makes me very angry that these kinds of things can go on in school without being punished....
- *Hispanic female, age 15*

I wasn't dressed very provocative and I gave them no reason to harass me. I was upset the administration didn't respond immediately after I complained. I was told to ignore the harassers. - *White female, age 16*

They made me feel angry. I was angry at all men. - *Hispanic female, age 16*

It made me feel weird. Stupid. Upset. - *Hispanic male, age 13*

It made me feel that a woman isn't worth much, and it shouldn't be that way. - *White female, age 16*

Makes me feel kind of alone because if my brothers were with me they wouldn't let it go on.
- *African-American male, age 13*

Made me feel great that someone liked me...except for fags...I would hate that. - *White male, age 15*

In the end, sexual harassment is everyone's problem. For when children's self-esteem and development are hampered, the repercussions echo throughout our society. - *Anyone*

The experience was unnerving. I was rattled. I felt insecure and vulnerable at school, which should be a safe place for learning. - *African-American female, age 18*

I felt like a slut. I never wanted him to do this, but he did. I felt gross. - *Hispanic female, age 14*

I don't care. People do this stuff every day. No one feels insulted by it. That's stupid. We just play around. I think sexual harassment is normal. - *White male, age 14*

It made me feel low. Thought that I was dirt. I just wanted to die. - *African-American female, age 14*

Boys will be boys. Institutions need only concern themselves with blatant forms of sexual harassment and may turn the other cheek with respect to peer harassment between students.
- *Myth (Introduction to Sexual Harassment in Education)*

Educational institutions no longer can ignore even the most innocuous student behavior which may be construed as sexual harassment - not jokes about girls or women, bra snapping, bathroom graffiti or name calling. Institutions and educators must prevent and halt such behavior, or face a threat of liability.
- *Fact*

SCHOOL SECRETS
Scenarios about Sexual Harassment

by
Arlene C. Gross and Lolly Yacker-Winderbaum

SCENE ONE

THE CLASS REUNION

Characters: MURIEL (A contemporary middle-aged woman)
RITA (A contemporary middle-aged woman)
YOUNG MURIEL (A senior in high school, girl of the late 1940's)
YOUNG JOE (Football captain, high school senior of the late 1940's)
ARNIE (Young Muriel's prom date. A high school senior, too. Mr. Nice.)

Time: Evening. The Present.

Setting: Any place for a forty-fifty-year class reunion of ANY HIGH SCHOOL, USA. At opening we hear music of the late forties or early fifties. Muriel, a middle-aged woman and the class president enters with other alumni (student performers). Moving through the audience, they greet audience members recognizing some, not sure about others, shaking hands, paying compliments, small talking. The other performers discreetly exit when Muriel steps up to dais.

MURIEL

Welcome one and all to the reunion of our class. In case you don't remember me, I'm Muriel, your class president. (*Attempts humor.*) And, just like all of you, I know I can't look any different than I did when we attended our senior prom. Well, only a little grayer and plumper. It's wonderful to see so many of you here. But, of course, we all like to come back to a time and place when we were happy. By the way, Dr. Wang, the new principal sends her greetings. She invites you all to visit the high school anytime to see it in action. (*Catches herself.*) Oh! There's the signal that dinner is about to be served. I'll be back to talk to you later. But, looking at all of you, I can't help being reminded of how much better things were when we were young. Everything was so innocent then...so much easier. We *always* knew how to behave.

Muriel leaves the dais and runs into Rita. The women haven't seen each other since graduation though they were friends in high school. The usual chit-chat occurs. (Muriel! Rita! How are you? You haven't changed a bit, etc.).

RITA

I heard you got married after you graduated from college.

MURIEL

I did. But after twenty years of marriage I divorced him. He didn't understand my need to have a career.

RITA

Oh, that's too bad. Then, I guess you didn't have any children. *(She looks solicitous.)*

MURIEL

(Puzzled by remark.) Well, of course, I did. Three wonderful children. What about you?

RITA

You don't know? Oh! That's right. Your family moved away right after graduation. Well, I got married right after high school. I have *four* kids and *seven* beautiful grandchildren. *(Has snapshots ready to show proudly.)* You don't think I'd let Joe get away. *(Giggles, girlishly.)*

MURIEL

(Looks at pictures, smiles but then appears puzzled.) Joe?

RITA

Come on, Muriel. I can't believe you forgot Joe. Best looking guy in our class? The captain of the football team? *Everybody* remembers Joe.

MURIEL

(Looks at Rita, then turns and stares off.) You married Joe? Joe! *(Struggles to recall something. Hesitates. Then speaks. There's an edge to her voice.)* Sure. The last time I ever spoke to him was at the senior prom.

Muriel and Rita freeze. The music of the 40's grows louder. Young Muriel dances in with Arnie. They stop center stage. Talking over the music. Throughout this flashback Muriel and Rita are frozen in their own time watching the action.

ARNIE

Muriel, may I get you a lemonade?

YOUNG MURIEL

Thanks, Arnie. Only, please make it a Coke with a slice of lime in it.

ARNIE

Okay! That's fine. I'll be back in a flash with your order. *(He leaves. Muriel looks towards his direction.)*

YOUNG JOE

(Enters. He is seen drinking whiskey from a hip flask. Spots Muriel and grabs her wrist aggressively.) Hey, beautiful, how about cutting a rug with me? *(He pulls her close.)*

YOUNG MURIEL

(Puts out her hand to protect herself from Joe and looks again towards the direction Arnie went. She speaks shyly.) Sorry, Joe, but Arnie's on my dance card for the next two dances. He's my date for the prom.

YOUNG JOE

That jerk! You can do better than Arnie. Me, for instance. Where's Arnie, anyway? I don't see him. *(During this time, young Joe continues to hold young Muriel too tightly.)*

YOUNG MURIEL

(She tries to get away without bringing too much attention to herself and with little success. She's miserable. Joe smells from alcohol and Muriel wrinkles her nose disdainfully.) He's getting me a Coca-Cola.

YOUNG JOE

(Indicating his hip pocket.) I got something better to drink than Coke. *(Tries to kiss her.)*

YOUNG MURIEL

(She pulls away but his grip is firm. It almost looks as if they are jitterbugging.) You leave me alone, now. Or, I'll tell Rita. Where is Rita?

YOUNG JOE

Who cares? She probably went to powder her nose.

(Young Joe pulls Young Muriel into an embrace against the back wall. They struggle for a moment, then freeze. After a beat, the adult Muriel and Rita resume their dialogue.)

MURIEL

Do I remember Joe? I sure do. He drank too much. *(beat)* Does he still drink too much, Rita? And, *(catches her breath)* is he still just a little too free with his hands?

RITA

(Rita opens her pocketbook and thrusts the snapshots back into it pointedly. She's offended and wants to end this conversation. She also wants to have the upper hand.) I don't know what you're talking about but you always were too serious. You just never understood that it will always be the same. Boys will be boys.

- End of Scene 1 -

SCENE TWO

A WALK THROUGH HOSTILE HALLWAYS

Characters: JENNIFER (A high school student)
KATIE (Her best friend, also a high school student)
CHRISSY (A high school student)
JEFF (A high school student, a hotshot)
Several boys and girls in the high school hallway

Time: The present.

Setting: Any High School, USA, in the hallway near the lockers. Jennifer and Katie stop at their lockers.

JENNIFER

(Jennifer finds a note taped on the door of her locker. At first she appears thrilled. Someone is writing to her. She rips open the note. Begins to read eagerly.)
Oh! Wow! A note. For me.

KATIE

(Watching Jennifer enviously.) Cool. Maybe it's from a boy.

JENNIFER

You know I don't have a boyfriend.

KATIE

Some secret admirer. *(She tries to look over Jennifer's shoulder.)*

JENNIFER

Uh, huh! *(Turns away slightly for privacy although she begins to read aloud.)* "Dear Jennifer, you...*(Pauses, shocked and embarrassed. When she continues, she leaves blanks so Katie won't know what is in that note.)* I want to... You have the biggest...

KATIE

Well, what does it say? Why don't you finish the sentences? I want to do what? You have the biggest what?

JENNIFER

(Almost in tears.) It's disgusting. I can't tell anyone. I'm going to die. Just die. Please. Leave me alone, Katie. Go to class by yourself. I just can't go with you now. I can't. I'm going home. I feel sick. *(Katie tries to talk to her, to comfort her but Jennifer breaks away and starts to run. Exits. Katie calls after her and follows behind.)*

Several other students, boys and girls, enter the hall. Interact with audience. Jeff, popular and macho, confronts Chrissy, one of the girls he likes, with verbal sexual innuendo, commenting on her body. He begins to stroke her hair.

CHRISSY

(She doesn't like this one bit.) Stop that, Jeff. Just stop that.

JEFF

(Laughs.) Ooh, aren't you tough! *(Keeps making inappropriate remarks.)*

CHRISSY

Tougher than you think, so cut it out or I'll hit you. So help me.

JEFF

(Refuses to give up.) What a smart ass. *(Looks for approval from his male friends.)*
What a cute ass. *(The other guys watch smiling as he pinches her backside.)*

CHRISSY

(Swats Jeff hard in the face.) I warned you.

JEFF

(He feels the sting and angrily gives Chrissy the finger but turns and smirks to his pals, as if he couldn't care less. They laugh, patting him on the shoulders, lightly socking his arm, as if he is some kind of hero and walk off laughing.)

- End of Scene 2 -

SCENE THREE

GYM CLASS

Characters: COACH WILLIS (The phys ed teacher. A real jock.)
MURPHY (Big jock on the basketball team. A coach favorite)
LEWIS (He's no athlete. Not one of the guys.)
A few male students to represent a phys ed class. A few female students may be included if this is to be a co-ed class.

Time: The present

Setting: Anytown High School gym. Basketball class. Coach Willis, the gym teacher, plans to teach how to throw a chest pass. Actors enter area, playing freely with the ball. They interact with the audience, talking to them as if they were fellow students, throwing a ball to anyone willing to catch. Coach blows the whistle and students straggle towards their floor spots.

COACH WILLIS

Okay, you guys. Take your spots. Now!!! Quit dawdling, Jones. Murphy? You waiting for an engraved invitation or something? Yo! Lewis. On your spot. Now! Hey. How many of you saw the Knicks game the other night? (Everyone but Lewis responds.) Good. Good. So, you guys. You figure out why they won that game? (Shrugs and blank faces from the students. The coach isn't too annoyed. It gives him a chance to shine.) Well, I'll tell you. In two words. Team Work! Yeah! A group of individuals working together like one. Isn't that right, Murphy?

MURPHY

(He'll say anything to keep the coach happy.) Right, coach! Like you say. Great teamwork.

COACH WILLIS

Would you agree with that, Mr. Lewis? (He's baiting him.)

LEWIS

I didn't see the game, Coach. (There's a buzz in the gym. A few jokes. A few laughs. Lewis looks at the floor.)

COACH WILLIS

The biggest game of the season and you didn't see it? (Stares hard into his eyes.)

LEWIS

(Nervous now. Keeps his eyes down.) I'm not real big into watching sports on TV.

COACH WILLIS

So. You're not big into watching sports on TV, Lewis? Well, let me tell you something. Get this through your head. In this class you're learning the fundamentals of the game of basketball. And, one of the most important elements of basketball is the proper way to execute a chest pass. *(Pauses a beat.)* Do you know the proper way to execute a chest pass, Mr. Lewis?

LEWIS

No, sir.

COACH WILLIS

Well, it's high time you learned. Murphy. Come up here and teach Mr. Lewis how to throw a chest pass right.

MURPHY

Sure, Coach. Whatever you say. *(Both boys come center stage. Murphy throws the ball hard to Lewis who drops it. The class laughs.)* Christ, Lewis. You catch like a girl.

COACH WILLIS

Hey, Murphy. Watch your mouth or you can drop and give me twenty-five.

MURPHY

All I said Coach was, he can't even catch a simple pass.

COACH WILLIS

Well, now. Maybe you can give him lessons. All right you guys, hit the lockers.

As the boys walk towards the locker room they surround Lewis, taunting him. The coach watches unperturbed from the back of the gym, smiling, doing nothing.

STUDENTS

(Improvise insults here: Faggot; wimp; wuss, etc.)

MATT

(Goes to Lewis's defense.) Why don't you guys leave him alone?

The other students cluster round to see what will develop. Lewis takes this opportunity to disappear quickly into the locker room.

BILL

Hey, man! What's your problem? Is he your girlfriend?

MATT

Don't get wise with me, man, or I'll kick your butt.

BILL

Oh, yeah! Just you try something. You're dead, man. *(The two boys approach each other, raring to attack. They begin to fight.)*

COACH WILLIS

(Jumps in and separates the students.) What's going on here? You think this is a war zone? *(The angry guys beam fury at each other, trying to punch out with fists.)* All right, now. I said break it up and get dressed. All of you. Before I send you to the principal.

- End of Scene Three -

SCENE FOUR

THE SCIENCE LESSON

Characters: MR. HERBERT (The science teacher. Behind his back, the students call him "Mr. Pervert." He sits all the girls in the front row of the class and has been known to peer down blouses and up skirts.)
SUSAN (A recent favorite of Mr. Herbert. She's driven to get high marks.)
Other girls and boys are in the class. The students all interact with audience as they enter the room. They ask about homework, dates, the usual high school concerns.

Time: The present.

Place: A science classroom in Any High School. The class will study Human Reproduction today, a topic that brings on the giggles.

MR. HERBERT

(As students enter classroom, he spots Susan.) Full house today. Susan, take that seat right up front. You know I always give the ladies the best seats. (A few boys get up and give their seats to the girls, reluctantly.) Okay. Quiet down. This is a college prep class, so pay attention. Some of you girls haven't been doing so well. See me after hours and I'll be glad to help you. Since I graded these papers (indicates papers in his hand) I can tell you, you'd better start cracking your books. Nice work, Susan. The only "A" in the class. I can see (to Susan) you've been doing your homework on our current topic, Human Reproduction. (Glares as a few students giggle.) That's what you all better do.

(Susan covers her head in embarrassment. The other students laugh and make comments. Some disruptive behavior takes place at this point: paper throwing; paper planes sailing overhead. One student pipes up: Hey, Susan. Looks like you're set for an "A.")

MR. HERBERT

Okay. I said, settle down. (They do when he assumes a fierce posture.) You'll all have a chance to prove yourselves with this quiz. Susan, please give out these tests for me.

(Susan distributes the tests to the entire audience, participants, as well as actors, with the help of the people in the audience. Students who receive the exam from Susan improvise wisecracks: Hey! Teacher's pet. Who have you been taking lessons from? Mr. Pervert?)

MR. HERBERT

(Ignores students' comments.) You'll need only a few minutes to complete the test. *(If workshop leader plans to use the Agree/Disagree Quiz with the entire group as part of the workshop, make sure Mr. Herbert says, "I want everyone in the room to take this test." Allow a few minutes for them to complete it, as he looks at his watch.)* Okay! Time's up. *(Students groan.)* Susan. Please collect the tests. *(As Susan collects the tests from participants as well as actors, he keeps speaking.)* I can tell by the "A" on your last exam, you've been working very hard. That deserves a reward. I want to help you to get an "A" on your report card, as well. How would you like to earn extra credit?

SUSAN

Do you mean that for real? That I can bring up my grade on the report card?

MR. HERBERT

You can if you help me mark the test papers. Can you stay after class to do that?

SUSAN

Sure. I have a study period and I'll do anything to get an "A" on my report card.

MR. HERBERT

There's the bell. Class is dismissed. *(Everyone leaves but Susan who hands Mr. Herbert the papers and remains with him.)* Susan. Bring your chair closer and sit next to me. *(She hesitates but then brings it over. She keeps some distance.)* Don't worry. I won't bite. *(He reaches over to her.)* Sit a little closer to help me. *(Susan stiffens, embarrassed.)* Here. *(Indicates spot touching his chair.)* Sit right next to me. I like a pretty assistant. *(Susan moves away slightly. He touches her hair and strokes her arm.)* Don't be shy. We need pretty girls like you in science. *(He leans against her.)*

SUSAN

(She jumps up, confused, angry.) **Watch** your hands!

MR. HERBERT

(Laughs defensively.) **Wash** my hands? *(They both freeze.)*

- End of Scene Four -

Music up. All characters re-enter downstage to participate in the workshop that will follow these scenarios. Audience members may question actors in character or as themselves. The workshop leader will direct questions, if necessary. Sexual harassment is an emotional issue. Expect controversy. Try to depersonalize questions and defuse conflict if it should arise.

Order your SCHOOL SECRETS Workshop packets:

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What they're saying about SCHOOL SECRETS:

"*SCHOOL SECRETS* is an honest, effective and engaging Theatre-in-Education program with which high school students can easily identify... [It is] well-written and appropriate for students in urban, suburban and rural settings." -*Professor Nellie McCaslin, Ph.D.; Professor, Children's Theatre, NYU; Leading Theatre Educator and Author of Creative Drama in the Classroom*

"Mutual learning took place. The students who performed and the audience who saw their performance - both were involved in the learning process." -*Jackie Kalinowski, English/Drama teacher, Saranac Lake High School*

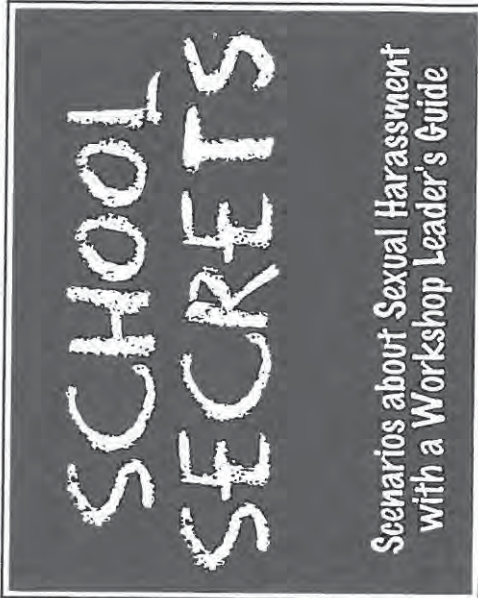
SCHOOL SECRETS "...presents students with a mirror, forcing them to see and feel their behavior and the behavior of adults within the school setting." -*Anthony Davida, School Guidance Counselor Intern*

"I was so impressed with *SCHOOL SECRETS* at the [NYS AAUW] State Convention that I had to share the workshop with my Yates County Branch." -*Jackie DeBolt, President, Yates County Branch AAUW*

"I'm sure that this work will add immeasurably to a better public understanding of the enormous problem of humiliation faced by many people in our society." -*Reverend Doctor G. Franklin Wiggins, Community Leader and Educator, Board President of Shaw Divinity School*

"I cannot recommend this participatory, hands-on program enough. See it, participate in it, respond to it and be forever aware." -*June S. Gould, Educator, Consultant, Writing Process and Whole Language; Author of The Writer in All of Us: Improving Writing Through Childhood Memories*

Local AAUW branch information:



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SCHOOL SECRETS brings the audience into the hallways and classrooms of an American high school. Through interactive theater it reveals the feelings, frustrations, fears, anger, even the ignorance of high school students as they cope with sexual harassment in their daily lives.

And a hands-on workshop...

SCHOOL SECRETS workshop participants, actors, and leaders share their reactions during the discussion period following the performance. Together and in break-out groups they define sexual harassment and create guidelines to eliminate it. They are encouraged to work with appropriate school professionals to formulate and implement school sexual harassment policies.

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—Dr. Virginia Rederer, Superintendent of Schools, Hendrick Hudson School District

Your Group or AAUW?

Your local AAUW Branch is committed to ending sexual harassment and will conduct a *SCHOOL SECRETS* workshop for you. For your workshop and further information, contact your local AAUW Branch.

Or, your group may choose to purchase the *SCHOOL SECRETS* packet and present it independently. The packet includes the scenarios and a workshop leader's step-by-step guide, along with handouts.

Copies of *SCHOOL SECRETS* may be purchased for \$20.00 (\$15.00 for AAUW Members). Order directly from your AAUW Branch, or with the attached form, from

New York State AAUW

P. O. Box 427

Etina, NY 13063-0427.

All proceeds after expenses will be donated to the AAUW Educational Foundation and Legal Advocacy Fund.

Background

SCHOOL SECRETS is an outgrowth of a survey on sexual harassment among high school students. The survey results are presented in *Hostile Hallways*, published by the American Association of University Women in 1993. The research was conducted by Louis Harris and Associates, and was funded by the Educational Foundation of AAUW.

Listen to the STUDENTS!

"It made me feel confused, whether I should tell or not.... This was a teacher I trusted and looked up to."

- White female, age 13

"It makes me very angry that these kinds of things can go on in school without being punished."

- Hispanic female, age 15

"I wasn't dressed very provocative and I gave them no reason to harass me. I was upset the administration didn't respond immediately after I complained. I was told to ignore the harassers."

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"Makes me feel kind of alone because if my brothers were with me they wouldn't let it go on."

- African-American male, age 13

"It made me feel low. Thought that I was dirt. I just wanted to die."

- African-American female, age 14

"We didn't realize that what we were doing was sexual harassment. We won't do it anymore."

- Performer in *SCHOOL SECRETS*

Excerpts from *SCHOOL SECRETS* scenarios:

"You just never understood that it will always be the same. Boys will be boys."

"Lewis, you catch like a girl."

"Sure I'll do anything for an 'A' on my report card."

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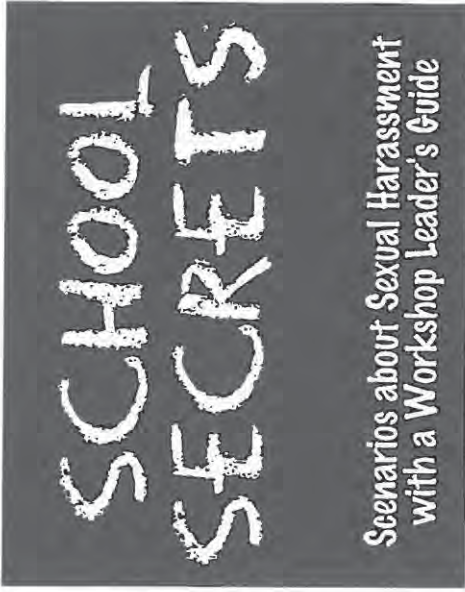
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Local AAUW branch information:



- Educate students and adults about harassment
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- Provide information about your school sexual harassment policy and procedures

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"This program provides an approach to thoughtful discussion of the important issue of gender equity. The program can be adapted to meet the needs of schools and club settings."

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Copies of *SCHOOL SECRETS* may be purchased for \$20.00 (\$15.00 for AAUW Members). Order directly from your AAUW Branch, or with the attached form, from

New York State AAUW

P. O. Box 427

Etna, NY 13063-0427.

All proceeds after expenses will be donated to the AAUW Educational Foundation and Legal Advocacy Fund.

Background

SCHOOL SECRETS is an outgrowth of a survey on sexual harassment among high school students. The survey results are presented in *Hostile Hallways*, published by the American Association of University Women in 1993. The research was conducted by Louis Harris and Associates, and was funded by the Educational Foundation of AAUW.

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Excerpts from *SCHOOL SECRETS* scenarios:

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\$ 20.00 each, or
 \$ 15.00 for AAUW members
 Postage and handling included in price.
 Make checks payable to NYS AAUW, and mail to:
 NYS AAUW
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 Etna, NY 13062-0427.

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Please send _____ copies of *SCHOOL SECRETS*
 to:
 Name _____
 Address _____

AAUW Branch _____
 Phone _____

Enclosed find a check for \$ _____.

Please let us know where the workshop packets are being used. Circle everything that pertains to you:

- School: Public Independent Religious
- Teacher: Preschool Elementary Middle School High School College/University
- Administrator: Building District State Social Service Agency
- Community: PTA
- Teacher Organization
- Administrator Association
- Theater Group
- Arts Group
- Religious Institution
- Other _____

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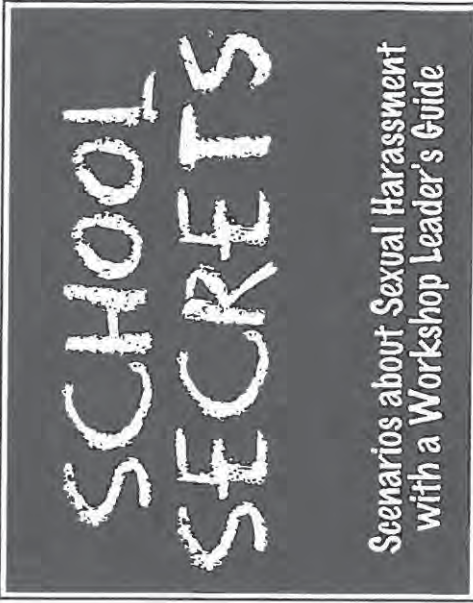
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Local AAUW branch information:

New York State



Initiative For Educational Equity Project



AMERICAN
 ASSOCIATION OF
 UNIVERSITY
 WOMEN

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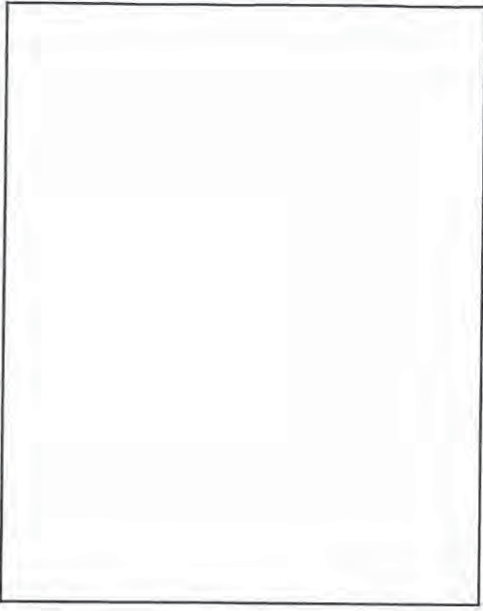
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