

# Part 2: Preventing and Confronting Sexual Harassment



## Acknowledgements

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- *Confronting Sexual Harassment: Learning Activities for Teens* by Russell Sabella and Robert Myrick. Educational Media Corporation, 1995.
- *Flirting or Hurting?: A Teachers Guide on Student-to-Student Sexual Harassment in Schools* by Nan Stein and Lisa Sjostrom. NEA Professional Library Publication, National Education Association, 1994.
- *Teens Sexual Harassment* by the Northwest Woman's Law Center Legal Rights Education Subcommittee, 1998.
- *Sexual Harassment and Teens: A Program for Positive Change* by Susan Strauss. Free Spirit Publishing, 1992.
- *Sexual Harassment on the Job Cartoon*. Labor and Occupational Safety and Health Program. University of California, Los Angeles, 1997.

We would also like to acknowledge the individuals who contributed to the development of this unit.

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# Unit 6 Overview

## Part 1

### **Activity A. Student Pre-Test— Sexual Harassment in the Workplace**

Students complete a Pre-Test as a measure of what they already know about sexual harassment in the workplace before the lesson is taught.

### **Activity B. Going Too Far: What Is Sexual Harassment**

Students investigate the differences between flirting and sexual harassment. Students try to develop a definition for sexual harassment, then compare their definition to the legal definition of sexual harassment.

## Part 2

### **Activity C. Sexual Harassment Law—Then & Now (optional)**

This activity is particularly relevant to students studying business law. Students look at help wanted ads from a 1964 Washington newspaper and compare them to today's want ads. Students also examine a timeline of sex discrimination and sexual harassment laws and major court cases.

### **Activity D. Evaluating Workplace Sexual Harassment**

Students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred.

### **Activity E. Stopping Sexual Harassment**

Students learn about the possible steps to take if one is being sexually harassed, and provide advice to someone else who is experiencing sexual harassment at work. Three activity options are available, each emphasizing a different skill (writing, speaking, or drawing).

### **Activity F. Student Post-Test— Sexual Harassment in the Workplace**

Students complete a post-test as a measure of what they have learned as a result of presenting unit 6.

## **Washington State Essential Academic Learning Requirements (EALRs)**

### **Communication**

- 1.1 Focus attention
- 1.2 Listen and observe to gain and interpret information

- 2.1 Communicate clearly to a range of audiences for different purposes
- 2.2 Develop content and ideas
- 2.3 Use effective delivery
- 2.4 Use effective language and style
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.4 Analyze how communication is used in career settings

### **Social Studies**

- 2.2 Understanding the function and effect of law
- 4.1 Understand individual rights and their accompanying responsibilities

### **Reading**

- 1.3 Build vocabulary through wide reading
- 2.1 Demonstrate evidence of reading comprehension
- 2.3 Expand comprehension by analyzing, interpreting and synthesizing information
- 3.1 Read to learn new information
- 3.3 Read for career applications

### **Writing**

- 2.1 Write for different audiences
- 2.2 Write for different purposes
- 2.3 Write for career applications

### **Health and Fitness**

- 2.2 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety in a variety of situations
- 3.4 Understand how emotions influence decision-making

# Part 2: Preventing and Confronting Sexual Harassment

## Learning Objectives

By the end of this lesson students will be able to:

- To increase knowledge pertaining to sexual harassment in the workplace, including legal and personal consequences.
- To understand what workplace sexual harassment is and what it is not.
- To identify and differentiate between the two types of workplace sexual harassment: “quid pro quo” and “hostile work environment.”
- To understand steps employees can take in response to sexual harassment at work.

## Preparing to Teach This Lesson

Before you present this lesson:

1. Make copies of any needed handouts for each student.
2. Review PowerPoint slides to determine which scenarios are most appropriate for your students.

## Detailed Instructor’s Notes

### Activity C

#### Sexual Harassment Law—Then and Now (Optional Activity)

This activity is particularly relevant to students studying business law, but is also relevant to all students. The activity provides students with a historical overview of sex discrimination and sexual harassment law in the United States. Students look at help wanted ads from a 1964 Washington paper as an example of acceptable forms of job discrimination prior to the implementation of the Civil Rights Act. Students also examine a timeline of sex discrimination and sexual harassment laws and major court cases.

#### Time

30 minutes

#### Materials

- Computer and projector
- PowerPoint slides (16–22)

#### Handouts

- G. Help Wanted Ads
- H. Sexual Harassment and the Law
- Help wanted ads from current newspapers

## Help Wanted Ads

1. Pass out copies of handout G, *Help Wanted Ads*, one per student. These ads are all taken from the want ads section of the Seattle Daily Times from January 1964. Alternately you can also show them slides 16 and 17.

**Help Wanted Ads**  
(Seattle Daily Times, January 1964)

250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted
<p><b>Men Wanted</b></p> <p><b>Assist. Manager.</b> Young men, under 28.</p> <p><b>Better Income.</b> National Concern offers opportunity for married man, 25-46 with car. Earn as you learn. Full or part time.</p> <p><b>Opportunity.</b> Alert married man to service established customers. We train you to earn better than average income.</p> <p><b>Married.</b> 25 to 40. High school graduate. Guaranteed salary plus commission.</p> <p><b>Superintendent.</b> Fast growing aggressive machinery manufacturer requires a man for plant superintendent. Applicants should</p>					<p>state age, health status, number of years of experience and telephone number.</p> <p><b>Will Interview</b> young men under 45, preferably unmarried and with wholesome distribution experience.</p> <p><b>Verifiers.</b> Neat appearing men to verify sold phone orders.</p> <p><b>Physically Active</b> retired man. Part-time outside work. Downtown.</p> <p><b>Boy</b> wanted as helper. Room, board, wages. Driver's license required.</p> <p><b>Aetna Life Insurance</b> has career opportunity for two executive salesman. Married, resident of Seattle or suburbs. Finest training provided.</p>

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**Help Wanted Ads**  
(Seattle Daily Times, January 1964)

250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted
<p><b>Women Wanted</b></p> <p><b>Young Ladies, 21 to 30.</b> If you are neat and have a pleasant personality, I may have a job for you. Work in outside order department of national organization.</p> <p><b>Girl for Spokane Street Office.</b> Must type and do bookkeeping. Requires young, highly intelligent person. Reply giving complete resume and grade points.</p> <p><b>Office Manager.</b> Prefer some college education plus office supervisory experience. Must be well groomed with good appearance. Minimum age 35.</p> <p><b>Mature Woman</b> to assist care of semi-invalid wife. Live-in. Non-smoker.</p>					<p>Unencumbered, free to travel.</p> <p><b>Sales Ladies.</b> We need 3 Specialty Sales Ladies for demonstration of entirely new kitchen appliance. Must be neat, 21 to 38 years, own automobile, be bondable and in excellent health. Call in person for interview.</p> <p><b>Motel Maid.</b> Live-in furnished apartment. 30-45 years.</p> <p><b>Telephone Girl.</b> Experienced appointment girl between 25-50 to work in our office. Must be bondable, have late model car.</p> <p><b>Attractive Bar Maid</b> to work evening, size 10 to 14, age 21 to 28.</p> <p><b>Refined Woman</b> to work as fashion stylist, selling high style costume jewelry.</p>

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2. Either working individually or in small groups, ask students to examine the want ads. Also have copies of help wanted ads from current newspapers for students to look at for a comparison.
3. Tell students to answer the questions on handout G. Allow several minutes for students to write down their answers to the questions. Alternately you can show slide 18, and cover the questions as a class.

## Help Wanted Ads: Questions

Compare the help wanted ads from 1964 to help wanted ads from a current newspaper. Answer the questions below.

- 1 How do these help wanted ads differ from today's employment ads?
- 2 What qualifications and characteristics are listed in these want ads that you would not find in an ad today?
- 3 Why would this wording not be used today?

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Your students might notice some of these things about the want ads:

- Jobs are classified according to whether a woman or a man is wanted for the job.
- Jobs are restricted to certain age ranges.
- Some jobs may be specific to married, unmarried, widowed, unencumbered (without children, spouse or elderly parents) or retired applicants.
- Many jobs require the applicant to provide information on their health status or to be in excellent health.
- Some jobs require specific physical traits, such as appearing neat, attractive, or fitting within a size range.

### Sexual Harassment Law

1. Pass out Handout H, *Sexual Harassment and the Law*. Focus on the front of the handout first. Show slide 19. Point out to students that the laws that

regulate sexual harassment in school are different than the laws that regulate it in the workplace. Next point out that there are federal, state and local laws that govern sexual harassment in the workplace.

## **Sexual Harassment and the Law**

### **Sexual harassment at work**

- Federal: Civil Rights Act of 1964, Title VII
- State: Washington State Law Against Discrimination (RCW 49.60)
- Local ordinances

### **Sexual Harassment at school**

- Education Amendments to the Civil Rights Act of 1972, Title IX

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2. Point out that the concept of both sex discrimination and sexual harassment is fairly recent. Since the Civil Rights Act of 1964, many changes have occurred in the workplace to help ensure the equal opportunities of workers. It is important to note that before sexual harassment was defined legally and laws concerning it were passed, sexual harassment in the workplace was not illegal. At the time these want ads were printed, it was not illegal to require gender or age as a hiring criteria.
3. Using the timeline in the handout and showing slides 20 through 22, point out the five major laws and rulings that brought about and clearly defined sexual harassment as we know it today (\*These are marked by an asterisk). In the Teacher Resources, internet addresses are provided where you can also access summaries or full texts of the major sexual harassment laws.



## Sexual Harassment and the Law

### Title VII of the Civil Rights Act of 1964

Prohibits discrimination based on sex, race, color, national origin and religion.

### Title IX of the 1972 Education Amendments to the Civil Rights Act

Prohibits discrimination on the basis of sex among students and staff in schools and colleges receiving federal funding. It requires educational institutions to create anti-sexual harassment policies and procedures.

1963

1964\*

1965

1972

### Equal Pay Act of 1963

States that men and women in the same job for the same employer must be paid the same wage, except for merit, seniority and other factors not related to the gender.

### Federal Executive Order 11246

Requires affirmative action for federal contractors based on sex, race and national origin.

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## Sexual Harassment and the Law

### EEOC's Final Amendment to Guidelines on Discrimination Because of Sex

Sexual harassment is recognized as a form of sex discrimination. The federal definition of sexual harassment is created and the term "sexual harassment" is first used legally.

### Continental Can vs. Minnesota

The Minnesota Supreme Court ruled that an employer is liable for sexual harassment and must take action to correct the problem.

### U.S. Supreme Court identification of Quid Pro Quo and Hostile Work Environment. Meritor Savings Bank v. Vinson.

Ruled that Quid Pro Quo sexual harassment is a form of sex discrimination under Title VII and that allowing an environment of sexual harassment is illegal. This case caused many companies to add "unwelcome" and "unwanted" into their sexual harassment policies.

1973

1980\*

1982

1986\*

### Washington State Law Against Discrimination (49.60.030 RCW)

Prohibits discrimination based on sex, race, creed, color, national origin, families with children, marital status, age or disability in Washington State. The law gives the legal right to sue an employer for hostile work environment or quid pro quo sexual harassment or sex discrimination.

### Huebschen v. Wisconsin Dept. of Health & Social Services

Ruled that employees cannot be made to submit to sexual advances as a condition of employment. Also ruled that an organization is liable for the actions of its supervisors.

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4. You may want to use the following questions to get students thinking about the impacts that these laws and rulings have had on today's workplace.
- What were some of the challenges your parents or guardians may have faced when they were employed in their first job? What about your grandparents?
  - How does the workplace nowadays compare to what it was like back then?
  - Are there any ways in which these sexual harassment laws have had an impact on what you do in the workplace?

## Activity D

### Evaluating Workplace Scenarios

In this activity, students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred, either by working in small groups or as a whole class.

#### Option D1: Small Group or Individual Activity

In Option D1, students work in small groups to discuss workplace scenarios and present their findings to the class.

1. Slides 23–36 *Workplace Scenarios* contain a variety of scenarios from which to choose. You are strongly encouraged to review the scenarios ahead of time to determine their appropriateness for your students.
2. Choose three scenarios for the students to evaluate. Scenarios can be used in any order. Make copies of the scenarios you select and to give them to each group of students.
3. Break students into small groups with no more than two or three students per group. Hand out a copy of handout I, *Workplace Scenarios Discussion Questions*, to each group of students. Students may also need to refer to handout C, *Sexual Harassment Definitions* (used in the earlier lesson).
4. Students will evaluate the three workplace scenarios using the legal definition of sexual harassment from handout C, *Sexual Harassment Definitions*. In their small groups, have the students answer the questions on handout I, *Workplace Scenarios Discussion Questions*.
5. After students are finished evaluating their scenarios, bring their attention back to the whole class. Beginning with the first scenario, ask one group to share their answers. Then, ask the class if the other groups agree or disagree with their analysis. If any groups disagree, ask them to justify their reasons. You can use handout J, *Workplace Scenarios–Teacher Answer Key*, to provide additional arguments and reasons not covered by the students' discussion.
6. Continue this process with the next two scenarios.

#### Time

20–30 minutes

#### Materials

- Computer and projector
- PowerPoint slides (23–36)

#### Handouts

- C. Sexual Harassment Definition (from part 1)
- I. Workplace Scenarios Discussion Questions
- J. Workplace Scenarios–Teacher Answer Key

The complexities of sexual harassment law can make it difficult to determine whether or not sexual harassment has occurred. As new cases are decided by the courts, the interpretation of sexual harassment law continues to evolve. For example, same gender harassment is recognized as sexual harassment in some parts of the country, but not everywhere.

## Scenario 1

Keiko has been working at the front desk at a hotel for a year. She really enjoys her job and has been promised a raise. Her boss Dave, who is much older than her, has implied that Keiko will only receive the raise if she agrees to go out with him.



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## Scenario 2

The local electronics plant is the biggest employer in town. Everyone eats lunch in the same room during break. All workers have to pass through a hallway in order to get to the lunch room. Frequently, a group of male workers hangs out in the hallway and makes comments about the female workers' appearance as they pass by. They rate the women on a scale of 1 to 10.



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### Scenario 3

Julia got an internship working at a veterinarian hospital where she helps with animal care. Libby is constantly telling dirty jokes about both men and women to the hospital staff. Julia doesn't find the jokes funny, but just tries to ignore them.



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### Scenario 4

Aaron is 19 years old. He works at a hardware store, helping load lumber and boxes into customers' vehicles. Aaron's co-worker, Frank constantly calls Aaron a "wimp" or a "fag." Several times, Frank has even slapped Aaron on the butt as he walked by. When Aaron told Frank to stop touching him, Frank said, "Isn't that what you want, fag? Aaron is angry and can't stand to be around Frank anymore.



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## Scenario 5

Nisha was recently hired to work for a small internet company. Lyle, one of her co-workers, downloaded a screen saver on his computer, which displays a famous modern-art painting. One part of the painting shows a nude female body. Nisha must walk by Lyle's desk many times a day, and cannot help but see the screen saver when she passes by. Nisha leaves an anonymous note on his computer monitor when he is not there asking him to remove the offensive screen saver. When Lyle gets back to his desk he is surprised by the note, since he doesn't consider the painting to be offensive.



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## Scenario 6

For the past 6 months, Corey has worked as a lifeguard at the city swimming pool. Corey often comes into work late. The pool manager, Helena, has told Corey several times that he needs to get to work on time. One afternoon, she asks Corey to come to her office. She closes the door, motions for him to sit down, and then says, "Corey, I have to be honest. I'm a little disappointed. You are a great lifeguard, but you keep coming in late. Under normal circumstances, I would probably fire you, as it sets a bad example." At this point, she stands behind him and starts running her hands along his shoulders and through his hair. "However, I'd be willing to overlook that you come in late, if you would stop by my house tonight and..." Corey is surprised by Helena's behavior, but doesn't want to lose his job.



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## Scenario 7

Mariah works in shipping and receiving and is known as “one of the boys.” She likes to hang out with the guys, uses obscene language, and always has a dirty joke. Even though you work in Customer Service, you need to work and interact with Mariah on a regular basis when processing customer orders. Though you sometimes find her behavior to be offensive, you don’t say anything because you don’t think it is worth stirring up trouble in the warehouse.



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## Scenario 8

Your supervisor just called you into his office to inform you that two of your co-workers have just made a complaint about you, saying that you have been sexually harassing them. They give examples of you putting your arm around them, and interrupting their work with dirty jokes. You are surprised by their allegation. You just wanted to have a little fun at work.

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## Scenario 9

Keith who is 19 and good looking, is the only man who works with the secretarial staff at the law office. Trisha and Thanh have been hanging around his desk and flirting with him. They ask a lot of questions about his personal life and want to know if he has a girlfriend.



Trisha sometimes pats Keith on the behind and says “Nice butt.” Keith doesn’t know what to do. He doesn’t want to share information about his personal life and doesn’t think it is any of their business. Keith is frustrated with the women’s constant questioning and touching and is having trouble focusing on his job. When he asks his supervisor Beth for help, she says he should get used to this kind of behavior if he is going to work in an office full of women.

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## Scenario 10

Candice is a carpenter’s apprentice working with an all male crew. She gets along with everyone on the crew except for Bob. He seemed to have it out for her from the day she started to work. As time went on, someone sabotaged one of her projects and hid her tools.



Due to the tampering, she was unable to complete her project on time, which made her look bad. Candice heard that Bob also caused problems for the last apprentice, Adam.

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## Scenario 11

You are working as a sales clerk in a clothing store. You have been working there for six months. The store owner, Mr. Lee, likes to hold one-on-one weekly meetings with you. Each time you meet with him, he closes his office door and sits down close to you. As he talks, he often touches your shoulder and pats your knee. You move away from him as best you can in the small office, but he moves closer to you and keeps trying to touch you. During one meeting, Mr. Lee leans over and pulls his chair closer to you. He says, "You don't have to be so shy around me, you know. I've been thinking about making you the assistant-manager. We could get to know each other a lot better that way." You feel a little scared, but manage to say, "I'll have to think about it."



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## Scenario 12

Brandi works part-time in the office of a large fertilizer company. She gets along well with most of her co-workers. However she is having a difficult time with the way Jose acts toward the women in the office. Jose always seems to be in a bad mood. Several times Brandi has had to ask Jose for an important file, but he always says he needs it and can't give it to her. He told her that he wouldn't understand the documents anyways, as she's just a "dumb girl." Now Brandi has been waiting for over a week for the file, and she is date on her deadline for the project. Yesterday, Jose came into Brandi's office and accused her of stealing his cell phone. When he started yelling at her, she asked him to stop, then tried to leave the room. Jose stepped in front of the door and would not let her leave. When she told several female co-workers about the incident at lunch, she found out that he has yelled at them before, too. Brandi has also noticed that Jose does not behave this way toward the men in the office.

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## Scenario 13

Natasha used to take the bus home from work. A couple of weeks ago, her supervisor, Josh, started giving her a ride home. One afternoon they stopped by a park on the way home. Josh asked Natasha if he could kiss her and she was flattered, so she said yes. From then on, they regularly stopped on the way home for kissing sessions. Although she still feels flattered by Josh's attention, she would have stopped the drives if he wasn't her supervisor. She wants to stop accepting rides home from Josh, but she is afraid he'll get upset and that she'll lose her job. She never told that she wanted to him to stop kissing her. She voluntarily continued to go on drives with him and did not inform him that his requests were unwelcome. He never threatened to fire her.

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## Scenario 14

Jin Soo works at a produce stand, along with Reggie and Craig. Over the past month, she frequently overhears the guys making comments about the female customers' bodies. One day she overhear Reggie say to Craig, "Did you see the rack on that chick? She's a real piece of work!" Jin Soo couldn't stand it any longer. She told Reggie and Craig she was offended by their comments and wanted them to stop talking about the customers like that. Both Reggie and Craig apologized to her. However the next day, she once again heard Reggie make another similar comment, in a deliberately loud voice. She feels angry and helpless and doesn't know what else to do.



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## Option D2: Large Group Activity

### Where Do You Stand?

In Option D2, the whole class reviews workplace scenarios. Then, each student expresses his or her opinion by standing along a continuum stretched across a classroom wall.

1. Slides 23–36 Workplace Scenarios are provided for this activity. You are encouraged to review the scenarios ahead of time and choose ones that are most appropriate for your students. Scenarios can be used in any order.
2. Create a continuum along one wall of the classroom. At one end of the wall post a sign that says “Strongly Agree.” Post a sign in the middle of the wall that says “Uncertain” and a sign at the opposite end that says “Strongly Disagree.”



3. Tell the students that you will read a series of scenarios, each depicting a workplace situation. Students try to decide whether or not they think the actions in the scenario are an example of sexual harassment. You may need to remind students of the legal definition of workplace sexual harassment using handout C, *Sexual Harassment Definitions*.
4. Project the scenarios you have selected from slides 23–36 and read the scenario out loud to the class.
5. Ask students “Do you feel this is an example of sexual harassment in the workplace? If yes, move towards the **strongly agree** sign. If no, move towards the **strongly disagree** sign. If you are not really sure, you can stand anywhere between the signs that matches how you feel.” For example, if a student believes that the scenario is not an example of sexual harassment, she should stand close to the “Strongly Disagree” sign.
6. Once the students have all found a place along the continuum, ask a few students to explain their reasoning for choosing their spot. For example, if students are scattered along the continuum, ask one student on each end and one in the middle to explain their thinking. If the students are

### Time

20–30 minutes

### Materials

- Scotch tape
- Copies of *Where Do You Stand Signs* (Strongly Agree, Uncertain, Strongly Disagree)
- PowerPoint slides (23–36)

### Handouts

- J. Workplace Scenarios–Teacher Answer Key

all clumped along the same end of the continuum, then ask students to explain why they feel so strongly about their decision.

7. If there are students standing at the “Uncertain” sign, ask them to listen to the other students’ explanation of their reasoning, and then choose one side of the continuum before you go on to the next scenario.
8. Using handout J, *Workplace Scenarios—Teacher Answer Key*, review the justification for why each scenario is or is not considered an example of sexual harassment. Allow time for questions before moving onto the next scenario.
9. Activity E will help students understand what to do if sexual harassment occurs in the workplace.

### **Time**

15–20 minutes

### **Materials**

- PowerPoint slides (37–43)

### **Handouts**

- K. Stopping Sexual Harassment
- L. Sexual Harassment on the Job Cartoon

### **Activity E**

#### **Stopping Sexual Harassment**

In this activity, students learn about the possible steps to take if one is being sexually harassed, and provide advice to someone else who is experiencing sexual harassment at work. Three activity options are available, each emphasizing a different skill (writing, speaking, or drawing).

#### **Sexual Harassment on the Job**

1. Hand out copies of handout L, *Sexual Harassment on the Job Cartoon* to students.

Alternately you can show slide 37. Select three students to read aloud the script for the three characters in the story to the class.

- Mr. Roberts—The lecherous boss
- Denise—The employee
- Sandra—Denise’s friend/co-worker

## Sexual Harassment on the Job Scenario



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- After reading the story, have the class discuss how Denise resolved the situation. Ask the following questions:
  - Why might some people not report or confront someone who is sexually harassing them?
  - What behaviors or actions of the boss make this an example of sexual harassment?
  - What are examples of good things that Denise did in response to this harassment at work?
  - What would you have done differently?
- Pass out copies of handout K, *Stopping Sexual Harassment*.
- Go over the steps that can be taken if someone is being sexually harassed at work. Ask students if they can think of any other ways that they could deal with a case of sexual harassment at work? Show slides 38 through 40 as you go through the handout.
- Emphasize the State and Federal agencies to contact, and the statute of limitations for each agency, as listed on handout K.

## Stopping Sexual Harassment

### Steps to stop sexual harassment

- Find out employers' policies and procedures and follow them to file a complaint
- Let your family, co-workers, teachers and friends know what is happening at work and ask for their support.
- Keep a written record of the incidents. (What happened? When did it happen? Where did it occur? Who witnessed it, if anyone? How did it make you feel?)
- Start a buddy system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.
- Look for witnesses or other co-workers who are also targets of the harassment, if any.
- File a complaint with your union, if you have one.



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## Stopping Sexual Harassment

### How to file a complaint

- 1 Check your employer's policies and procedures. Follow the procedures if possible.
- 2 To file a complaint with Washington State agency, contact:

Washington State Human Rights Commission

[www.hum.wa.gov](http://www.hum.wa.gov)

Ph: 1-800-233-3247

TTY: 1-800-300-7525

Local Headquarters in Olympia, Seattle, Spokane and Yakima.

A complaint must be filed within 180 days of the most recent act of discrimination. The employer must have at least 8 employees.

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## Stopping Sexual Harassment

How to file a complaint

- 3 Consult a lawyer.
- 4 To file a complaint with a federal agency, contact:

U.S. Equal Employment Opportunity Commission (EEOC)  
www.eeoc.gov  
Seattle District Office  
Federal Office Building, 909 First Avenue, Suite 400 Seattle, WA 98104-1061  
Ph: 206-220-6883 or 1-800-669-4000  
TTY: 206-220-6882 or 1-800-669-6820

A complaint must be filed within 300 days of the most recent act of discrimination. The employer must have at least 15 employees.

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### Stopping Sexual Harassment

#### Option E1: Dear Maggie (writing)

In Option E1, students work in pairs playing the role of newspaper advice columnists and write a response letter to someone who is experiencing sexual harassment at work.

1. Students can work in pairs for this activity. Pass out one copy of handout M, *Please Help*, to each group. The handouts include different letters written to a fictional advice columnist about a sexual harassment scenario. The students should choose which letter they want to respond to. Then, they play the role of the advice columnist and write a letter back which provides information and suggests steps on what the writer should do in response to the harassment.

#### Option E2: Phone Helpline (speaking)

In Option E2, students work in pairs, playing the roles of a person staffing a telephone helpline and a helpline caller. The students give verbal advice to a person who is experiencing sexual harassment at work. Alternately you could show slides 41 through 43 in place of handout M.

#### Time

10–15 minutes

#### Materials

- PowerPoint slides (41–43)

#### Handouts

- K. Stopping Sexual Harassment (for reference)
- M. Please Help
- N. Please Help—Teacher Answer Key

## Scenario 1

I am a 17 year old male and work at a movie theater. I have been dating my supervisor, Ellie, for seven months. I don't want to be involved with Ellie anymore. I have tried to break up with her, but she doesn't want to end our relationship. Ellie told me that I better be nice to her or she'll find someone new to take my job. I am really worried that Ellie will fire me if I do break up with her. What should I do?



—Sean

Slide 41

Health and Safety Awareness for Working Teens

## Scenario 2

I am a 16 year old female. I work as a stocker at a grocery store. I've been having a problem with this guy I work with. Jeremy keeps asking me to go out with him, even though I keep telling him no. Last week, I told another co-worker, Carrie, about how Jeremy won't leave me alone. Carrie told me that the same thing has been happening to her, but that Jeremy seems harmless and she likes the attention. She told me that I shouldn't be so sensitive. I'm having a hard time working around Jeremy and just want him to leave me alone. Am I being too sensitive? What should I do?



—Aiesha

Slide 42

Health and Safety Awareness for Working Teens



## Scenario 3

I am an 18 year old male. I was hired two months ago as a delivery driver for a florist shop. I am the only guy who works at the store. Whenever I enter the store to pick up my next order, the cashier and floral arrangers stop what they are doing and hang around me. They ask questions about what kind of girl I like and make jokes about wanting to kiss me. I overheard the cashier talking on the phone to a friend, referring to me as “their sexy delivery boy.” At first I didn’t mind the attention, but now it is getting annoying. Last week, I asked the store owner if she would talk to the employees about the way I am being treated. The owner laughed and said, “The girls like you, Eddie. You should be flattered. You just need to get used to working around women.” I just want to do my job. What should I do?



—Eddie

Slide 43

Health and Safety Awareness for Working Teens

1. Students can work in pairs for this activity. Pass out one copy of handout *M, Please Help*, to each group. The handout includes examples of different people who are calling a phone helpline for advice about a sexual harassment situation at work.
2. Have one student in the group play the role of the helpline volunteer and the other student play the role of the caller. Using the handout, the caller reads aloud one of the advice questions. The helpline volunteer should then reply by offering information and suggesting steps on what the caller should do next in response to the harassment.
3. You may want to have the students who are playing the helpline volunteer write a brief outline to help them organize their thoughts before answering the caller’s question.
4. After the students are finished with their helpline conversation, ask the students to switch roles and choose another advice question. Each student should have an opportunity to play the role of the caller and of the helpline volunteer.

**Time**

10–15 minutes

**Materials**

- Colored pens or pencils

**Handouts**

- K. Stopping Sexual Harassment (for reference)
- L. Sexual Harassment on the Job Cartoon (for examples)
- O. Blank Cartoon Panels

**Option E3: Cartoon Format (drawing)**

In Option E3, students work in pairs to create a cartoon that shows a workplace sexual harassment situation, and provides information and advice on how to respond to the situation.

1. Students can work in pairs for this activity. Pass out one copy of handout O, *Blank Cartoon Panels*, to each pair. The handout has panels for students to create their own story with cartoon-format graphics and words. The top of the page provides information on a workplace sexual harassment situation to give students a starting point.
2. Each pair should use the blank panels to draw a workplace sexual harassment scenario, building upon the information provided about the two characters. Students need not be good artists; stick figures are fine. Use dialog bubbles to indicate who says what in the cartoon.
3. Students should show how the characters respond to the situation. At the bottom of the page, students should provide a list of steps that they recommend the character take in response to the harassment.
4. Let the students know that they do not have to fill all of the panels on the handout.

**Time**

5–10 minutes

**Handouts**

- P. Sexual Harassment in the Workplace Post-Test
- B. Sexual Harassment Pre- and Post-Test Teacher Answer Key (found in Part 1)

**Activity F Post-Test**

Students complete a post-test as a measure of what they have learned as a result of Unit 6.

1. To get an idea of what the students have learned as a result of the lesson on Sexual Harassment, have the students complete handout P, *Sexual Harassment in the Workplace Post-Test*.
2. Handout B, *Sexual Harassment Pre- and Post-Test Teacher Answer Key* (found in part 1), is provided to help you evaluate the student's work on the test. It provides examples of the kinds of correct answers students may provide. However, the list is not exhaustive and student answers may vary.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Compare the help wanted ads from 1964 to help wanted ads from a current newspaper. Answer the questions below.

1. How do these help wanted ads differ from today's employment ads?

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2. What qualifications and characteristics are listed in these want ads that you would not find in an ad today?

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3. Why would this wording not be used today?

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**PEOPLE PLUS**  
 Restaurant Exp'd server & chef  
 Kitchen exp. interested apply to: Mrs. J. J. ...  
 2500 ...

### Men Wanted

**Assist. Manager.** Young men, under 28. **Better Income.** National Concern offers opportunity for married man, 25-46 with car. Earn as you learn. Full or part time. **Opportunity.** Alert married man to service established customers. We train you to earn better than average income. **Married.** 25 to 40. High school graduate. Guaranteed salary plus commission. **Superintendent.** Fast growing aggressive machinery manufacturer requires a man for plant superintendent. Applicants should state age, health status, number of years of experience and telephone number.

For information on all these and many other help wanted ads, call Business Careers at 284-2323.  
[www.businesscareers.com](http://www.businesscareers.com)

**FINANCIALLY STABLE AND STRONG STOCK MARKET PERFORMER!**  
 We have career building opportunities throughout the Puget Sound area.  
 In order to qualify, you must possess 25 years of retail management experience.

**Instant Gratification!**  
 STOREROOM CLERK  
 Looking for a fun and exciting place to work this summer?

**Will Interview young men under 45, preferably unmarried and with wholesome distribution experience.**

**Verifiers.** Neat appearing men to verify sold phone orders.

**Physically Active** retired man. Part-time outside work. Downtown.

**Boy** wanted as helper. Room, board, wages. Driver's license required.

**Aetna Life Insurance** has career opportunity for two executive salesman. Married, resident of Seattle or suburbs. Finest training provided.

For information on all these and many other help wanted ads, call Business Careers at 284-2323.  
[www.businesscareers.com](http://www.businesscareers.com)

**Instant Gratification!**  
 GUEST SERVICE REPRESENTATIVES

**Instant Gratification!**  
 KIDNIE

**PEOPLE PLUS**  
 Restaurant Exp'd server & chef  
 Kitchen exp. interested apply to: Mrs. J. J. ...  
 2500 ...

### Women Wanted

**Young Ladies, 21 to 30.** If you are neat and have a pleasant personality, I may have a job for you. Work in outside order department of national organization. **Girl for Spokane Street Office.** Must type and do bookkeeping. Requires young, highly intelligent person. Reply giving complete resume and grade points. **Office Manager.** Prefer some college education plus office supervisory experience. Must be well groomed with good appearance. Minimum age 35. **Mature Woman** to assist care of semi-invalid wife. Live-in. Non-smoker. Unencumbered, free to travel.

For information on all these and many other help wanted ads, call Business Careers at 284-2323.  
[www.businesscareers.com](http://www.businesscareers.com)

**FINANCIALLY STABLE AND STRONG STOCK MARKET PERFORMER!**  
 We have career building opportunities throughout the Puget Sound area.  
 In order to qualify, you must possess 25 years of retail management experience.

**Instant Gratification!**  
 STOREROOM CLERK

**Sales Ladies.** We need 3 Specialty Sales Ladies for demonstration of entirely new kitchen appliance. Must be neat, 21 to 38 years, own automobile, be bondable and in excellent health. Call in person for interview.

**Motel Maid.** Live-in furnished apartment. 30-45 years.

**Telephone Girl.** Experienced appointment girl between 25-50 to work in our office. Must be bondable, have late model car.

**Attractive Bar Maid** to work evening, size 10 to 14, age 21 to 28.

**Refined Woman** to work as fashion stylist, selling high style costume jewelry.

For information on all these and many other help wanted ads, call Business Careers at 284-2323.  
[www.businesscareers.com](http://www.businesscareers.com)

**Instant Gratification!**  
 GUEST SERVICE REPRESENTATIVES

**Instant Gratification!**  
 KIDNIE

**Instant Gratification!**  
 STOREROOM CLERK

**Instant Gratification!**  
 GUEST SERVICE REPRESENTATIVES

**Instant Gratification!**  
 KIDNIE

For information on all these and many other help wanted ads, call Business Careers at 284-2323.  
[www.businesscareers.com](http://www.businesscareers.com)

Federal and state laws, as well as some city ordinances, prohibit sexual harassment both in the workplace and in school.

## Sexual Harassment at Work

### Federal Law

In the workplace, regulations for sexual harassment fall under Title VII of the Civil Rights Act of 1964. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of sex, race and other factors. The U.S. Equal Employment Opportunity Commission (EEOC) enforces Title VII.

Sexual harassment is considered a form of sex discrimination. Therefore, the only behaviors covered by Title VII are ones that only target one sex and can be considered a form of sex discrimination. If a behavior targets men and women equally, then it will not be considered as sex discrimination or sexual harassment.



### State Law

The Washington State Law Against Discrimination (RCW 49.60) considers sexual harassment to be an illegal form of sex discrimination in employment. The Washington State Human Rights Commission handles complaints under this law.



### Local Ordinances

Some local ordinances also prohibit sexual harassment in the workplace, including the cities of Seattle, Tacoma and Spokane.

## Sexual Harassment at School

Regulations for sexual harassment in schools fall under a different set of guidelines than in the workplace. In a school setting the regulation falls under Title IX of the Education Amendments to the Civil Rights Act of 1972. Title IX had a major impact on school athletic programs because it mandated that girls and boys have equal access to all school programs, including sports. In recent years, Title IX has been used to protect students from sexual harassment at school.



### Child Abuse Laws

Sexual harassment may be considered a criminal offense under child abuse laws, if the behavior targets a minor.

<http://www.capaa.wa.gov/childabuse.html>

**Equal Pay Act of 1963**



States that men and women in the same job for the same employer must be paid the same wage, except for merit, seniority and other factors not related the gender.

**Federal Executive Order 11246**

Requires affirmative action for federal contractors based on sex, race and national origin.



**Washington State Law Against Discrimination (49.60.030 RCW)**

Prohibits discrimination based on sex, race, creed, color, national origin, families with children, marital status, age or disability in Washington State. The law gives the legal right to sue an employer for hostile work environment or quid pro quo sexual harassment or sex discrimination.



1963 1964\* 1965

1972 1973

1980\*

**Title VII of the Civil Rights Act of 1964**



Prohibits discrimination based on sex, race, color, national origin and religion.

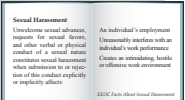
**Title IX of the 1972 Education Amendments to the Civil Rights Act**

Prohibits discrimination on the basis of sex among students and staff in schools and colleges receiving federal funding. It requires educational institutions to create anti-sexual harassment policies and procedures.



**EEOC's Final Amendment to Guidelines on Discrimination Because of Sex**

Sexual harassment is recognized as a form of sex discrimination. The federal definition of sexual harassment is created and the term "sexual harassment" is first used legally.



**Continental Can vs. Minnesota**

The Minnesota Supreme Court ruled that an employer is liable for sexual harassment and must take action to correct the problem.



**Huebschen v. Wisconsin Dept. of Health & Social Services**

Ruled that employees cannot be made to submit to sexual advances as a condition of employment. Also ruled that an organization is liable for the actions of its supervisors.



**WA State Governor's Executive Order EO 89-01**

Requires anti-sexual harassment policy investigation and training by Washington State entities.



**Rene v. MGM Grand Hotel, 2002**

The 9<sup>th</sup> Circuit Court ruled that same-sex sexual harassment is prohibited under Title VII.



**Roberts v. Dudley, 2000**

The Washington State Supreme Court ruled that a wrongful discharge claim on the grounds of sexual harassment can be valid even if the employer has fewer than eight employees.



1982

1986\*

1989

1991

1998

2000/02

**U.S. Supreme Court identification of Quid Pro Quo and Hostile Work Environment**

Meritor Savings Bank v. Vinson.  
Ruled that Quid Pro Quo sexual harassment is a form of sex discrimination under Title VII and that allowing an environment of sexual harassment is illegal. This case caused many companies to add "unwelcome" and "unwanted" into their sexual harassment policies.



**Robinson v. Jacksonville Shipyard Inc.**

Ruled that posting pornographic material at work is a type of hostile work environment sexual harassment.



**Civil Rights Act of 1991**

States that a victim of sexual harassment can attempt to recover damages from his or her employer.



**U.S. Supreme Court ruled that under Title VII...**



**Faragher v. City of Boca Raton:** employers may have to pay damages when a supervisor is responsible for hostile work environment sexual harassment, even if the employer was not aware of the harassment.

**Burlington Industries v. Ellerth:** employers who do not respond reasonably to a sexual harassment complaint can be held financially liable.

**Oncale v. Sundowner Offshore Services:** employees are protected from being sexually harassed in the workplace by people by people of the same sex.





Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Either individually or in small groups, evaluate each workplace scenario and try to decide the following things. If you need to, refer back to the legal definition of sexual harassment.

**Workplace Scenario # \_\_\_\_\_**

1. Is this sexual harassment? \_\_\_\_\_
2. If yes, is it an example of *quid pro quo* or *hostile work environment*?  
\_\_\_\_\_
3. What behaviors tell you that it is or isn't? \_\_\_\_\_
4. Who is the harasser? \_\_\_\_\_
5. Who is the target? \_\_\_\_\_
6. What can or should the target do? \_\_\_\_\_
7. How would you feel if you were the target in this situation? \_\_\_\_\_  
\_\_\_\_\_

**Workplace Scenario # \_\_\_\_\_**

1. Is this sexual harassment? \_\_\_\_\_
2. If yes, is it an example of "quid pro quo" or "hostile work environment"?  
\_\_\_\_\_
3. What behaviors tell you that it is or isn't? \_\_\_\_\_
4. Who is the harasser? \_\_\_\_\_
5. Who is the target? \_\_\_\_\_
6. What can or should the target do? \_\_\_\_\_
7. How would you feel if you were the target in this situation? \_\_\_\_\_  
\_\_\_\_\_

**Workplace Scenario #** \_\_\_\_\_

1. Is this sexual harassment? \_\_\_\_\_
2. If yes, is it an example of “quid pro quo” or “hostile work environment”?  
\_\_\_\_\_
3. What behaviors tell you that it is or isn’t? \_\_\_\_\_
4. Who is the harasser? \_\_\_\_\_
5. Who is the target? \_\_\_\_\_
6. What can or should the target do? \_\_\_\_\_
7. How would you feel if you were the target in this situation? \_\_\_\_\_  
\_\_\_\_\_

## Workplace Scenarios

### Scenario 1

Keiko has been working at the front desk at a hotel for a year. She really enjoys her job and has been promised a raise. Her boss Dave, who is much older than her, has implied that Keiko will only receive the raise if she agrees to go out with him.

### Scenario 2

The local electronics plant is the biggest employer in town. Everyone eats lunch in the same room during break. All workers have to pass through a hallway in order to get to the lunch room. Frequently, a group of male workers hangs out in the hallway and makes comments about the female workers' appearance as they pass by. They rate the women on a scale of 1 to 10.

### Scenario 3

Julia got an internship working at a veterinarian hospital where she helps with animal care. Her co-worker Libby has an off-color sense of humor. Libby is constantly telling dirty jokes about both men and women to the hospital staff. Julia doesn't find the jokes funny, but just tries to ignore them.

### Scenario 4

Aaron is 19 years old. He works at a hardware store, helping load lumber and boxes into customers' vehicles. Aaron's co-worker, Frank, constantly calls Aaron a "wimp" or a "fag." Several times, Frank has even slapped Aaron on the butt as he walked by. When Aaron told Frank to stop touching him, Frank said, "Isn't that what you want, fag?" Aaron is angry and can't stand to be around Frank anymore.

### Scenario 5

Nisha was recently hired to work for a small internet company. Lyle, one of her co-workers, downloaded a screen saver on his computer, which displays a famous modern-art painting. One part of the painting shows a nude female body. Nisha must walk by Lyle's desk many times a day, and cannot help but see the screen saver when she passes. Nisha leaves an anonymous note on his computer monitor when he is not there asking him to remove the offensive screen saver. When Lyle gets back to his desk he is surprised by the note, since he doesn't consider the painting to be offensive.

**Scenario 6**

For the past 6 months, Corey has worked as a lifeguard at the city swimming pool. Corey often comes into work late. The pool manager, Helena, has told Corey several times that he needs to get to work on time. One afternoon, she asks Corey to come into her office. She closes the door, motions for him to sit down, and then says, "Corey, I have to be honest. I'm a little disappointed. You are a great lifeguard, but you keep coming in late. Under normal circumstances, I would probably fire you, as it sets a bad example." At this point, she stands behind him and starts running her hands along his shoulders and through his hair. "However, I'd be willing to overlook that you come in late, if you would stop by my house tonight and...." Corey is surprised by Helena's behavior, but doesn't want to lose his job.

**Scenario 7**

Mariah works in shipping and receiving and is known as "one of the boys." She likes to hang out with the guys, uses obscene language, and always has a dirty joke. Even though Nancy works in Customer Service, she needs to work and interact with Mariah on a regular basis when processing customer orders. Though Nancy sometimes finds her behavior to be offensive, she doesn't say anything because she doesn't think it is worth stirring up trouble in the warehouse.

**Scenario 8**

Your supervisor just called you into his office to inform you that two of your co-workers (a male and a female) have just made a complaint about you, saying that you have been sexually harassing them. They give examples of you putting your arm around them, and interrupting their work with dirty jokes. You are surprised by their allegation. You just wanted to have a little fun at work.

**Scenario 9**

Keith, who is 19 and good looking, is the only man who works with the secretarial staff at a law office. Trisha and Thanh have been hanging around his desk and flirting with him. They ask a lot of questions about his personal life and want to know if he has a girlfriend. Trisha sometimes pats Keith on the behind and says "Nice butt." Keith doesn't know what to do. He doesn't want to share information about his personal life and doesn't think it is any of their business. Keith is frustrated with the women's constant questioning and touching and is having trouble focusing on his job. When he asks his

supervisor Beth for help, she says he should get used to this kind of behavior if he is going to work in an office full of women.

### Scenario 10

Candice is a carpenter's apprentice working with an all-male crew. She gets along with everyone on the crew except for Bob. He seemed to have it out for her from the day she started work. As time went on, someone sabotaged one of her projects and hid her tools. Due to the tampering, she was unable to complete her project on time, which made her look bad. Candice heard that Bob also caused problems for the last apprentice, Adam.

### Scenario 11

You are working as a sales clerk in a clothing store. You have been working there for six months. The store owner, Mr. Lee, likes to hold one-on-one weekly meetings with you. Each time you meet with him, he closes his office door and sits down close to you. As he talks, he often touches your shoulder and pats your knee. You move away from him as best you can in the small office, but he moves closer to you and keeps trying to touch you. During one meeting, Mr. Lee leans over and pulls his chair closer to you. He says, "You don't have to be so shy around me, you know. I've been thinking about making you the assistant-manager. We could get to know each other a lot better that way." You feel a little scared, but manage to say, "I'll have to think about it."

### Scenario 12

Brandi works part-time in the office of a large fertilizer company. She gets along well with most of her co-workers. However, she is having a difficult time with the way Jose acts toward the women in the office. Jose seems to always be in a bad mood. Several times, Brandi has had to ask Jose for an important file, but he always says that he needs it and can't give it to her. He told her that she wouldn't understand the documents anyways, as she's just a "dumb girl." Now Brandi has been waiting for over a week for the file, and she is late on her deadline for the project. Yesterday, Jose came into Brandi's office and accused her of stealing his cell phone. When he started yelling at her, she asked him to stop, then tried to leave the room. Jose stepped in front of the door and would not let her leave. When she told several female co-workers about the incident at lunch, she found out that he has yelled at them before, too. Brandi has also noticed that Jose does not behave this way toward the men in the office.

**Scenario 13**

Natasha used to take the bus home from work. A couple weeks ago, her supervisor, Josh, started giving her a ride home. One afternoon, they stopped by a park on the way home. Josh asked Natasha if he could kiss her and she was flattered, so she said yes. From then on, they regularly stopped on the way home for kissing sessions. Although she still feels flattered by Josh's attention, she would have stopped the drives if he wasn't her supervisor. She wants to stop accepting rides home from Josh, but she is afraid he'll get upset and that she'll lose her job. She never told him that she wanted him to stop kissing her. She voluntarily continued to go on drives with him and did not inform him that his requests were unwelcome. He never threatened to fire her.

**Scenario 14**

Jin Soo works at a summer produce stand, along with Reggie and Craig. Over the past month, Jin Soo frequently overhears the guys making comments about the female customers' bodies. One day, she overheard Reggie say to Craig, "Did you see the rack on that chick? She's a real piece of work!" Jin Soo couldn't stand it any longer. She told Reggie and Craig that she was offended by their comments and wanted them to stop talking about the customers like that. Both Reggie and Craig apologized to her. However, the next day, Jin Soo once again heard Reggie make another similar comment, in a deliberately loud voice. Jin Soo feels angry and helpless and doesn't know what else to do.

## Scenario 1

Keiko has been working at the front desk at a hotel for a year. She really enjoys her job and has been promised a raise. Her boss, Dave, who is much older than her, has implied that Keiko will only receive the raise if she agrees to go out with him.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?

**Keiko's boss, Dave, has implied that she will only receive a raise if she goes out with him.**

**He is offering a reward in exchange for dating him.**

4. Who is the harasser? **Dave**
5. Who is the target? **Keiko**
6. What can or should the target do in this situation?

**Write down in a notebook what Dave said to her, when and where he said it and how it made her feel.**

**Let someone else know what Dave said to her.**

**Tell Dave that she cannot go out with him because she is uncomfortable dating a supervisor.**

**Make a formal complaint to Dave's supervisor or the Human Resources department.**

7. How would you feel if you were the target in this situation?

**Uncomfortable, frustrated, intimidated, angry, wanting to put a stop to it**

## Scenario 2

The local electronics plant is the biggest employer in town. Everyone eats lunch in the same room during break. All workers have to pass through a hallway in order to get to the lunch room. Frequently, a group of male workers hangs out in the hallway and makes comments about the female workers' appearance as they pass by. They rate the women on a scale of 1 to 10.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**  
If no, why is it not a case of sexual harassment? **N/A**
3. What behaviors tell you that it is an example of this type of harassment?  
**Only the female workers are targeted.**  
**Comments are made about their appearance.**  
**The females are rated by the males when they pass by.**  
**The behavior is repeated.**
4. Who is the harasser? **Males in the hallway.**
5. Who is the target? **Females passing through the hallway.**
6. What can or should the target do in this situation?  
**Talk to the other women and try to work together to respond to the situation.**  
**Write down what is being said by the men, when and where they are saying it, and who is saying it.**  
**Report the issue to the company's human resources office and the manager of the company.**
7. How would you feel if you were the target in this situation?  
**Angry, embarrassed, afraid of walking down the hallway, wanting the men to stop their offensive behavior.**

### Scenario 3

Julia got an internship working at a veterinarian hospital where she helps with animal care. Her co-worker Libby has an off-color sense of humor. Libby is constantly telling dirty jokes about both men and women to the hospital staff. Julia doesn't find the jokes funny, and just tries to ignore them.

1. Is this sexual harassment? **No**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**  
If no, why is it not a case of sexual harassment? **Libby doesn't target a specific gender, so her behavior is not a form of sex discrimination.**  
**Her jokes are about both men and women, and she tells the jokes to**



**everyone on staff. Her behavior may be annoying, but it isn't sexual harassment.**

3. What behaviors tell you that it is an example of this type of harassment?

N/A

4. Who is the harasser? N/A

5. Who is the target? N/A

6. What can or should the target do in this situation?

**Even though the situation is not sexual harassment, Julia could ask Libby not to tell those jokes in her presence. Julia could also talk to her supervisor about Libby's behavior.**

7. How would you feel if you were the target in this situation?

**Annoyed, embarrassed, wanting to get Libby to change her behavior.**

#### Scenario 4

Aaron is 19 years old. He works at a hardware store, helping load lumber and boxes into customers' vehicles. Aaron's co-worker, Frank, constantly calls Aaron a "wimp" or a "fag." Several times, Frank has even slapped Aaron on the butt as he walked by. When Aaron told Frank to stop touching him, Frank said, "Isn't that what you want, fag?" Aaron is angry and can't stand to be around Frank anymore.

1. Is this sexual harassment? **Maybe**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*?

**While this may seem like sexual harassment, the laws relating to same-sex sexual harassment are still evolving. While there are some state laws and local ordinances that prohibit same-sex sexual harassment, this is not necessarily the case in all parts of the country.**

If no, why is it not a case of sexual harassment? N/A

3. What behaviors tell you that it is an example of this type of harassment?

N/A

4. Who is the harasser? **Frank**

5. Who is the target? **Aaron**

6. What can or should the target do in this situation?

**Whether or not Frank's behavior is harassment, whether or not it is considered sexual harassment and should be reported. Frank's behavior is inappropriate for the workplace and is affecting Aaron's ability to do his job. Aaron should report the problem to his direct supervisor or the store manager.**

7. How would you feel if you were the target in this situation?

**Angry, wanting Frank to stop**

### Scenario 5

Nisha was recently hired to work for a small internet company. Lyle, one of her co-workers, downloaded a screen saver on his computer, which displays a famous modern-art painting. One part of the painting shows a nude female body. Nisha must walk by Lyle's desk many times a day, and cannot help but see the screen saver when she passes by. Nisha leaves an anonymous note on his computer monitor when he is not there asking him to remove the offensive screen saver. When Lyle gets back to his desk he is surprised by the note, since he doesn't consider the painting to be offensive.

1. Is this sexual harassment? **No**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**  
If no, why is it not a case of sexual harassment? **N/A**
3. What behaviors tell you that it is an example of this type of harassment?  
**N/A**
4. Who is the harasser? **N/A**
5. Who is the target? **N/A**
6. What can or should the target do in this situation?

**Nisha could politely ask Lyle in person if he could select a different screen saver.**

7. How would you feel if you were the target in this situation?

**Embarrassed, wanting the situation to change**

## Scenario 6

For the past 6 months, Corey has worked as a lifeguard at the city swimming pool. Corey often comes into work late. The pool manager, Helena, has told Corey several times that he needs to get to work on time. One afternoon, she asks Corey to come into her office. She closes the door, motions for him to sit down, and then says, "Corey, I have to be honest. I'm a little disappointed. You are a great lifeguard, but you keep coming in late. Under normal circumstances, I would probably fire you, as it sets a bad example." At this point, she stands behind him and starts running her hands along his shoulders and through his hair. "However, I'd be willing to overlook that you come in late, if you would stop by my house tonight and..." Corey is surprised by Helena's behavior, but doesn't want to lose his job.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?

**Helena implies that she won't fire Corey if he gives her a good reason. Her actions imply that she is thinking of something of a sexual nature. This is an example of making a threat (firing him) in exchange for a sexual relationship.**

**Helena rubs Corey's shoulders and runs her hands through his hair.**

**Helena is his boss and is using her power over Corey's job to try to get what she wants from him.**

4. Who is the harasser? **Helena**
5. Who is the target? **Corey**
6. What can or should the target do in this situation?

**Corey should tell Helena that he will show up at work on time from then on and be sure to do so.**

**Corey could also tell Helena that he does not want a relationship with her.**

**Corey could report the situation to Helena's boss.**

7. How would you feel if you were the target in this situation?

**Confused, worried about my job, wanting Helena to stop the behavior**

### Scenario 7

Mariah works in Shipping and Receiving and is known as “one of the boys.” She likes to hang out with the guys, uses obscene language, and always has a dirty joke. Even though Nancy works in Customer Service, she needs to work and interact with Mariah on a regular basis when processing customer orders. Though Nancy sometimes finds her behavior to be offensive, she doesn’t say anything because she doesn’t think it is worth stirring up trouble in the warehouse.

1. Is this sexual harassment? **No**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment?

**Because Mariah is not targeting a specific person or group. She acts the same with everyone.**

3. What behaviors tell you that it is an example of this type of harassment?  
**N/A**

4. Who is the harasser? **N/A**

5. Who is the target? **N/A**

6. What can or should the target do in this situation?

**Nancy could let Mariah know that she would prefer that Mariah not tell inappropriate jokes while Nancy is working with her.**

7. How would you feel if you were the target in this situation?

**Annoyed**

### Scenario 8

Your supervisor just called you into his office to inform you that two of your co-workers (a male and a female) have just made a complaint about you, saying that you have been sexually harassing them. They give examples of you putting your arm around them, and interrupting their work with dirty jokes. You are surprised by their allegation. You just wanted to have a little fun at work.

1. Is this sexual harassment? **Probably not**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? N/A

If no, why is it not a case of sexual harassment?

**Your behavior wasn't targeting a specific co-worker or a specific gender. However, if the jokes targeted a specific gender, such as always being degrading to women, then your behavior may possibly be considered sexual harassment. Even if the behavior does not constitute illegal sexual harassment, you could still be disciplined or even fired for inappropriate or unprofessional behavior.**

3. What behaviors tell you that it is an example of this type of harassment?  
N/A

4. Who is the harasser? N/A

5. Who is the target? N/A

6. What can or should the target do in this situation?

**The co-workers can talk to you directly, asking you not to touch them or tell dirty jokes.**

7. How would you feel if you were the target in this situation?

**Irritated, wanting the behavior to stop**

## Scenario 9

Keith, who is 19 and good looking, is the only man who works with the secretarial staff at a law office. Trisha and Thanh have been hanging around his desk and flirting with him. They ask a lot of questions about his personal life and want to know if he has a girlfriend. Trisha sometimes pats Keith on the behind and says "Nice Butt." Keith doesn't know what to do. He doesn't want to share information about his personal life and doesn't think it is any of their business. Keith is frustrated with the women's constant questioning and touching and is having trouble focusing on his job. When he asks his supervisor Beth for help, she says he should get used to this kind of behavior if he is going to work in an office full of women.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**

If no, why is it not a case of sexual harassment? N/A

3. What behaviors tell you that it is an example of this type of harassment?

**Trisha and Thanh constantly question Keith even though he does not want them to.**

**Trisha touches Keith's behind.**

**His boss, Beth, said that if he was going to work in an office full of women, he just needed to get used to Trisha and Thanh's behavior.**

4. Who is the harasser? **Trisha and Thanh, maybe even Beth.**

5. Who is the target? **Keith**

6. What can or should the target do in this situation?

**He let his supervisor know that he was uncomfortable with his co-workers' behavior, but Beth wasn't helpful. He could talk with Beth's supervisor, or talk to the human resources department.**

**He should let Trisha and Thanh know that he would prefer they not ask personal questions of him during work hours—or at all.**

**He could confront Trisha, asking her not to touch him.**

**Since Beth didn't help prevent this harassment from continuing, Keith should keep a written record of what has happened, including the important facts. If the harassment continues, he can use this record as proof of ongoing harassment.**

7. How would you feel if you were the target in this situation?

**Frustrated, helpless, wanting the behavior to stop, mistrust of my supervisor**

### **Scenario 10**

Candice is a carpenter's apprentice working with an all-male crew. She gets along with everyone on the crew except for Bob. He seemed to have it out for her from the day she started work. As time went on, someone sabotaged one of her projects and hid her tools. Due to the tampering, she was unable to complete her project on time, which made her look bad. Candice heard that Bob also caused problems for the last apprentice, Adam.

1. Is this sexual harassment? **No**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment?

**Because the harassment is not sexual in nature or a form of sex discrimination. Bob's harassment is not targeted toward Candice because she is female. Perhaps he doesn't like apprentices.**

3. What behaviors tell you that it is an example of this type of harassment?  
N/A

4. Who is the harasser? N/A

5. Who is the target? N/A

6. What can or should the target do in this situation?

**Candice should let her supervisor know about her project being tampered with and her tools being hidden. That way her supervisor will understand why her project may be late. Also, then the supervisor can be aware of the problem in the shop.**

7. How would you feel if you were the target in this situation?

**Angry, frustrated, wanting the behavior to stop**

## Scenario 11

You are working as a sales clerk in a clothing store. You have been working there for six months. The store owner, Mr. Lee, likes to hold one-on-one weekly meetings with you. Each time you meet with him, he closes his office door and sits down close to you. As he talks, he often touches your shoulder and pats your knee. You move away from him as best you can in the small office, but he moves closer to you and keeps trying to touch you. During one meeting, Mr. Lee leans over and pulls his chair closer to you. He says, "You don't have to be so shy around me, you know. I've been thinking about making you the assistant-manager. We could get to know each other a lot better that way." You feel a little scared, but manage to say, "I'll have to think about it."

1. Is this sexual harassment? **Yes**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? N/A

3. What behaviors tell you that it is an example of this type of harassment?

**Mr. Lee keeps touching your shoulder and pats your knee, even when you try to move away from him.**

**Mr. Lee suggests that if he makes you assistant-manager, he will be able to get to know you better. His actions seem to be of a sexual nature. This is an example of offering a reward (promotion) in exchange for a sexual relationship.**

**He pulls his chair closer to you when you move away.**

4. Who is the harasser? **Mr. Lee**

5. Who is the target? **You**

6. What can or should the target do in this situation?

**Keep a written record of Mr. Lee's behavior, including what happened, when, where, how you felt, and what happened when you tried to move away from him.**

**Let a co-worker know what is happening to you during your meetings, and ask that they join you for your weekly meetings so you don't have to be alone with Mr. Lee.**

**Ask Mr. Lee to keep the office door open during your meetings.**

**Tell Mr. Lee that you are not comfortable with him touching you or sitting so close.**

**If the behavior does not stop, consider filing a report with the Washington State Human Rights Commission.**

7. How would you feel if you were the target in this situation?

**Confused, frustrated, intimidated, wanting the behavior to stop**

## Scenario 12

Brandi works part-time in the office of a large fertilizer company. She gets along well with most of her co-workers. However, she is having a difficult time with the way Jose acts toward the women in the office. Jose seems to always be in a bad mood. Several times, Brandi has had to ask Jose for an important file, but he always says that he needs it and can't give it to her. He told her that she wouldn't understand the documents anyway, as she's just a "dumb girl." Now Brandi has been waiting for over a week for the file, and she is late on her deadline for the project. Yesterday, Jose came into Brandi's



office and accused her of stealing his cell phone. When he started yelling at her, she asked him to stop, then tried to leave the room. Jose stepped in front of the door and would not let her leave. When she told several female co-workers about the incident at lunch, she found out that he has yelled at them before, too. Brandi has also noticed that Jose does not behave this way toward the men in the office.

1. Is this sexual harassment? **No, but it is sex discrimination.**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **N/A**

If no, why is it not a case of sexual harassment? **The behavior is not sexual in nature.**

3. What behaviors tell you that it is an example of this type of harassment?

**Jose's behavior is not sexual in nature. He only targets the females in the office. Therefore, it is a form of sex discrimination.**

**Jose is uncooperative with female employees and withholds the file from Brandi.**

**Jose tells Brandi she wouldn't understand the documents because she is a "dumb girl."**

**Jose yelled at Brandi and blocked the door preventing her from leaving the room.**

**Jose has yelled at other women in the office, but not the men.**

4. Who is the harasser? **Jose**

5. Who is the target? **Brandi**

6. What can or should the target do in this situation?

**Brandi should keep a written record of Jose's behavior, including what happened, when, where, how she felt, and who witnessed it.**

**Brandi should report Jose's behavior to her supervisor and/or the company's human resources department.**

**Brandi should talk to other co-workers about the problem and see who else has been affected by his behavior.**

**If the behavior does not stop, Brandi could consider filing a report with the Washington State Human Rights Commission.**

7. How would you feel if you were the target in this situation?

**Scared, angry, helpless, wanting the behavior to stop**

### Scenario 13

Natasha used to take the bus home from work. A couple weeks ago, her supervisor, Josh, started giving her a ride home. One afternoon, they stopped by a park on the way home. Josh asked Natasha if he could kiss her and she was flattered, so she said yes. From then on, they regularly stopped on the way home for kissing sessions. Although she still feels flattered by Josh's attention, she would have stopped the drives if he wasn't her supervisor. She wants to stop accepting rides home from Josh, but she is afraid he'll get upset and that she'll lose her job. She never told him that she wanted him to stop kissing her. She voluntarily continued to go on drives with him and did not inform him that his requests were unwelcome. He never threatened to fire her.

1. Is this sexual harassment? **Yes**

2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?

**A behavior can be considered unwelcome and unwanted, even if you go along with it. Natasha is not legally obligated to confront Josh directly. It is Josh's responsibility as a supervisor to not engage in behaviors that could be considered as sexual harassment.**

4. Who is the harasser? **Josh**

5. Who is the target? **Natasha**

6. What can or should the target do in this situation?

**Natasha should let Josh know how she feels. She should also stop accepting rides home from him.**

**She can report the situation to Human Resources.**

7. How would you feel if you were the target in this situation?

**Confused, worried, wanting the behavior to stop, guilty**

**Scenario 14**

Jin Soo works at a summer produce stand, along with Reggie and Craig. Over the past month, Jin Soo frequently overhears the guys making comments about the female customers' bodies. One day, she overheard Reggie say to Craig, "Did you see the rack on that chick? She's a real piece of work!" Jin Soo couldn't stand it any longer. She told Reggie and Craig that she was offended by their comments and wanted them to stop talking about the female customers like that. Both Reggie and Craig apologized to her. However, the next day, Jin Soo once again heard Reggie make another similar comment, in a deliberately loud voice. Jin Soo feels angry and helpless and doesn't know what else to do.

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**

If no, why is it not a case of sexual harassment? **N/A**

3. What behaviors tell you that it is an example of this type of harassment?  
**Reggie makes comments about the female customers' bodies.  
Reggie continues to make comments, even after being asked to stop.**
4. Who is the harasser? **Reggie (Craig is participating, but isn't the actual harasser)**
5. Who is the target? **Jin Soo and the female customers**
6. What can or should the target do in this situation?

**Jin Soo should talk to her supervisor about the problem.**

**Jin Soo could ask Reggie to stop one more time, letting him know that she is serious and will take action if he does not stop.**

**Jin Soo could keep a written record of Reggie's comments, including what he says, when he says it, and who hears it.**

7. How would you feel if you were the target in this situation?  
**Helpless, angry, frustrated, wanting the behavior to stop**



## Dealing with Workplace Sexual Harassment

Everyone is different and will choose to deal with the harassment in his or her own way. How you choose to deal with sexual harassment will vary depending on the situation. There is no one correct way to respond to each situation. Some of the ideas below may be helpful for you to decide what would work best for the situation.

If you feel that it is safe to do so, let the harasser clearly know that you do not like their behavior or comments. You may speak to the harasser directly by saying something such as, "What you are doing is inappropriate and makes me uncomfortable. Please stop immediately." You are not legally bound to confront the harasser. You can take action without confronting the harasser.

## Steps to Stop Sexual Harassment



**1** Find out your employer's policies and procedures for sexual harassment and follow them to file a complaint.

**2** Let your family, co-workers, teachers and friends know what is happening at work and ask for their support.

**3** Keep a written record of the incidents. Limit your notes to the facts and your physical and emotional response to the harassment. Be sure to keep any evidence of the harassment, such as notes, photos or email messages. Make your notes during breaks or at home; do not make notes during work time or on a work computer. Try to record your notes as soon after the incident as possible so that your memory of it is fresh. Record the following information for each incident:

- What happened?
- When did it happen?
- Where did it occur?
- Who witnessed it, if anyone?
- How did it make you feel?
- Look for witnesses or other co-workers who are also targets of the harassment, if any.
- Start a buddy-system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.
- File a complaint with your union, if you have one.

## How to File a Complaint



Many people never report that they are being harassed because they are afraid that the complaint will not do any good, or that there will be retaliation from the harasser. Sometimes people feel ashamed, embarrassed or afraid that no one will believe them. Employers must investigate reports of sexual harassment. It is illegal for someone to be fired or punished for making a complaint.

**1**

Check your employer's policies and procedures. Follow the procedures if possible.

**2**

To file a complaint with a Washington state agency, contact:

**Washington State Human Rights Commission**

**[www.hum.wa.gov](http://www.hum.wa.gov)**

**Tel: 1-800-233-3247 (se habla español) TTY: 1-800-300-7525**

Local headquarters in Olympia, Seattle, Spokane, and Yakima.

A complaint must be filed within 180 days of the most recent act of discrimination. The employer must have at least eight employees.

**3**

Consult a lawyer.

In Washington, a lawsuit can be filed in state court without first filing a complaint with the Human Rights Commission. In most cases the suit must be filed within three years of the most recent act of discrimination.

**4**

To file a complaint with a federal agency, contact:

**U.S. Equal Employment Opportunity Commission**

**[www.eeoc.gov](http://www.eeoc.gov)**

**Seattle District Office, Federal Office Building**

**909 First Avenue, Suite 400, Seattle, WA 98104-1061**

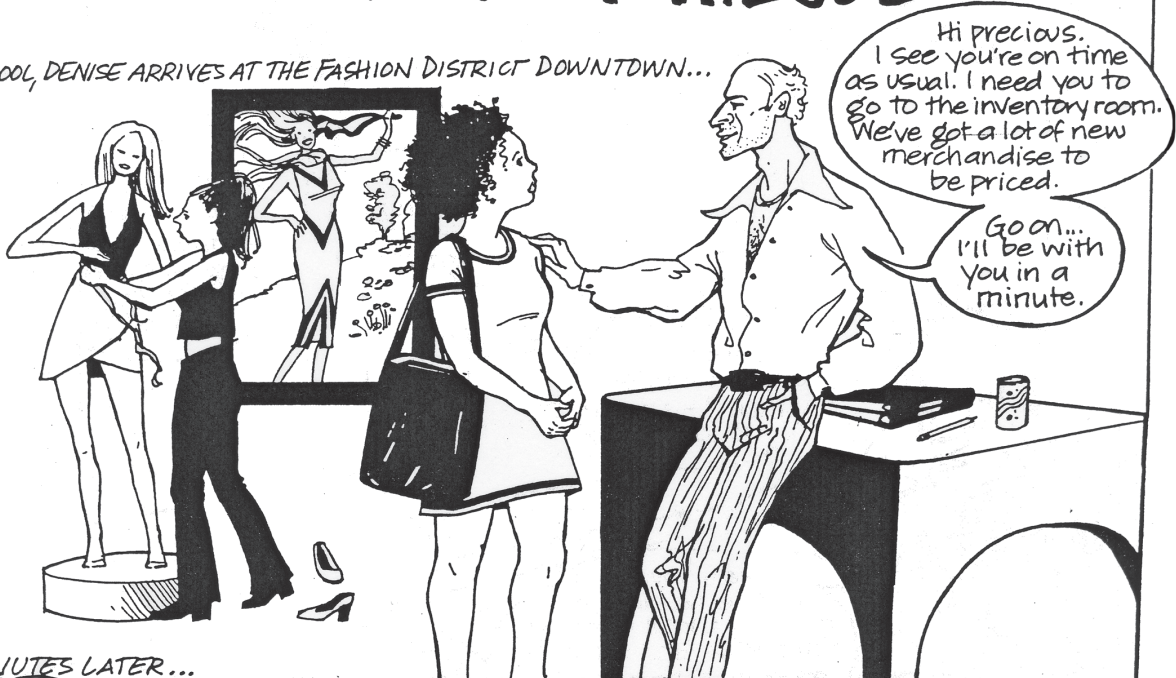
**Tel: 206.220.6883 or 1.800.669.4000 TTY: 206.220.6882 or 1.800.669.6820**

A complaint must be filed with the EEOC within 300 days of the most recent act of discrimination. The employer must have at least 15 employees. The EEOC will either try to help the parties reach a voluntary settlement, bring a lawsuit on behalf of the complainant, or allow the complainant to file a private lawsuit against the employer.

# SEXUAL HARASSMENT ON THE JOB

Produced by the UCLA-LOSH Program  
1001 Gayley Avenue, Los Angeles, CA 90024

AFTER SCHOOL, DENISE ARRIVES AT THE FASHION DISTRICT DOWNTOWN...



A FEW MINUTES LATER...







**Scenario 1**

I am a 17 year old male and work at a movie theater. I have been dating my supervisor, Ellie, for seven months. I don't want to be involved with Ellie anymore. I have tried to break up with her, but she doesn't want to end our relationship. Ellie told me that I better be nice to her or she'll find someone new to take my job. I am really worried that Ellie will fire me if I do break up with her. What should I do?

—Sean

**Scenario 2**

I am a 16 year old female. I work as a stocker at a grocery store. I've been having a problem with this guy I work with. Jeremy keeps asking me to go out with him, even though I keep telling him no. Last week, I told another co-worker, Carrie, about how Jeremy won't leave me alone. Carrie told me that the same thing has been happening to her, but that Jeremy seems harmless and she likes the attention. She told me that I shouldn't be so sensitive. I'm having a hard time working around Jeremy and just want him to leave me alone. Am I being too sensitive? What should I do?

—Aiesha

**Scenario 3**

I am an 18 year old male. I was hired two months ago as a delivery driver for a florist shop. I am the only guy who works at the store. Whenever I enter the store to pick up my next order, the cashier and floral arrangers stop what they are doing and hang around me. They ask questions about what kind of girl I like and make jokes about wanting to kiss me. I overheard the cashier talking on the phone to a friend, referring to me as "their sexy delivery boy." At first I didn't mind the attention, but now it is getting annoying. Last week, I asked the store owner if she would talk to the employees about the way I am being treated. The owner laughed and said, "The girls like you, Eddie. You should be flattered. You just need to get used to working around women." I just want to do my job. What should I do?

—Eddie



## Please Help

Use this Answer Key for the Dear Maggie or the Telephone Help Line activities. Your students' answers will vary. The information below about each scenario may be helpful for assessing students' work on these activities.

### Scenario 1

1. Is this sexual harassment? **Yes**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Quid pro quo**
3. What can or should the target do in this situation?

**Sean could talk to Ellie about their relationship both inside and outside of work, and how to keep them separate.**

**Sean could keep a written record of Ellie's comments, including what she says, when she says it, and who hears it.**

**Sean could consider making a complaint to his employer, the Washington State Human Rights Commission or the EEOC if her threats continue or if she does actually fire him.**

### Scenario 2

1. Is this sexual harassment? **Maybe**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**
3. What can or should the target do in this situation?

**Aiesha should tell her supervisor about the situation.**

**Aiesha should document what Jeremy was doing to her, what her response was, when it happened, and if she told her supervisor she should document that information as well.**

**She could also ask Jeremy to quit asking her (more than just saying no) and that she was feeling harassed by his behavior.**

**Scenario 3**

1. Is this sexual harassment? **Maybe**
2. If yes, is it an example of *quid pro quo* or *hostile work environment*? **Hostile work environment**
3. What can or should the target do in this situation?

**Eddie could talk to his supervisor again, telling her that he is uncomfortable with his co-workers' behavior and he needs her to take his complaint seriously.**

**Eddie could keep a written record of what is happening at work.**

**If the harassment does not stop, and if the owner does not take action, Eddie may want to make a complaint to the Washington State Human Rights Commission if the employer has at least 8 employees.**

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Scenario**

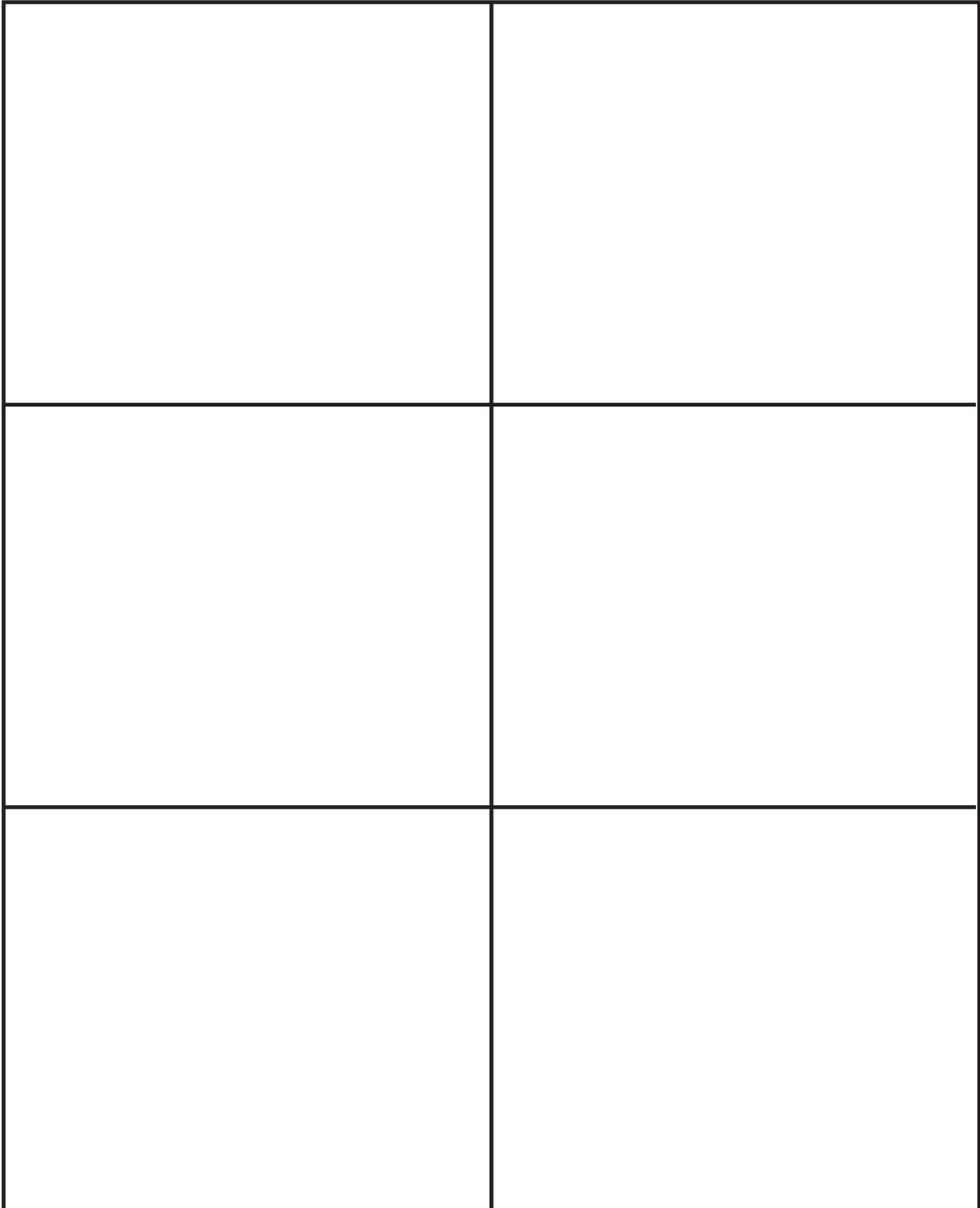
Ellen is 17 and works at gardening store. Her manager, Ben, has been bothering her by:

- Telling her that he'll give her a raise if she goes out with him.
- Threatening that if she makes him mad, he might not be able to find enough work to keep her on staff.

**Directions:** Draw a story in cartoon format in the blank panels on the back. Your story should show the interaction between Ellen and Ben. You may not need to use all of the panels, or you may need to continue your cartoon onto another piece of paper if you need more room. Be sure to show how Ellen responds to the situation.

Summarize what steps Ellen can take in response to the harassment.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Short Answer

1. There are **three** conditions that cause a behavior or action to be considered as sexual harassment. Circle the three conditions that cause a behavior or action to be considered sexual harassment. The behavior or action must be:
  - a. Embarrassing
  - b. Occasional
  - c. Unwelcome
  - d. Unpleasant
  - e. Witnessed by someone else
  - f. Repeated/persistent
  - g. Amusing to someone
  - h. Unwanted

2. Sexual harassment can be carried out through physical, visual or verbal behaviors. For each behavior listed, identify the type of harassment.

Behaviors	Verbal	Physical	Visual
a. Groping/pinching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Touching or slapping someone's butt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Whistling/catcalls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Sexually suggestive email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sexually suggestive joke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Nude pictures in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Lewd gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Putting a hand on someone's thigh/leg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Give one example of a threat that could be used in quid pro quo harassment.

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4. Give one example of a **reward** that could be used in quid pro quo harassment.

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5. If someone is being sexually harassed, list two different ways they could protect themselves.

a. \_\_\_\_\_

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b. \_\_\_\_\_

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6. Identify whether the statements below are true or false (T for True and F for False).

- |                                                                                                   |   |   |
|---------------------------------------------------------------------------------------------------|---|---|
| a. Sexual harassment in the workplace is illegal in all 50 states.                                | T | F |
| b. If you are being sexually harassed, you must confront the person who is harassing you.         | T | F |
| c. Your employer can legally fire you for complaining about sexual harassment at work.            | T | F |
| d. It is your employer's responsibility to protect you from sexual harassment at work.            | T | F |
| e. A single non-threatening act, like asking a co-worker for a date, could be sexual harassment.  | T | F |
| f. An employee must be physically touched in order for an incident to count as sexual harassment. | T | F |
| g. Sexual harassment laws only protect women.                                                     | T | F |