

SEXUAL HARASSMENT IN SCHOOLS

In-Service Session



070600
0096001

Québec 

SEXUAL HARASSMENT IN SCHOOLS

In-Service Session

RECOGNIZE IT, PREVENT IT, STOP IT

Coordination à la condition féminine

Coordination à la condition féminine

Lisette Bédard, Coordinator

Nicole Marcotte, Project Coordinator

Design, Research and Development

Francine Gagné, Sexologist

Nicole Marcotte, Project Coordinator

Translation

Services à la communauté anglophone

Direction de la production en langue anglaise

Gouvernement du Québec

Ministère de l'Éducation, 1996 — 95-1470

ISBN: 2-550-25746-4

Légal Deposit — 1996

Bibliothèque nationale du Québec

Table of contents

	Page
Introduction	1
What Do We Know About Sexual Harassment?	3
A History of Sexual Harassment	5
Definitions	8
Sexual Harassment in the Workplace	11
Gender and Sexual Harassment among Young People	12
Students in Elementary School and the First Cycle of Secondary School	12
Secondary III, IV and V Students	13
Sexual Harassment of Children by Adults	14
Myths	15
Reality	16
Consequences	16
Employees in the Workplace	17
Young People in Schools	17
Employers	17
Strategies	18
React	18
Break the Silence	18
Apply Subtle Strategies	18
In-Service Session	21
Objectives	23
Target Population	23
Documents Provided	23
Participants	24

	Page
Duration	24
Overview of the Session	25
Activity 1: Myth and Reality	27
Activity 2: The Roles People Play	31
Activity 3: What Behaviour Do I Encourage?	33
Activity 4: Analysis of a Case of Sexual Harassment	37
Activity 5: Results	39
Evaluation of the Session	40
 Training and Materials Available	 43
Publications of the Ministère de l'Éducation on Sexual Harassment	 45
Services Offered by the Commission des Droits de la Personne du Québec	 45
Training Session	45
Special Services	46
Professional Support Offered by the Groupe d'Aide et d'Information sur le Harcèlement Sexuel au Travail de la Province de Québec	 47
Other Publications of the Ministère de l'Éducation du Québec	 48
 Appendices	 51
Appendix I: True-or-False Questions	53
Appendix II: Analysis of a Case of Sexual Harassment	54
 Bibliography	 55

Introduction

The mission of the ministère de l'Éducation du Québec is not only to impart knowledge to students, but also to prepare them to participate fully as citizens in society. For several years now, the Coordination à la condition féminine has been producing materials designed to help teachers eliminate sexist behaviour among students and establish new egalitarian models of male-female relationships.

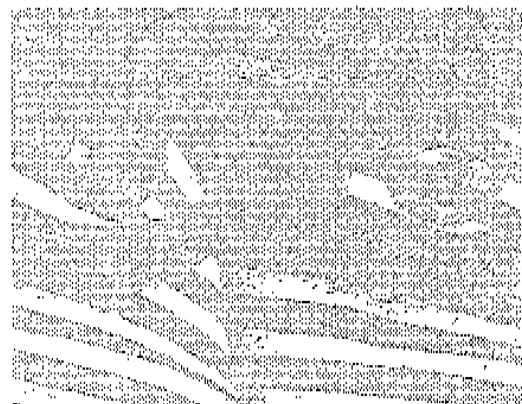
In a society in which there has been a significant increase in violent acts and behaviour, it is understandable that the Ministère be concerned with eliminating the different forms of violence in schools. That is why it has produced this document to help school boards implement a policy against harassment in schools.

If this measure is to be effective, and if the community is to embrace it, it is important that all school staff be made aware of the problem of sexual harassment in schools. That is why the Coordination à la condition féminine has developed an in-service session dealing with sexual harassment among both young people and adults. Also, the Coordination has produced an activity guide for students in order to help them become aware of sexual and gender harassment and related behaviours.

The in-service session is an expression of the earnest desire to reach school personnel. This document is addressed to those who intend to lead or participate in in-service sessions designed to encourage educators at the elementary and secondary levels to think about the problem of sexual harassment in schools. It contains theoretical texts as well as practical information on the organization, procedure and evaluation of the session.



What Do We Know About Sexual Harassment?



What Do We Know About Sexual Harassment?

A History of Sexual Harassment

Sexual harassment is a global phenomenon that has historical, sociological and psychological aspects. Without neglecting the feminist interpretation, which blames this social problem on traditional male and female roles, it is necessary to broaden the analysis to demonstrate that sexual harassment is an epiphenomenon of fundamental changes occurring in Québec society.

It is important to question particularly the form violence between men and women takes today, a more open and common violence, in which sexual stereotypes seem to be a symptom rather than an actual cause. The causes of such violence cannot be interpreted outside the context of today's society.

Our objective is also to look at sexual harassment realistically, situating it within the continuum of social development, and thus to relieve the education system of a responsibility that does not belong to it alone.

It cannot be denied that sexual roles and the resulting behaviours are still influenced by active, unconscious collective and individual stereotypes based on the power men have had over women. This power is particularly apparent in the appropriation of women's bodies through the institution of marriage: "the relationship through which the material unit that produces labour power is managed."¹ According to Guillaumin, this same power is present today in physical and sexual violence against women. It is the same appropriation of women's bodies that was represented in the past by the "droit du seigneur" and the requirement that unmarried women retain their virginity. Where are we now with respect to patriarchal society?

To bring to light the real causes of sexual harassment of women, it is necessary to refer to the many social, political, psychological and

1. Colette Guillaumin, "Pratique du pouvoir et idée de nature : l'appropriation des femmes," *Questions féministes*, 2 (February 1978): 4. (Translator's note: This citation is a free translation.)

technological changes that have occurred in Québec since the Quiet Revolution and that have contributed to the dissolution of the model of men's power over women as the basis of social consensus. Consider, for example, the change in values caused by the transformation of some institutions, the influence of the feminist movement, or the massive increase in the number of women in the labour market. Religious, political and educational authorities are no longer able to safeguard collective morality and social consensus.

Consequences

The main result of these changes has been a transition from collective to individual morality. The shift from social to individual responsibility manifested itself in the popularity of personal growth groups in the 1970s and early 1980s. In the same perspective, but on another level, many people, either individually or in groups, are now on a spiritual quest.

These transformations have led to the disintegration of the family, the unit upon which all societies are based. The mere numbers of single-parent blended and reblended families and single individuals (500 000 in Québec) shows to what point men-women relationships are still undefined, have still not caught up with the new models. As a consequence, parent-child relationships have changed as well.

Adults are therefore free, but their freedom is uneasy since their convictions are constantly changing. This absence of deep conviction in adults cannot help young people develop. In an interview with *La Presse* on a study conducted among young people, Canon Grand'Maison concluded: "Our research has revealed not a desire for freedom, but a profound need for security and for adults who are stable and capable of long-term commitment."²

It cannot be ignored that men often shirk their parental responsibilities. Eighty-two percent of single-parent families are headed by women. That is to say that both girls and boys are often raised exclusively by women, from kindergarten to secondary school. Also, according to psychoanalyst Guy Corneau, it is no longer

2. Jules Béliveau, "Jacques Grand'Maison, À propos de nos jeunes," *La Presse* (May 2, 1992).
(Translator's note: This citation is a free translation.)

possible to believe that not having a father has no effect on the behaviour of young people.³

According to Corneau's study, if boys are to become whole men, they must be able to identify with an adequate paternal model: "In order to form your own identity, you must identify with someone else; you must structure yourself by incorporating someone else into yourself, by integrating him through imitation."⁴ For girls, fathers are important for differentiation: finding one's identity through differences. When fathers are totally or partially absent, difficulties arise at the social and sexual levels, as well as at the behavioural level, and transition between the family and society becomes difficult.

The Education System

The education system is a microcosm of society and can only reflect social difficulties and inadequacies. Thus, gender and sexual harassment can be found among school staff and students.

On the other hand, as a place of not only academic, but social, learning, the school must assume its share of responsibility and apply a strategy to deal with the problem.

It is mainly a question of seeing and recognizing the problem as such, of becoming aware of its different forms of expression, and of reacting. In order to do so adequately, each person must first become aware of his or her own values and the roles he or she promotes in his or her attitudes and behaviours. Finally, it must be accepted that young people are the product of different influences and models, which is an additional challenge for resource persons. Because of the lack of recent studies and as a result of the social context described above, it has become more difficult to be convinced that girls and women are the only victims. Girls and women are probably more often victims of gender and sexual harassment, but boys are nonetheless affected to varying degrees.

3. Guy Corneau, *Absent Fathers, Lost Sons: The Search for Masculine Identity*, Larry Shouldice, transl. (Boston: Shambhala, 1991), p. 14.

4. Corneau, p. 14.

Conclusion

The philosophy of patriarchal society has created a type of relationship between men and women that leads to sexual harassment. For more than 20 years, traditional values have been disintegrating; so, consequently, have the institutions that have safeguarded them. The problem is compounded by the current economic and political instability.

Sexual harassment and violent behaviour, then, must be seen as a way of responding to the resulting insecurity and frustration, but mostly to the disappearance of the guidelines, standards and values that seal social relationships. Without these, men and women, boys and girls become both victims and executioners in the dialectic of masculinity and femininity.

In order to create a society in which men and women will be happier, it is essential that appropriate measures be implemented and school is one of the best places to start.

Definitions

The following definitions will make it easier to understand the concepts related to sexual and gender harassment used in this document.

Violence

The use of power (physical, hierarchical, psychological, moral or social) in a covert or overt fashion, spontaneously or deliberately, with or without a reason, by an individual, group or collectivity, through its behaviours or structures, which has the effect of constraining a person or partially or totally destroying an object (a material good or symbol) by physical, psychological, moral or social means, for the purpose of satisfying a legitimate need, or as a reaction to a need unfulfilled.⁵

5. Centre des services sociaux de Québec, "La violence et le milieu scolaire," *Revue L'Esco-griffe* (Nov. 1981): 38. (Translator's note: This citation is a free translation.)

Patriarchy

Social organization marked by the supremacy of . . . [males] in the clan or family in both domestic and religious functions, the legal dependence of wife or wives and children, and the reckoning of descent and inheritance in the male line [Webster's Third New International Dictionary]. It attributes to men the status of subjects and reduces women to objects.

Sexism

The assumption that one sex is superior to the other and the resultant discrimination practised against members of the supposed inferior sex, especially by men against women; also conformity with the traditional stereotyping of social roles on the basis of sex. [Oxford English Dictionary, 2nd ed.]

Harassment

The action of subjecting a person or group of people to repeated words, actions or gestures with disparaging or hurtful effects, and resulting in an interference with the person's rights.⁶

Gender Harassment

The constant reminder, by repeated gestures, words and actions, of the stereotyped sex roles and the inferior status of women affirmed by sexist ideology.⁷

Behaviours related to gender harassment:

Mentally undressing, making negative comments, staring, making sexist comments, adopting sexist attitudes and behaviours, making sex-related jokes, teasing.

6. Constance Leduc and Philippe Robert de Massy, *Sharing a Better Life Together Through Human Rights* (Mont-Royal: Modulo Éditeur, 1988), p. 100.

7. Leduc, p. 101.

Sexual Harassment

The Commission des droits de la personne du Québec defines sexual harassment as:

a form of behaviour characterized by repeated and unsolicited sexually connotative acts or gestures that could either undermine the dignity or the physical or psychological integrity of the individual or lead to unfavourable working conditions or even dismissal.⁸

The Groupe d'aide et d'information sur le harcèlement sexuel au travail adds an important dimension to the definition: sexual harassment is certainly not an expression of sexual desire, but of the desire to exert hierarchical power, physical strength or social pressure.

Behaviours related to sexual harassment:

- *persistent or abusive signs of sexual interest on the part of a person who knows or should reasonably know that such interest is not wanted;*
- *verbal advances that have been refused and are repeated without the subject's consent;*
- *insistent and unsolicited sexual proposals;*
- *systematic or continual attempts at seduction of several members of a group, when they result in the intimidation of other members of the same group;*
- *unauthorized physical advances such as touching, patting, brushing up against, pinching or kissing;*
- *repeated or insistent sexual remarks, innuendoes, jokes or insults that undermine peace at work or at school;*
- *implicit or explicit promises of compensation or favoured treatment related to the satisfaction of a sexual request;*

8. Ghislaine Patry-Buisson, *Policy Aimed at Countering Sexual Harassment in the Workplace* (Montréal: Commission des droits de la personne du Québec, 1989), p. 16.

- *implicit or explicit threats of reprisal or unfavourable, hostile, unjust or discriminatory treatment for refusing to comply with a sexual request, or reprisals carried out following such a refusal;*
- *any other repeated or insistent sexual behaviour offensive to the individual, such as vulgar comments or gestures.*⁹

Sexual Harassment in the Workplace

A survey conducted by the Québec magazine *La Vie en rose* in 1982 revealed cases of sexual harassment in the workplace. The results of the survey resembled those that had been obtained by American researchers: 64 percent of the 2465 respondents claimed to have experienced what they considered sexual harassment in the workplace; 90 percent of them qualified the problem as serious. It must be pointed out that one quarter of the respondents were teachers, and that half of them claimed to have experienced sexual harassment at work.

Closer to home, analyses of the employment system conducted during the implementation of experimental equal opportunity programs in school boards revealed that sexism, discriminatory working conditions and sexual harassment did indeed exist in school boards. As confirmed by the numerous complaints filed each year at the Commission des droits de la personne du Québec, sexual harassment is a reality that can no longer be ignored.

Finally, in the past few years, the ministère de l'Éducation has been informed of cases of sexual harassment involving employees of school boards with limited job security. Limited job security, in combination with the scarcity of available jobs, renders these women more vulnerable to certain abuses of power, including sexual harassment.

9. Fédération nationale des enseignantes et des enseignants du Québec, *Guide juridique pour l'application de la politique contre le harcèlement sexuel* (Montréal: FNEEQ/CSN, 1991), p. 5-6. (Translator's note: This citation is a free translation.)

Gender and Sexual Harassment among Young People

The observations in this section are excerpted from research on sexual harassment in elementary and secondary schools conducted by the Centrale de l'enseignement du Québec (CEQ) in 1985 and give an overview of the situation. Although the research was conducted 10 years ago, there is no indication that the results are any less valid today.

Students in Elementary School and the First Cycle of Secondary School

The vast majority of girls surveyed have had to face various forms of gender and sexual harassment and sexual assault. Obviously, they face some forms of harassment more frequently at certain times in their lives, but all girls, whatever their age, are exposed to violence by men of all ages. Male-female relationships are structured when individuals are between 10 and 15 years of age. The girls surveyed tell us that their relationships often involve discrimination and potential or actual violence.

The boy/girl hierarchy in games is a starting point for sexism, belittling girls and women and making them feel inferior. . . .

During childhood, girls play with other girls; they resist gender harassment by responding in kind. Then they return to their girlfriends to draw strength from solidarity. This reflex remains in the behaviour of adolescent girls. Nevertheless, in the minds of older boys and men, girls are objects, and this is how they are approached.

Puberty brings boys and girls together. As young people develop sexually, the relationship between the sexes changes. Girls begin accepting boys into their circle of friends. What role models do they have? A popular one in the media is the beautiful, passive woman in the arms of a confident, virile male. Parents, too, often perpetuate sexual stereotypes and traditional sex roles. Finally, the

overall message of inequality between the sexes is reinforced in school.¹⁰

Secondary III, IV and V Students

The girls revealed that they must deal with sexist comments about their appearance or their sex every day, which reduces them to the status of "sex" rather than "human being." Also, they must fight to retain control of their bodies, their freedom and their space. The more they are obliged to become personally involved in these situations, the less willing they are to give up their independence. Even when they are cornered and fear reprisal, they reject such behaviour on the part of men.

They also identified the classroom as a place where gender harassment exists in all its forms. The survey revealed, of course, that the main perpetrators were male students, indicating that school staff, although less likely to harass girls, tolerates a fair amount of harassment on the part of male students.

A reexamination of the effects and influence of pedagogical practices is in order. It is not enough to eliminate sexism in textbooks; the context of learning (i.e. educators' and students' language, the atmosphere in the school and the attitudes of young people in groups) must be analyzed. Of course, pedagogical practices will not change until a certain amount of individual and collective "deconditioning" takes place.

The survey also revealed that gender harassment in schools, as elsewhere, occurs in places where exchanges are more impersonal and girls are seen not as individuals but as the embodiment of a sexist view of women and femininity.

10. Philippe Ricard et al., *Harcèlement sexiste, harcèlement sexuel, agression sexuelle à l'école primaire et secondaire : analyse explicative des résultats des sondages menés auprès des étudiantes francophones de niveaux primaire 5, 6 et secondaire 1, 2, 3, 4, 5 et 6 du Québec* (Québec: Centrale de l'enseignement du Québec, 1985), p. 20 and 40. (Translator's note: This citation is a free translation.)

Sexual harassment presupposes a slightly more personalized relationship, a more individualized exchange in which a girl is seen as a member of her sex and therefore an object or product to be exploited.

Sexual assault, however, occurs in any type of relationship and in more deserted areas. Sixty-six and eighty percent, respectively, of girls who were sexually assaulted or raped identified "elsewhere" as the location of the incident.

Finally, girls experience a range of emotions including indifference, anxiety and disgust. Generally speaking, despite the role models and messages provided by society, girls want to be appreciated for what they are and not for what someone else would like them to be. They no longer want men and boys to exert power over them. They want to be free of all constraints and to have the right to say no without their refusals falling on deaf ears.¹¹

Sexual Harassment of Children by Adults

This section provides a brief analysis of the sexual harassment of girls and boys by both men and women.

Little information is available on relationships involving the harassment of girls and boys by women. It would be foolish to presume that it never happens, since both men and women have been accused of sexually abusing children, and sexual harassment often precedes sexual abuse and assault. There is also the fact that women are increasingly attaining positions of power and that behaviours related to harassment often arise in relationships of authority.

Jokes about male-female relationships in educational institutions also suggest the existence of harassment. The lack of scientific research into the issue, however, makes it difficult to determine the truth.

11. Ricard, p. 20 and 40. (Translator's note: This citation is a free translation.)

The survey revealed that girls in the second cycle of elementary school and the first cycle of secondary school were for the most part harassed by boys the same age or older. Sexual assaults and rapes, however, were committed by older boys and by men not associated with the school.

Older girls are mostly harassed by boys the same age as they are. According to research, non-teaching and teaching professionals and principals are less apt to harass students, but they do so and, in addition, they are far too tolerant of harassment by others. Even women teachers, although they are less likely to sexually harass students, may make sexist comments, because they, too, are caught up in traditional models.¹²

Myths

According to *A Dictionary of Symbols*,¹³ the concept of myth may be defined in several ways. Individually, it can be interpreted as a dramatization of the inner life, and in relation to the history of peoples, as a dramatization of social life. Finally, it may be interpreted as a collection of symbols enfolding philosophical and ethical ideas. Here, the concept is understood as "a belief given uncritical acceptance by the members of a group especially in support of existing or traditional practices and institutions." [Webster's Third New International Dictionary]

Here are two deep-rooted myths about the problem of sexual harassment:

The myth that there are no harassers, only women who do not know how to say no, has no basis in fact. In the first place, women say no in more than 93.3 percent of all cases, and often quite forcefully (almost 22 percent respond with physical aggression). Either harassers are quite aware of what they are doing but unafraid of the consequences of their actions, or they do not want to understand the clear messages addressed to them.

12. Ricard, p. 12.

13. J. Chevalier and A. Gheerbrand, *A Dictionary of Symbols*, transl. John Buchanan-Brown (Cambridge, Mass.: Blackwell, 1994), p. 689-690.

*Another common myth is that victims of sexual harassment in the workplace do not react forcefully. It is implied that if they did, the problem would be solved. The information gathered does not support this claim. In fact, the majority of harassers continue or even intensify their harassment, however the victims react. Since they cannot count on the wholehearted support of their colleagues, some people hesitate to make informal or formal complaints when faced with this type of problem.*¹⁴

Reality

The definition of sexual harassment includes three essential elements. The following definition is based on the one adopted by the Commission des droits de la personne du Québec:¹⁵

- Sexual harassment is a form of behaviour characterized by single or repeated sexually connotative words, acts or gestures. A single action that results in a continuing harmful effect can be considered to be sexual harassment. For example, continual dissatisfaction of the perpetrator with the victim's work.
- It is unsolicited by the victim, which distinguishes it from flirting. In flirting, each partner respects the other's right to refuse to pursue the relationship.
- Finally, sexual harassment undermines the dignity or the physical or psychological well-being of the individual and may lead to unfavourable working or studying conditions. This only reinforces the violent nature of sexual harassment and necessarily results in destabilization.

Consequences

Sexual harassment seriously harms its victims.

14. Dominique Savoie and Viateur Larouche, "Le harcèlement sexuel au travail : résultat de deux études québécoises," *Relations Industrielles*, 45, 1 (1990): 38-60. (Translator's note: This citation is a free translation.)

15. Patry-Buisson, p. 19.

Employees in the Workplace

At the personal level, victims of sexual harassment who decide to file complaints feel powerless, guilty, frustrated and angry, which results in physical or psychological problems.

At the professional level, concentration, motivation and performance suffer. Victims of sexual harassment are repeatedly absent from work, often for long periods of time. Sexual harassment may compromise the victim's chances of obtaining a job or a promotion or lead to an unwanted transfer, suspension, dismissal or resignation from a job. Sexual harassment in the workplace is therefore a threat to women's rights and contributes to their insecurity and financial dependence. Sexual harassment greatly wrongs its victims.

Young People in Schools

Young people for the most part experience the same feelings as adults. In addition, the various forms of gender and sexual harassment may lead them to adopt a sexual identity perpetuating social stereotypes.

One of the consequences of harassment that distinguishes girls from women is that some girls are left with a determination to demand more respect, but that does not preclude their being emotionally shaken, feeling devalued or guilty, or slowly adopting negative attitudes toward men. Like women who, in the same circumstances, are affected in their work performance, girls in secondary school turn away from their studies.

Employers

Sexual harassment creates serious problems for employers, including decreased productivity, a tarnished image, employee turnover, absenteeism and, of course, fines to be paid following investigations into sexual harassment. The Commission des droits de la personne du Québec levies fines of between \$300 and \$15 000; recent jurisprudence has tended to favour increases in settlements.

Strategies

React

First of all, sexual harassment must be recognized in all its different forms; its existence must be acknowledged to avoid accepting as normal behaviours that will always be unacceptable to victims of harassment. "The ultimate refinement of any oppression is its acceptance."¹⁶

Break the Silence

It is important, essential even, that the silence be broken, just as it must be in other situations of sexual violence such as rape and incest. Society recognizes a situation once it has a name, once its victims talk about it. This is the first strategy women who are sexually harassed can use to counter this attempted domination.

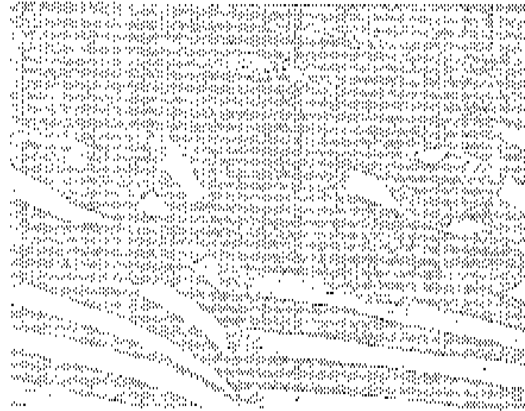
Apply Subtle Strategies

These strategies are likely to defuse situations of harassment through subtle and effective means, sometimes with the cooperation of colleagues. They may, in some cases, make it possible to avoid resorting to legal remedies. They include:

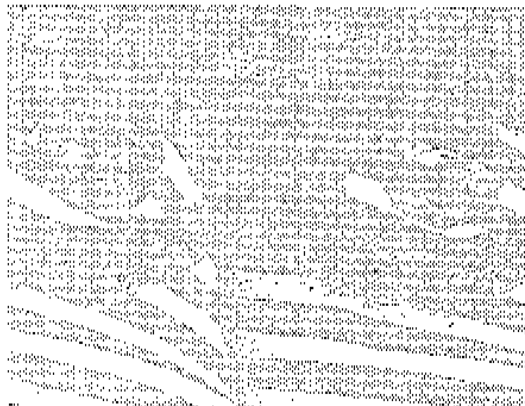
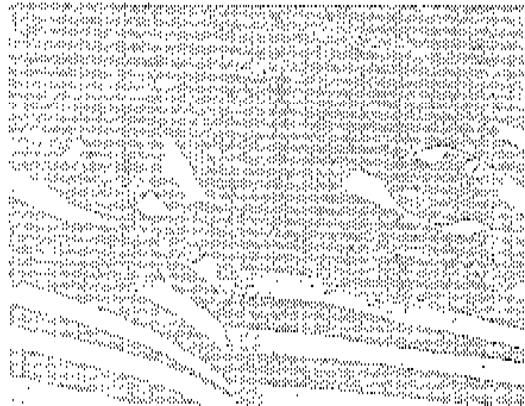
- sending the perpetrator a barrage of mail on the *Charter of Human Rights and Freedoms* and articles on discrimination and harassment;
- putting information on sexual harassment on the perpetrator's desk;
- recording the perpetrator's comments;
- demonstrating a sense of humour and irony, which catches the perpetrator off guard;
- repeating the perpetrator's hushed comments in a loud voice;

16. Lise Moisan et al., *Guide de réflexion et d'intervention : le harcèlement sexuel... vues de l'intérieur* (Québec: Centrale de l'enseignement du Québec, 1985), p. 5. (Translator's note: This citation is a free translation.)

- in the case of touching, telling the perpetrator in a loud voice to keep his hands to himself;
- telling the perpetrator in a loud voice to keep his distance;
- responding, and thereby diminishing the power of the perpetrator;
- seeking support among male and female colleagues, superiors or union representatives, or anyone likely to be receptive and able to provide some form of assistance;
- approaching the perpetrator as a group to put an end to the behaviour;
- joining the victim when the perpetrator is headed toward her;
- filing a collective grievance with management;
- demanding the implementation of a policy against sexual harassment;
- contacting groups that provide assistance, such as the Commission des droits de la personne du Québec and the Groupe d'aide et d'information sur le harcèlement sexuel.



In-Service Session



In-Service Session

Objectives

The general objective of the session is to make personnel aware of the problem of sexual harassment in schools.

More precisely, the goals of the session are to:

- make personnel aware of the existence of harassment among both adults and students in schools;
- provide information on gender and sexual harassment;
- allow everyone to analyze his or her attitudes, behaviours, level of tolerance and pedagogical practices with respect to sexual harassment;
- propose a procedure for heightening awareness and encouraging new ways of reacting.

Target Population

The in-service session is designed for all school staff, including day-care workers. Professionals, as well as support staff, secretaries, janitors, and so on, should participate in the session.

Documents Provided

Participants will have this document to help them follow the suggested activities. It describes the objectives and procedure of the session. It also includes several texts to spark discussion.

At the end of the day another document, the *Activity Guide for Students*, designed to help students consider the problem of sexual harassment, will be distributed to the participants. This document contains activities that can be carried out in the classroom with the students. It is a logical follow-up to the in-service session. If personnel is made aware of the necessity of taking action, they will need the means to translate this desire into concrete action.

Also, the ministère de l'Éducation has produced a document entitled *Sexual Harassment in Schools—Implementing a Policy*. This

document sets out the steps in implementing a policy and provides all the necessary documentation.

Participants

Ideally, the group should consist of between 15 and 20 participants. A larger number of participants would be difficult to handle, especially during sessions of the full group.

Duration

The session is designed to last a full day. At least 10 days before the session, Appendices I and II should be sent to participants, so that they may read them and prepare their answers.

Overview of the Session

The following table presents the objectives of the session, the corresponding activities and the suggested schedule.

General Objective : To make personnel aware of the problem of sexual harassment in schools.

OBJECTIVES	ACTIVITIES
9:00 To introduce the in-service session.	- Brief presentation of the problem - Presentation of the objectives and procedure of the session - Expression of participants' expectations - Explanation of the importance of evaluating the session
9:15 To help participants become aware of the myths and realities surrounding sexual harassment.	Activity 1 <i>Myth and Reality</i> True-or-false questionnaire - Work in small groups - Meeting of the full group: Review of the statements and presentation of information on sexual harassment
10:15	Break
10:30 To help participants become aware of the roles men and women play.	Activity 2 <i>The Roles People Play</i> - Analysis of roles taken on in various areas of activity - Evaluation of roles: traditional or non-traditional
10:45 To help participants become aware of male and female role models they portray in their attitudes, expectations and behaviours.	Activity 3 <i>What Behaviour Do I Encourage?</i> - Analysis of expectations with respect to boys and girls - Checking for a double standard - Analysis of action or inaction

OBJECTIVES	ACTIVITIES
12:00	Lunch
1:30 To have participants discuss their own or other people's experiences with sexual harassment.	Activity 4 <i>Analysis of a Case of Sexual Harassment</i> - Presentation of five types of situations in which sexual harassment occurs - Work in small groups: Analysis of the situations, using the checklist provided
2:30	Break
2:45 To help participants learn to react and change certain behaviours in these situations.	Meeting of the full group: Report by each group on its analysis, stating the consequences, the level of tolerance, the actual solution and the ideal solution with respect to the situation analyzed
3:45 To have participants name one or more changes brought about by the session.	Activity 5 <i>Results</i> - Identification, in writing, of a new awareness that should lead to a change in behaviour - Sharing of ideas
4:15 To evaluate the session.	- Completion of the evaluation questionnaire - Comments

Activity 1

Myth and Reality

Objective

To help participants become aware of the myths and realities surrounding sexual harassment.

Time

1 hour

Note

The following quiz, which also appears in Appendix I, should be sent to participants approximately 10 days before the session so that they may read it and prepare their answers.

Procedure

If the participants have not received the quiz in advance, they should be allowed a few minutes to prepare their answers.

In Small Groups

Ask the participants to form groups of four or five and to share their answers. The objective is to identify the most controversial statements.

In the Full Group

Review all the statements and share current information on the problem of sexual harassment, using the correction key provided.

True or False Questions¹

	TRUE	FALSE
1. It is easy to identify a harasser.	()	()
2. Victims of harassment are usually young and attractive.	()	()
3. Managers who receive complaints of harassment are always open-minded.	()	()
4. It is easy to obtain the cooperation of colleagues when filing a harassment complaint.	()	()
5. Women who are harassed want to be harassed.	()	()
6. Sexual harassment in the workplace is easy to distinguish from friendly flirting.	()	()
7. If harassment only occurs once, it is not really harassment.	()	()
8. Sexual harassment is a natural phenomenon, a human behaviour we must learn to live with.	()	()
9. Men are as often victims of sexual harassment as women.	()	()
10. Accusations of sexual harassment are usually false or unjustified and motivated by dislike or revenge.	()	()
11. The best way to put a stop to sexual harassment is to ignore it.	()	()
12. All women end up adopting the same level of tolerance of sexual harassment.	()	()
13. Sexual harassment only occurs in hierarchical relationships, such as boss-secretary.	()	()
14. Most women who are sexually harassed have asked for it-by the way they dress, their behaviour, and so on.	()	()
15. Sexual harassment is above all an individual problem.	()	()

1. Questions 6, 7, 8, 9, 10, 11 and 12 are taken from: Groupe d'aide et d'information sur le harcèlement sexuel au travail de la province de Québec, *Ça fait pas partie d'la job!* (Montréal: La pleine lune, 1989), p. 31-39.

Correction Key

1. **False**

Harassers can be short or tall, fat or thin, educated or ignorant; there is no single description.

2. **False**

There is no single description in this case either. Victims are from all backgrounds, of all ages and of all sexual orientations.

3. **False**

First of all, the manager is often perplexed and tries to calm the complainant down. Often, the reaction to the problem is to transfer—and therefore penalize—the complainant. The harasser is usually much better off, keeping his or her job.

4. **False**

Generally, colleagues close their eyes to the problem or make things worse for the victim, because sexual harassment is taboo and because it is considered a problem between two people and not a social problem.

5. **False**

Men's social power and women's lack of credibility, the difficulty women have in being heard, and the guilt attributed to them make the mere thought of filing a complaint frightening.

6. **True**

Sexual harassment is unsolicited, while flirting occurs between consenting partners.

7. **False**

Although, in general, sexual harassment consists of repeated acts, a single serious action that results in a continuing harmful effect can also be considered sexual harassment. For example, after being refused sexual favours, a harasser may render the work environment unbearable by making unreasonable demands.

8. **False**

A distinction must be made between conditioning and natural phenomena. The behaviour of the harasser is not caused by a particular gene, but by his or her upbringing.

9. **False**

According to current data, in most cases women are harassed by men. The next most common case is men harassed by men, followed by men harassed by women and, finally, women harassed by women.

10. **False**

Filing a complaint of sexual harassment involves enormous difficulties and requires a considerable personal commitment. Most victims of harassment wait for the situation to become intolerable before acting, because they are aware of the difficulties involved.

11. **False**

Burying one's head in the sand can only make matters worse. Most of the time, the harasser will start off subtly and become more and more direct, more and more unbearable. Saying nothing may be interpreted in many ways: as a sign of approval or hesitation, resulting in insistence, as a sign of fear of refusing and therefore a sign of weakness that may be used against the victim. In all cases, silence makes the victim vulnerable and will only encourage the harasser.

12. **False**

Every woman has her own level of tolerance, i.e., a limit to what is bearable and acceptable for her.

13. **False**

Harassment may occur in any type of relationship.

14. **False**

Even if the harasser often uses the age, physical appearance or attitude of the victim as a pretext, these factors should never be taken into consideration, since to do so would be to lay part of the blame on the victim. Nothing ever justifies aggression. Also, harassment has nothing to do with sexual desire. The perpetrator is expressing a desire for power in all its forms.

15. **False**

It is essentially a phenomenon that concerns every individual as a social being because of its inherent violence and consequences for people and the work environment.

Activity 2

The Roles People Play

Objective

To help participants become aware of the roles men and women play.

Time

15 minutes

Procedure

Using the questionnaire on the following page, review the various roles played by men and women in different areas of activity and ask the participants to specify which roles they play.

Evaluation

Once the questionnaire has been completed, ask the participants to summarize their results and to evaluate to what extent they conform to traditional roles.

Traditional		Non-traditional
0	5	10

"Does this correspond to my image of myself?"

Roles

Activity	Me	My Partner	Both	Neither
Running errands	()	()	()	()
Cooking	()	()	()	()
Paying bills	()	()	()	()
Managing the RRSPs	()	()	()	()
Disciplining the children	()	()	()	()
Punishing the children	()	()	()	()
Managing the mortgage	()	()	()	()
Caring for the children	()	()	()	()
Planning leisure activities and vacations	()	()	()	()
Guiding the children in spiritual matters	()	()	()	()
Teaching the children about sex	()	()	()	()
Supervising the children's relationships	()	()	()	()
Supervising the children's school work	()	()	()	()
Accompanying the children to school activities	()	()	()	()
Maintaining the car	()	()	()	()
Being available to listen to the children (about gender or sexual harassment or sexual aggression)	()	()	()	()
Being responsible for the family atmosphere	()	()	()	()
Representing authority	()	()	()	()
Maintaining the exterior of the house	()	()	()	()
Finding babysitters for the children	()	()	()	()
Introducing the children to cultural activities	()	()	()	()
Devoting time to the children	()	()	()	()
Encouraging good behaviour in the children	()	()	()	()
Diagnosing family problems and encouraging discussion	()	()	()	()

Activity 3

What Behaviour Do I Encourage?

Objective

To help participants become aware of male and female role models they portray in their attitudes, expectations and behaviours.

Time

1 hour

Procedure

Using the questionnaires on the following pages, have the participants analyze their expectations with regard to male and female students. They should verify whether they apply a double standard, that is, whether they make different demands or adopt different attitudes when dealing with boys and girls. For example, aggressiveness is accepted in boys but discouraged in girls.

In Pairs

Then, have the participants pair up and analyze their answers in order to find reasons why they are comfortable or uncomfortable, and why they choose to intervene or not.

In the Full Group

In order to bring out the main points discussed in pairs, ask the following question: "In general, what are you more aware of now and, in particular, specify how it relates to sexual harassment and sexist behaviours."

Statements about Girls

Situations	I feel comfortable		I intervene	
	yes	no	yes	no
1. When a girl uses foul language...				
2. When a girl dresses to be sexy...				
3. When a girl cries often...				
4. When a girl speaks scornfully of boys...				
5. When a girl is more interested in her private life (family responsibilities) than in her career...				
6. When a girl makes sexist jokes...				
7. When a girl solves her problems with physical violence...				
8. When a girl mentally undresses boys...				
9. When a girl wants to become a hairdresser...				
10. When a girl has no career ambitions...				

Statements about Boys

Situations	I feel comfortable		I intervene	
	yes	no	yes	no
1. When a boy uses foul language...				
2. When a boy dresses to be sexy...				
3. When a boy cries often...				
4. When a boy speaks scornfully of girls...				
5. When a boy is more interested in his private life (family responsibilities) than his career...				
6. When a boy makes sexist jokes...				
7. When a boy solves his problems with physical violence...				
8. When a boy mentally undresses girls...				
9. When a boy wants to become a hairdresser...				
10. When a boy has no career ambitions...				

Statements about Boys and Girls

Situations	I feel comfortable		I intervene	
	yes	no	yes	no
1. When a boy lifts a girl's skirt or grabs her breasts...				
2. When a girl gives an unwanted kiss to a boy...				
3. When a boy wants to become a ballet dancer...				
4. When a girl wants to become a line worker or household appliance technician...				
5. When a boy is unruly or careless or does not listen in class...				
6. When a girl does not perform well in class, is inattentive or does not apply herself...				
7. When a boy doubts his physical or athletic abilities or manual skills...				
8. When a girl doubts her intellectual ability...				
9. When a boy does not like math or science...				
10. When a girl is sexually assertive with boys...				

Activity 4

Analysis of a Case of Sexual Harassment

Objectives

- To have participants discuss their own or other people's experiences with sexual harassment.
- To help participants learn to react and change certain behaviours in these situations.

Time

2 hours, 30 minutes

Note

Appendix II should be sent to participants approximately 10 days before the session so that they may read it and prepare their answers.

Procedure

If the participants have not received Appendix II, they should be allowed a few minutes to think of cases of sexual harassment that they have experienced or heard of.

The situations must have occurred in one of the following relationships:

- adult male/female student
- male student/female student
- adult male/male student
- adult male/adult female
- adult female/male student

Briefly note the cases on the board. Then, ask the participants to form groups of four or five. Each group will deal with one of the situations presented.

In Small Groups

Have the participants answer the following questions:

- State the consequences of the situation described on:
 - a) the work environment;
 - b) the victim (her performance at work, health, psychological state, family life);
 - c) the perpetrator (his or her performance at work, health, psychological state, family life).
- How long did this situation last (number of weeks, months, years)?
- How would you evaluate the level of tolerance of:
 - a) the victim?
 - b) people in the workplace?

Low	Average	High
0	5	10
- Explain this level of tolerance.
- How was this situation resolved? Was the solution fair and equitable, or disproportionate? Did it alter the behaviour of the perpetrator?
- According to your analysis and new knowledge, would there have been a way to act more quickly, more fairly?

In the Full Group

Ask each group to report on its analysis of the situation discussed, stating:

- the consequences
- the level of tolerance
- the actual solution
- the ideal solution

Activity 5

Results

Objective

To have participants name one or more changes brought about by the session.

Time

20 minutes

Procedure

Briefly review the activities:

- Myth and Reality
- The Roles People Play
- What Behaviour Do I Encourage?
- Analysis of a Case of Sexual Harassment

Then, have the participants write about an important aspect of sexual harassment they were made aware of that will alter their behaviour in the future, for example, whether they are more likely to talk about sexual harassment, to recognize it in its various forms, or to seek support in cases of harassment.

Evaluation of the Session

School board: _____

Adm. region: _____ Date: _____ Sex: _____

Position:

Teacher	()	Director	()
Non-teaching professional	()	Support employee	()
Education consultant	()	Early childhood educator	()

Attainment of Objectives

	Very much	Somewhat	Not much	Not at all
1. The session allowed me to become aware of the existence of sexual harassment in school.	()	()	()	()
2. The session provided me with information on gender and sexual harassment.	()	()	()	()
3. The session allowed me to analyze my attitudes, behaviours and level of tolerance with respect to sexual harassment.	()	()	()	()
4. The session gave me the opportunity to learn about and to react differently to gender and sexual harassment.	()	()	()	()
5. The session motivated me to pursue or undertake actions to guarantee a workplace free of sexual harassment.	()	()	()	()

Rating

	Excellent	Good	Satisfactory	Unsatisfactory
1. How satisfied were you with :				
- the session leader?	()	()	()	()
- the activities?	()	()	()	()
- the materials?	()	()	()	()
2. Which activity raised your awareness the most :				
- Myth and Reality				()
- The Roles People Play				()
- What Behaviour Do I Encourage?				()
- Analysis of a Case of Sexual Harassment				()
3. Which activity raised your awareness the least?				
- Myth and Reality				()
- The Roles People Play				()
- What Behaviour Do I Encourage?				()
- Analysis of a Case of Sexual Harassment				()
4. What aspects of the session need improvement?				

5. Would you like to see other sessions such as this one, dealing with related or different topics (please specify)?				

Comments				



Training and Materials Available



Training and Materials Available

Dealing with the problem of sexual harassment requires a fair amount of tact and diplomacy. The preceding chapters examined the responsibilities of the employer, the conditions for developing and implementing a policy against sexual harassment in schools and the main remedies available.

This chapter contains a list of means and materials that may help schools and school boards that wish to address the problem of gender and sexual harassment in schools or to implement a policy against sexual harassment in schools.

Publications of the Ministère de l'Éducation on Sexual Harassment

In addition to this document, the ministère de l'Éducation has produced two related documents: a guide on the implementation of a policy against harassment and a selection of activities for students in elementary and secondary school. These publications appear in the bibliography.

Services Offered by the Commission des Droits de la Personne du Québec

Training Session

The Direction de l'éducation of the Commission des droits de la personne du Québec gives training sessions in the workplace for those responsible for implementing management programs aimed at countering sexual harassment.

These individuals will acquire the knowledge and develop the skills and attitudes required to deal with problems involving sexual harassment. The following topics are dealt with:

- the definition of sexual harassment
- guidelines for recognizing harassment
- legal aspects of the issue (laws and jurisprudence)
- resolving problems as quickly as possible
- the attitudes and behaviours to adopt with victims and harassers
- investigations to be carried out in the schools or school boards

During the session, lectures, exercises, discussions, audio-visual presentations and case studies will be used to assist the participants in assimilating the theory.

Duration

One day, from 9:00 a.m. to 5:00 p.m.

Special Services

The Direction de l'éducation of the Commission des droits de la personne du Québec also provides the services of consultants, resource persons and speakers.

For more information, contact the:

Commission des droits de la personne
360, rue Saint-Jacques Ouest, 2^e étage
Montréal (Québec)
H2Y 1P5
Tel.: (514) 873-5146 (ext. 344)
Toll-free: 1 800 361-6477 (ext. 344)

Professional Support Offered by the Groupe d'Aide et d'Information sur le Harcèlement Sexuel au Travail de la Province de Québec

The Groupe d'aide et d'information sur le harcèlement sexuel au travail is active at two levels on the issue of harassment:

- offering support to victims of sexual harassment, informing them of legal or other remedies available
- offering training and information sessions in schools, businesses, unions and community organizations

The training sessions deal with the following topics:

- developing a policy against sexual harassment
- educating managers about harassment
- informing personnel of the policy adopted by their employer

The Groupe d'aide et d'information sur le harcèlement sexuel au travail de la province de Québec can be reached at the following address:

Groupe d'aide et d'information sur le harcèlement
sexuel au travail
4229, rue de Lorimier
Montréal (Québec)
H2H 2A9
Tel.: (514) 526-0789

Other Publications of the Ministère de l'Éducation

The ministère de l'Éducation has published documents more or less related to gender and sexual harassment in schools, dealing with the topic, procedures and suggested measures to take. These publications have already been distributed throughout the public and private education systems. For more information, contact your school or school board.

Publications of the Coordination à la condition féminine

- *Clippe, mais clippe égal*, 1990 (video)
- *Clippe, mais clippe égal—Guide d'animation*, 1987 (Code 28-2525-01)
- *La violence et le sexisme dans les vidéoclips—Guide de participation à la session de perfectionnement*, 1991 (Code 28-2525-05)

The video is intended to help students acquire a critical attitude toward sexism and violence in music videos. The workshop leader's and participant's guides are designed to help school staff reflect on the problem of violence and sexism.

- *STOP!—Dating Violence among Adolescents—Classroom Activities*, Francine Lavoie et al., 1995 (Code 28-2665A)
- *STOP!—Dating Violence among Adolescents—Workshop for School Staff*, Francine Lavoie et al., 1995 (Code 28-2665-03A)

These documents and the workshops in which they are distributed are intended to help change young people's attitudes and behaviours with respect to intimate relationships.

- *You & Me—Adult's Guide*, 1994 (Code 28-2632A)
- *You & Me—Activity Guide*, 1994 (Code 28-2631A)
- *Vers qui? Vers quoi?—Session de perfectionnement*, 1994 (Code 21-0005)

These materials, aimed at students in preschool and the first cycle of elementary school, and their parents, deal with the question of sexism in early education.

- *Teaching Non-Sexist Attitudes Through Pedagogical Practices and Activities—In-Service Session for Cycle Two Elementary School Teachers—Workshop Leader's Guide*, Diane Cantin and Lisette Lambert, 1991 (Code 28-2426-03A)
- *Teaching Non-Sexist Attitudes Through Pedagogical Practices and Activities—In-Service Session for Cycle Two Elementary School Teachers—Participant's Guide*, Diane Cantin and Lisette Lambert, 1991 (Code 28-2426-01A)
- *Teaching Non-Sexist Attitudes Through Pedagogical Practices and Activities—In-Service Session for Cycle Two Elementary School Teachers—Student Activity Guide*, Diane Cantin and Lisette Lambert, 1991 (Code 28-2426-02A)

These documents were designed to make students and school staff aware of sexist stereotypes and to help them analyze sexist behaviours and practices.

- *D'un commun accord—Matériel de soutien pédagogique sur le thème de l'égalité entre les filles et les garçons—Enseignement primaire, 6^e année du primaire*, 1990 (Code 28-2482)

This material may be used in language or personal and social education classes in Elementary 6 to help make students aware of the new relationship between men and women. The topics can also be examined with students in the first cycle of secondary school.

Publications of the Direction de la Formation Générale des Jeunes

- *Personal and Social Education—Elementary School Curriculum—Revised Translation*, 1990 (Code 16-2707A)
- *Personal and Social Education—Secondary School Curriculum—Revised Translation*, 1989 (Code 16-3707A)
- *Personal and Social Education—Interpersonal Relationships—Elementary School—Activity Guide*, 1991 (Code 16-2707-04A)
- *Personal and Social Education—Interpersonal Relationships—Secondary School—Activity Guide*, 1991 (Code 16-3707-04A)

- *Personal and Social Education—Sex Education—Elementary School—Activity Guide*, 1989 (Code 16-2707-02A)
- *Personal and Social Education—Sex Education—Secondary School—Activity Guide*, 1989 (Code 16-3707-02A)

The activities suggested in these documents explore emotions, attitudes and behaviours that may lead to gender and sexual harassment.

Publications of the Direction de l'Adaptation Scolaire et des Services Complémentaires

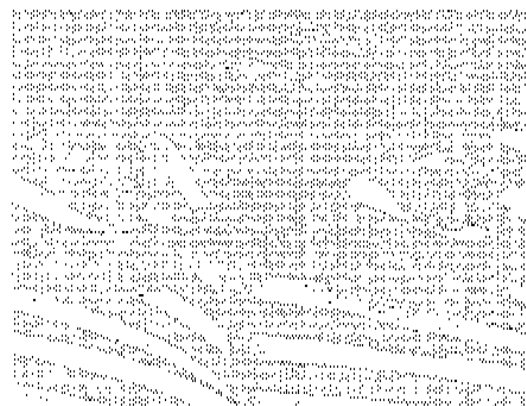
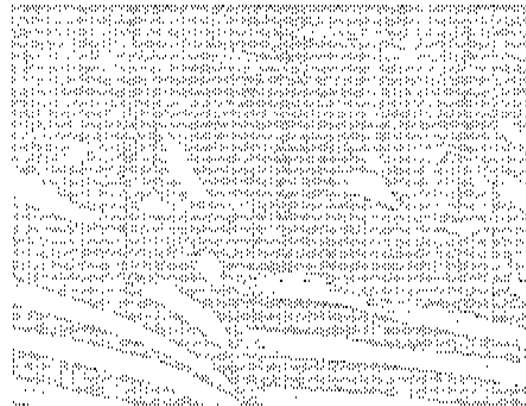
- *Prévenir et contrer la violence à l'école—Document d'information*, 1988 (Code 28-1974)
- *Preventing and Controlling Violence in the Schools—Workshop*, 1991 (Code 28-1974-01A)
- *Student Support Services and Supervision of Student Conduct in School—Orientation Document*, 1992 (Code 28-1975A)
- *Student Support Services and Supervision of Student Conduct in School—Workshop*, 1990 (Code 16-1528A)

These documents designed to elicit reflection on support services and supervision of student conduct and to inform the educational community about the issue of violence also suggest procedures and measures that may be adopted in problem situations.

Note in particular that the document *Prévenir et contrer la violence à l'école—Document d'information* includes a series of measures designed to prevent or control violence. The measures suggested are similar to those that may be used to stop or prevent sexual harassment in schools.



Appendices



|

Appendix I

True-or-False Questions

	True	False
1. It is easy to identify a harasser.	()	()
2. Victims of harassment are usually young and attractive.	()	()
3. Managers who receive complaints of harassment are always open-minded.	()	()
4. It is easy to obtain the cooperation of colleagues when filing a harassment complaint.	()	()
5. Women who are harassed want to be harassed.	()	()
6. Sexual harassment in the workplace is easy to distinguish from friendly flirting.	()	()
7. If harassment only occurs once, it is not really harassment.	()	()
8. Sexual harassment is a natural phenomenon, a human behaviour we must learn to live with.	()	()
9. Men are as often victims of sexual harassment as women.	()	()
10. Accusations of sexual harassment are usually false or unjustified and motivated by dislike or revenge.	()	()
11. The best way to put a stop to sexual harassment is to ignore it.	()	()
12. All women end up adopting the same level of tolerance of sexual harassment.	()	()
13. Sexual harassment only occurs in hierarchical relationships, such as boss-secretary.	()	()
14. Most women who are sexually harassed have asked for it—by the way they dress, their behaviour, and so on.	()	()
15. Sexual harassment is above all an individual problem.	()	()

Appendix II

Analysis of a Case of Sexual Harassment

To prepare for this activity, try to remember a case of harassment in one of the following relationships:

- adult male/female student
- adult male/male student
- adult female/male student
- male student/female student
- adult male/adult female

Describe the main points.

Bibliography

Béliveau, Jules. "Jacques Grand'Maison, À propos de nos jeunes." *La Presse* (May 2, 1992).

Bursyk, Krisanne. "Perception of Sexual Harassment in All Academic Contexts." *Sex Roles*, 27, 7-8 (1992): 401-412.

Canadian Human Rights Commission. *Le harcèlement sexuel. Guide pratique*. Ottawa: Canadian Human Rights Commission, 1985.

_____. *Séminaire sur le harcèlement sexuel. Cahier du participant*. Ottawa: Canadian Human Rights Commission, 1985.

_____. *Harassment Casebook—Summaries of Selected Harassment Cases*. Ottawa: Canadian Human Rights Commission, 1993.

Cantin, Diane, and Lisette Lambert. *Teaching Non-Sexist Attitudes Through Pedagogical Practices and Activities—In-Service Session for Cycle Two Elementary School Teachers—Participant's Guide* (Code 28-2426-01A). Québec: ministère de l'Éducation, 1991.

_____. *Teaching Non-Sexist Attitudes Through Pedagogical Practices and Activities—In-Service Session for Cycle Two Elementary School Teachers—Student Activity Guide* (Code 28-2426-02A). Québec: ministère de l'Éducation, 1991.

_____. *Teaching Non-Sexist Attitudes Through Pedagogical Practices and Activities—In-Service Session for Cycle Two Elementary School Teachers—Workshop Leader's Guide* (Code 28-2426-03A). Québec: ministère de l'Éducation, 1991.

Centrale de l'enseignement du Québec. *Le harcèlement sexuel...8 mars. Aujourd'hui c'est moi qui décide! Je veux que ça arrête : Guide de réflexion et d'intervention*. Québec: Centrale de l'enseignement du Québec, 1987.

_____. *Les ripostes de Camille : À propos de la violence sexuelle*. Québec: Réseau de la condition féminine, 1986.

_____. *Pour travailler en paix : politique syndicale pour contrer le harcèlement sexuel*. Québec: Centrale de l'enseignement du Québec, 1990.

Centre des services sociaux de Québec. "La violence et le milieu scolaire." *Revue l'Esco-griffe*, November 1981.

Chevalier, J., and A. Gheerbrand. *A Dictionary of Symbols*, transl. John Buchanan-Brown. Cambridge, Mass.: Blackwell, 1994.

Commission des écoles catholiques de Montréal. *Politique concernant les moyens de contrer le harcèlement sexuel*. Montréal: Commission des écoles catholiques de Montréal, 1988.

Commission des écoles catholiques de Québec. *Politique pour contrer le harcèlement sexuel et sexiste*. Québec: Service des ressources humaines, 1990.

_____. *Politique pour contrer le harcèlement sexuel et sexiste—Mécanismes de recours, intervention du 2^e niveau—Guide à l'usage du service-conseil*. Québec: Service des ressources humaines, 1993.

Commission scolaire des Chênes. *Politique pour favoriser un milieu de travail et d'étude exempt de harcèlement sexiste et sexuel*. Drummondville: Commission scolaire des Chênes, 1992.

Commission scolaire des Îlets. *La violence manifestée par le harcèlement sous toutes ses formes : fichier d'activités*. Charlesbourg: Services éducatifs, 1989.

_____. *Le respect : fichier d'activités*. Charlesbourg: Services éducatifs, 1989.

Commission scolaire des Mille-Îles. *Politique pour contrer le harcèlement sexuel et sexiste auprès des élèves et du personnel de la commission scolaire des Mille-Îles*. Sainte-Rose: Commission scolaire des Mille-Îles, 1991.

Commission scolaire Saint-Hyacinthe-Val-Monts. *Politique pour contrer le harcèlement sexuel dans toutes les unités administratives de la commission scolaire*. Saint-Hyacinthe: Commission scolaire Saint-Hyacinthe-Val-Monts, 1993.

Conseil du Statut de la femme. *L'école sexiste, c'est quoi?*
Québec: Conseil du Statut de la femme, 1981.

Corneau, Guy. *Absent Fathers, Lost Sons: The Search for Masculine Identity*. Translated by Larry Shouldice. Boston: Shambhala, 1991.

Drapeau, Maurice. *Le harcèlement sexuel au travail*. Cowansville: Éditions Yvon Blais, 1991.

Fédération nationale des enseignantes et des enseignants du Québec. *Guide juridique pour l'application de la politique contre le harcèlement sexuel*. Montréal: FNEEQ/CSN, 1991.

_____. *Guide syndical pour l'application de la politique contre le harcèlement sexuel*. Montréal: FNEEQ/CSN, 1991.

Gill, Carmen. "Analyse du phénomène de harcèlement sexuel entre les adolescentes et les adolescents en milieu scolaire." Master's thesis, Université du Québec à Montréal, 1988.

Groupe d'aide et d'information sur le harcèlement sexuel au travail. *Ça fait pas partie d'la job!* Montréal: La pleine lune, 1989.

Groupe d'intervention, de recherche et d'information jeunesse. *Quand toi tu ne veux pas*, videocassette. Québec, 1984.

_____. *Quand toi tu ne veux pas : Guide d'animation de la vidéo*. Québec: Groupe d'intervention, de recherche et d'information jeunesse, 1984.

Guillaumin, Colette. "Pratique du pouvoir et idée de nature : l'appropriation des femmes." *Questions féministes*, 2 (February 1978): 4-30.

Lavoie, Francine, et al. *STOP!—Dating Violence among Adolescents—Classroom Activities* (Code 28-2665A). Québec: ministère de l'Éducation, 1995.

_____. *STOP!—Dating Violence among Adolescents—Workshop for School Staff* (Code 28-2665-03A). Québec: ministère de l'Éducation, 1995.

Leduc, Constance, and Philippe Robert de Massy. *Sharing a Better Life Together Through Human Rights*. Mont-Royal: Modulo Éditeur, 1988.

Moisan, Lise, et al. *Guide de réflexion et d'intervention : le harcèlement sexuel...vues de l'intérieur*. Québec: Centrale de l'enseignement du Québec, 1985.

Patry-Buisson, Ghislaine. *Policy Aimed at Countering Sexual Harassment in the Workplace*. Montréal: Commission des droits de la personne du Québec, 1989.

Québec. Ministère de l'Éducation. *Clippe, mais clippe égal—Guide d'animation* (Code 28-2525-01). Québec: Coordination à la condition féminine, 1987.

_____. *Prévenir et contrer la violence à l'école : document d'information* (Code 28-1974). Québec: Direction générale des programmes, 1988.

_____. *Personal and Social Education—Secondary School Curriculum—Revised Translation* (Code 16-3707A). Québec: Direction générale des programmes, 1989.

_____. *Personal and Social Education—Sex Education—Elementary School—Activity Guide* (Code 16-2707-02A). Québec: Direction générale des programmes, 1989.

_____. *Personal and Social Education—Sex Education—Secondary School—Activity Guide* (Code 16-3707-02A). Québec: Direction générale des programmes, 1990.

_____. *Clippe, mais clippe égal*, videocassette. Québec, 1990.

_____. *D'un commun accord—Matériel de soutien pédagogique sur le thème de l'égalité entre les filles et les garçons—Enseignement primaire, 6e année du primaire* (Code 28-2482). Québec: Coordination à la condition féminine, 1990.

_____. *Personal and Social Education—Elementary School Curriculum—Revised Translation* (Code 16-2707A). Québec: Direction générale des programmes, 1990.

_____. *Student Support Services and Supervision of Student Conduct in School—Workshop* (Code 16-1528A). Québec: Direction générale des programmes, 1990.

_____. *Preventing and Controlling Violence in the Schools—Workshop* (Code 28-1974-01A). Québec: Direction générale des programmes, 1991.

_____. *Personal and Social Education—Interpersonal Relationships—Elementary School—Activity Guide* (Code 16-2707-04A). Québec: Direction générale des programmes, 1991.

_____. *Personal and Social Education—Interpersonal Relationships—Secondary School—Activity Guide* (Code 16-3707-04A). Québec: Direction générale des programmes, 1991.

_____. *La violence et le sexisme dans les vidéoclips—Guide de participation à la session de perfectionnement* (Code 28-2525-05). Québec: Coordination à la condition féminine, 1991.

_____. *Student Support Services and Supervision of Student Conduct in School—Orientation Document* (Code 28-1975A). Québec: Direction générale des programmes, 1992.

_____. *You & Me—Activity Guide* (Code 28-2631A). Québec: Coordination à la condition féminine, 1994.

_____. *You & Me—Adult's Guide* (Code 28-2632A). Québec: Coordination à la condition féminine, 1994.

_____. *Vers qui? Vers quoi?—Session de perfectionnement* (Code 21-0005). Québec: Coordination à la condition féminine, 1994.

_____. *Sexual Harassment in Schools—Recognize It, Prevent It, Stop It—Activity Guide for Students* (Code 21-0003A). Québec: Coordination à la condition féminine, 1995.

_____. *Sexual Harassment in Schools—Recognize It, Prevent It, Stop It—Implementing a Policy* (Code 21-0002A). Québec: Coordination à la condition féminine, 1995.

Québec. Ministère de la Sécurité publique. *Guide d'intervention en matière de harcèlement sexuel au travail*. Québec: Direction de la détention, 1992.

Ricard, Philippe, et al. *Harcèlement sexiste, harcèlement sexuel, agression sexuelle à l'école primaire et secondaire : analyse explicative des résultats des sondages menés auprès des étudiantes francophones de niveaux primaire 5, 6 et secondaire 1, 2, 3, 4, 5 et 6 du Québec*. Québec: Centrale de l'enseignement du Québec, 1985.

Savoie, Dominique. *Le harcèlement sexuel au travail et les femmes québécoises*. Montréal: Université de Montréal, 1984.

Savoie, Dominique, and Viateur Larouche. "Le harcèlement sexuel au travail : résultat de deux études québécoises." *Relations industrielles*, 45, 1 (1990): 38-60.

Vivier, Claude. *On apprend à être victime, on peut le désapprendre : réflexions sur la victimisation et la violence sexuelle*. Montréal: YWCA, 1984.



RECOGNIZE IT, PREVENT IT, STOP IT

This document is intended to help promote egalitarian relationships between women and men and counter the many forms of violence against women. It deals specifically with:

- sexual harassment from a historical, sociological and psychological perspective;
- the effects and characteristics of sexual harassment among young people and adults;
- training sessions designed for school staff.

Two other documents complete the series; one is a series of activities designed to increase students' awareness of the problem of sexual harassment and the other is a guide for implementing a policy to counter sexual harassment in the workplace.

For further information, contact:

**Coordination à la condition féminine
Ministère de l'Éducation
1035, rue De La Chevrotière, 9^e étage
Québec (Québec) G1R 5A5
Tel.: (418) 643-3241**



**Gouvernement du Québec
Ministère
de l'Éducation**