Lesson 5

Sexual Harassment

Updated October 2004
Acknowledgements:

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- *Teens Sexual Harassment* by the Northwest Woman’s Law Center Legal Rights Education Subcommittee, 1998.


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

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# Lesson 5

## Sexual Harassment in the Workplace

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 5A</td>
<td>Individual</td>
<td>5-10 minutes</td>
<td>• Master 5.1 <em>Sexual Harassment in the Workplace Pre-Test</em></td>
</tr>
<tr>
<td>Pre-Test</td>
<td></td>
<td></td>
<td>• Master 5.21 <em>Pre and Post-Test Teacher Answer Key</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>･ Overhead transparencies or chart paper and pens</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>･ Overhead projector</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>･ Transparency or copies of Master 5.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>･ Master 5.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>･ Transparencies of Masters 5.4 <em>Quid Pro Quo</em>, 5.5 <em>Hostile Work Environment</em>, 5.6 <em>Work Environment Scenario A</em> and 5.7 <em>Work Environment Scenario B</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>･ Master 5.8</td>
</tr>
<tr>
<td>Activity 5B</td>
<td>Groups</td>
<td>30-50 minutes</td>
<td>• Whiteboard or Overhead Projector</td>
</tr>
<tr>
<td>Going Too Far: What is</td>
<td></td>
<td></td>
<td>• Copies of Master 5.9 <em>Help Wanted Ads</em></td>
</tr>
<tr>
<td>Sexual Harassment?</td>
<td></td>
<td></td>
<td>• Copies of Master 5.10 <em>The History of Sexual Harassment</em></td>
</tr>
<tr>
<td>Activity 5C</td>
<td>Class or Small Groups</td>
<td>30-50 minutes</td>
<td>• Transparency of Master 5.12 <em>Workplace Scenarios</em></td>
</tr>
<tr>
<td>Sexual Harassment Then</td>
<td></td>
<td></td>
<td>• Copies of Master 5.13 <em>Workplace Scenarios Discussion Questions</em></td>
</tr>
<tr>
<td>&amp; Now</td>
<td></td>
<td></td>
<td>• Master 5.14 <em>Workplace Scenarios-Teacher Answer Key</em></td>
</tr>
<tr>
<td>Activity 5D</td>
<td>Class or Small Groups</td>
<td>20-30 minutes</td>
<td>Option A</td>
</tr>
<tr>
<td>Evaluating Workplace</td>
<td></td>
<td></td>
<td>• Tape</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
<td>• Copies of Master 5.11 <em>Where Do You Stand Signs</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Transparencies of Master 5.12 <em>Workplace Scenarios</em></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>• Master 5.14 <em>Workplace Scenarios-Teacher Answer Key</em></td>
</tr>
</tbody>
</table>
| Activity 5E  | Pairs | 30 minutes | Copies of Master 5.15 *Stopping Sexual Harassment*  
|             |       |            | Copies of Master 5.16 *Sexual Harassment on the Job Cartoon*  
| Options A and B |       |            | Copies of Master 5.17 *Please Help*  
|             |       |            | Master 5.18 *Please Help—Teacher Answer Key*  
| Option C    |       |            | Copies of Master 5.19 *Blank Cartoon Panels*  
|             |       |            | Colored Pens or Pencils  
| Activity 5F | Individual | 5-10 minutes | Copies of Master 5.20 *Sexual Harassment in the Workplace Post-Test*  
| Post-Test   |       |            | Master 5.21 *Pre and Post-Test—Teacher Answer Key* |
Lesson Overview

Activity 5A
Sexual Harassment in the Workplace Pre-Test
Students complete a pre-test as a measure of what they already know about sexual harassment in the workplace before Lesson 5 is taught.

Activity 5B
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.

Activity 5C
Sexual Harassment Then & Now
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 5D
Evaluating Workplace Sexual Harassment
Students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred. In Option A, students work in small groups. In Option B, the whole class creates a continuum, which represents their interpretation of the scenarios.

Activity 5E
Stopping Sexual Harassment
Students learn about the possible steps to take if one is being sexually harassed. In Option A, students play the role of a newspaper advice columnist. In Option B, students play the role of a volunteer answering a telephone helpline. In Option C, students create a cartoon format story showing how to respond to a sexual harassment incident.

Activity 5F
Sexual Harassment in the Workplace Post-Test
Students complete a post-test as a measure of what they have learned as a result of presenting Lesson 5.
Learning Objectives

• 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.

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following 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

Lesson 5 Masters
Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

Master 5.1 Sexual Harassment in the Workplace Pre-Test
Master 5.2 Sexual Harassment Definitions
Master 5.3 What is Sexual Harassment?
Master 5.4 Quid Pro Quo
Master 5.5 Hostile Work Environment
Master 5.6 Work Environment Scenario A
Master 5.7 Work Environment Scenario B
Master 5.8 Work Environments–Teacher Answer Key
Master 5.9 Help Wanted Ads
Special Note to Teachers

Due to the sensitive nature of the topic of sexual harassment, you may need to seek permission from your principal or school district before presenting these activities to your students.

The topic of sexual harassment can sometimes be both sensitive and controversial. Discussion of sexual harassment topics may make both you as the teacher as well as your students uncomfortable, so it is important to present the topic with sensitivity. Some students may feel nervous or embarrassed by the topic. Students may tell jokes, become disruptive, or make light of the topic because they are uncomfortable. For this reason, in your role as the teacher it is important that neither you nor your students make jokes or make light of the subject of sexual harassment.

Bringing up the subject of sexual harassment may cause students to approach you with concerns about sexual harassment or more serious issues in their own lives.

If this does occur, it is important that you know what resources are available in your district, and who to refer the student to for further support.

It is important that students feel it is safe to share these concerns with you, even if you don’t feel comfortable with this topic.

This lesson introduces workplace sexual harassment in context of young workers’ health and safety on the job. The activities focus on understanding workplace sexual harassment and the law,
evaluating workplace situations, and identifying how to respond to sexual harassment at work.

The topic of sexual harassment in the workplace is often included in orientation programs for new employees at many large companies. However, young workers may not receive this training because they enter the job on a part-time basis, or as part of an internship or work-based learning experience. Many teenagers find their first jobs with small businesses that most likely do not have a formalized sexual harassment policy or training programs.

As teenagers enter the workforce, they are vulnerable to becoming targets of sexual harassment for many reasons. Young workers are at a power and age disadvantage in comparison to their older supervisors or other co-workers. Young workers often are not familiar with sexual harassment laws and do not know their rights. And often, young workers are either afraid to speak out about a problem at work, or do not possess the skills to do so. It is important to recognize that any worker, regardless of job title, age, sexual orientation or gender, may become involved in sexual harassment, either as the harasser or as the target of harassment.

Activity 5A Pre-Test

Students complete a pre-test as a measure of what they already know about sexual harassment in the workplace before Lesson 5 is taught.

Activity time: 5-10 minutes

Materials

- Copies of Master 5.1 Sexual Harassment in the Workplace Pre-Test
- Master 5.21 Pre and Post-Test—Teacher Answer Key

Procedure

1. Distribute copies of Master 5.1 Sexual Harassment in the Workplace Pre-Test prior to introducing any of the material.

2. The pre-test is used to find out what students know about sexual harassment before exposure to Lesson 5. It is okay if they cannot answer all or most of the questions, but they should try to answer the questions as best they can.
3. Collect the pre-test right after its completion and keep it on file until the post-test is completed. DO NOT LET THE STUDENTS KEEP THE PRE-TEST.

4. Master 5.21 Pre and Post-Test–Teacher Answer Key is provided to help you evaluate students’ work on the test. The Answer Key provides possible examples of correct answers students may provide. However, the list is not exhaustive and student answers may vary.

**Activity 5B**

**Going Too Far: What is Sexual Harassment?**

In this activity, students investigate the differences between flirting and sexual harassment. Students try to develop a definition for sexual harassment, and then compare their definition to the legal definition of sexual harassment. They also investigate the three different ways that sexual harassment may occur and learn to recognize the differences between quid pro quo and hostile work environment sexual harassment.

**Activity time:** 30-50 minutes

**Materials**

- Either an overhead transparency and pens OR a piece of chart paper and pens for each of the four groups
- Extra overhead transparencies or chart paper
- Overhead projector
- Overhead transparency of Master 5.2 Sexual Harassment Definition
- Copies of Master 5.3 What is Sexual Harassment?
- Overhead transparency of Master 5.4 Quid Pro Quo
- Overhead transparency of Master 5.5 Hostile Work Environment
- Overhead transparency of Master 5.6 Work Environment Scenario A
- Overhead transparency of Master 5.7 Work Environment Scenario B
- Master 5.8 Work Environments—Teacher Answer Key
Procedure

Flirting vs. Harassing

1. Break the class into four groups. Assign one topic to each of the four groups. Each group will work together to brainstorm a list for one of the following topics:

   a. Flirting behaviors
   b. Sexually harassing behaviors
   c. What flirting feels like
   d. What sexual harassment feels like

2. Each group should record their ideas on either an overhead transparency or a piece of chart paper.

Sample student answers:

<table>
<thead>
<tr>
<th>Flirting Behaviors</th>
<th>Sexually Harassing Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winking</td>
<td>Calling profane names</td>
</tr>
<tr>
<td>Making eye contact</td>
<td>Making threats</td>
</tr>
<tr>
<td>Calling by a nickname</td>
<td>Unwanted pinching, grabbing, patting, pressing, etc.</td>
</tr>
<tr>
<td>Joking and teasing</td>
<td>Following someone or blocking their way</td>
</tr>
<tr>
<td>Passing fun notes</td>
<td>Making lewd gestures or drawings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Flirting Feels Like</th>
<th>What Sexual Harassment Feels Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silly, good-natured, playful</td>
<td>Threatening, scary</td>
</tr>
<tr>
<td>It feels nice to be noticed,</td>
<td>Uncomfortable, uneasy, unwanted</td>
</tr>
<tr>
<td>boosts self-esteem</td>
<td></td>
</tr>
<tr>
<td>I feel attracted to this person</td>
<td>Disgusting or demeaning, feels bad</td>
</tr>
<tr>
<td>I feel in control, it is wanted, it is mutual</td>
<td>I can’t believe this just happened</td>
</tr>
<tr>
<td>Exciting, feels good</td>
<td>Embarrassing, other person seemed in control</td>
</tr>
</tbody>
</table>

3. After 5 minutes, or when the students have stopped writing, reconvene the class. Ask one person in each group to share their list with the class.
Defining Sexual Harassment

1. As a class or in small groups, use the lists the students created to develop a definition of “sexual harassment.” The students may have some difficulty developing a definition that they agree upon. Point out that sexual harassment is full of subtleties and gray areas, which can make it difficult to clearly define and identify. The following questions may be helpful in developing a definition:

   a. What makes flirting different from sexual harassment?
   b. Is it easy or difficult to tell the difference?
   c. How can you tell when the line has been crossed between a flirting behavior and a harassing behavior?
   d. Are the feelings of the person experiencing the harassment important?

2. Once the class has developed their definition for sexual harassment, write it down on the board or on an overhead transparency.

3. Next, share the legal definition of workplace sexual harassment, either using an overhead transparency of Master 5.2 Sexual Harassment Definitions or by making handouts for each group. The longer definition is from the Equal Employment Opportunity Commission, the federal agency responsible for overseeing sexual harassment and sex discrimination laws. The shorter definition provides a summarized definition that you may want to use with students who read at a lower level, or can be used whenever you want to refresh students’ understanding of workplace sexual harassment.

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects:

- an individual’s employment,
- unreasonably interferes with an individual’s work performance,
- or creates an intimidating, hostile or offensive work environment.”

From the EEOC “Facts About Sexual Harassment”

“Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.”

Summarized definition
4. Ask the students to consider how this definition differs from their own definition. Did their definition include some variations of the three required criteria for harassment in the EEOC definition? Sexual harassment is often judged using the criteria that the behavior must be:

- unwanted,
- unwelcome, and
- repeated (unless severe)

Did the students’ definition include physical, verbal and visual forms of harassment? Do the students feel like the legal definition is complete? What would they add to it?

**Physical, Verbal and Visual Sexual Harassment**

1. Refer back to the definition of sexual harassment. The definition specifies sexual advances, requests for sexual favors, and other conduct of a sexual nature. Each of these methods of harassment can be carried out through physical, verbal and visual behaviors.

2. As a class, ask students to come up with some examples of physical, verbal and visual harassment. Write the student responses on the board or overhead. **Alternative option:** You may want to ask students to write their responses on a slip of paper and turn them into you. This allows you to screen the responses and “translate” them before writing them on the board. Only you know the culture of your classroom and if students will be able to handle this activity appropriately.

3. Some of the examples may clearly seem like harassment to some students, while to others they may seem like flirting. Refer to the lists the students made in the earlier activity and the definition of sexual harassment. Sexual harassment is in the eye of the beholder, so if the target feels harassed, then the behavior may be classified as harassment.

**Sample student answers:**

<table>
<thead>
<tr>
<th>Visual Harassment</th>
<th>Verbal Harassment</th>
<th>Physical Harassment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting pictures of nude or scantily clad people.</td>
<td>Calling someone degrading names of a sexual nature.</td>
<td>Making lewd gestures (licking lips suggestively, gyrating hips, etc.).</td>
</tr>
<tr>
<td>Passing notes with lewd drawings.</td>
<td>Spreading sexual rumors.</td>
<td>Following someone or blocking his or her way so a person can’t get away.</td>
</tr>
<tr>
<td>Hanging a calendar with nude pictures.</td>
<td>Commenting on someone’s sexual abilities, body parts or clothing.</td>
<td>Unwanted grabbing, pinching, kissing, or pressing up against someone.</td>
</tr>
</tbody>
</table>
Two Types of Sexual Harassment

1. Explain that while sexual harassment may be carried out through physical, verbal or visual behaviors, the outcomes of these behaviors fit within two categories. The Equal Employment Opportunity Commission recognizes two types of workplace sexual harassment: **quid pro quo** and **hostile work environment**. Physical, verbal and visual harassment can be a part of both quid pro quo and hostile work environment harassment.

2. Pass out copies of Master 5.3 *What is Sexual Harassment?* Ask students to read the handout. Then, show Master 5.4 *Quid Pro Quo* and Master 5.6 *Hostile Work Environment* on the overhead projector. These two documents provide definitions for the two types of sexual harassment.
“Quid Pro Quo” means “This for That”
This usually involves a supervisor or person in authority who uses threats or promises of rewards in exchange for sexual favors:

Examples of Threats
- Not getting hired
- Getting fired or a bad evaluation
- Not getting a raise or promotion
- Being excluded from a group

Examples of Rewards
- Getting hired
- Getting a promotion
- Getting a raise or other special treatment
- Getting a preferred work schedule or assignment
- Being included as part of a group
- Getting a better grade or review on an evaluation

Hostile Work Environment
Caused by repeated actions, comments, or objects that create an intimidating, hostile, or offensive work environment. The behavior does not have to be repeated to be considered sexual harassment if it is a severe incident, such as sexual assault.

Examples:
- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Lewd notes
- Sexual graffiti
- Screen saver with nude or scantily clad bodies
- E-mails with sexual jokes, pictures or comments
- One incident of sexual assault

3. Read aloud the two scenarios on Master 5.6 Work Environment Scenario A and Master 5.7 Work Environment Scenario B. Ask the students which scenario is an example of quid pro quo and which scenario is an example of hostile work environment.

4. Have students identify what actions or behaviors from the scenarios qualify it as either hostile work environment or quid pro quo. See Master 5.8 Work Environments–Teacher Answer Key for a list of suggested answers.

5. In the next activity, students will learn about the history of sex discrimination and sexual harassment law.
Activity 5C
Sexual Harassment
Then and Now

This activity provides students with a historical overview of sex discrimination and sexual harassment 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.

Activity time: 30-50 minutes

Materials

- Copies of Master 5.9 Help Wanted Ads
- Copies of Master 5.10 The History of Sexual Harassment
- Help wanted ads from current newspapers

Procedure

Help Wanted Ads

1. Pass out copies of Master 5.9 Help Wanted Ads, one per student. These ads are all taken from the want ads section of the Seattle Daily Times from January 1964.

2. Either working individually or in small groups, ask students to examine the want ads. You may want to 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 Master 5.9. Allow several minutes for students to write down their answers to the questions on the second page of Master 5.9 Help Wanted Ads.

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 Master 5.10 *The History of Sexual Harassment*. Focus on the front of the handout first. 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.

2. Next turn to the timeline of sexual harassment laws. Ask students to plot their birth year and the birth years of their parents or guardians on the timeline. If their parents’ birth years are earlier than what it listed on the timeline, tell students to extend the line by hand and write in the year.

3. 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.

4. Using the timeline, 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.

5. 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 5D
Evaluating Workplace Scenarios

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

Option A

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

Activity time: 20-30 minutes

Materials
- Overhead transparency of Master 5.2 Sexual Harassment Definitions
- Overhead transparencies of Master 5.12 Workplace Scenarios
- Copies of Master 5.13 Workplace Scenarios Discussion Questions
- Master 5.14 Workplace Scenarios–Teacher Answer Key

Procedure
1. Master 5.12 Workplace Scenarios contains 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 photocopies of the scenarios you selected from Master 5.12 to give 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 Master 5.13 Workplace Scenarios Discussion Questions to each group of students. Students may also need to refer to Master 5.2 Sexual Harassment Definitions.

4. Students will evaluate the three workplace scenarios using the legal definition of sexual harassment from Master 5.2 Sexual Harassment in the Workplace.
Harassment Definitions. In their small groups, have the students answer the questions on Master 5.13 Workplace Scenarios Discussion Questions. While the students discuss each scenario within their small groups, they should record their answers on Master 5.13.

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. Using Master 5.14 Workplace Scenarios–Teacher Answer Key, provide additional arguments and reasons not covered by the students’ discussion.

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.

6. Continue this process with the next two scenarios.

7. Activity 5E will help students understand what to do when sexual harassment occurs in the workplace.

Option B: Where Do You Stand?

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

Activity time: 20-30 minutes

Materials

- Scotch Tape
- Copies of Master 5.11 Where Do You Stand Signs (Strongly Agree, Uncertain, Strongly Disagree)
- Overhead transparencies of Master 5.12 Workplace Scenarios
- Master 5.14 Workplace Scenarios–Teacher Answer Key
Procedure

1. Master 5.12 Workplace Scenarios is 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. Make overhead transparencies of the scenarios you wish to use.

3. Create a continuum along one wall of the classroom using Master 5.11 Where Do You Stand Signs. Tape the “Strongly Agree” sign at one end of the wall, the “Uncertain” sign in the middle, and the “Strongly Disagree” sign at the opposite end of the wall.

4. 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 Master 5.2 Sexual Harassment Definitions.

5. Project a scenario on the overhead and read the scenario out loud to the class.

6. 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.

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

8. 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.

9. Using Master 5.14 *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.

10. Activity 5E will help students understand what to do if sexual harassment occurs in the workplace.

**Activity 5E**

**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).

**Activity time:** 15-20 minutes

**Materials**

- Copies of Master 5.15 *Stopping Sexual Harassment*
- Copies of Master 5.16 *Sexual Harassment on the Job Cartoon*

**Procedure**

**Sexual Harassment on the Job**

1. Hand out copies of Master 5.16 *Sexual Harassment on the Job Cartoon* to students. 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

2. 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?

3. Pass out copies of Master 5.15 *Stopping Sexual Harassment*.

4. 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?

5. Emphasize the State and Federal agencies to contact, and the statute of limitations for each agency, as listed on Master 5.15.

**Option A: Dear Maggie (writing)**

In Option A, 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.

**Activity time:** 10-15 minutes

**Materials**

- Copies of Master 5.15 *Stopping Sexual Harassment* (for reference)
- Copies of Master 5.17 *Please Help*
- Master 5.18 *Please Help—Teacher Answer Key*

**Procedure**

1. Students can work in pairs for this activity. Pass out one copy of Master 5.17 *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 B: Phone Helpline
(speaking)

In Option B, 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.

Activity Time: 10-15 minutes

Materials

- Copies of Master 5.15 Stopping Sexual Harassment (for reference)
- Copies of Master 5.17 Please Help
- Master 5.18 Please Help Teacher Answer Key

Procedure

1. Students can work in pairs for this activity. Pass out one copy of Master 5.17 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.
Option C: Cartoon Format (drawing)

In Option C, 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.

Activity Time: 10-15 minutes

Materials

- Copies of Master 5.15 Stopping Sexual Harassment (for reference)
- Copies of Master 5.16 Sexual Harassment on the Job Cartoon (for examples)
- Copies of Master 5.19 Blank Cartoon Panels
- Colored pens or pencils

Procedure

1. Students can work in pairs for this activity. Pass out one copy of Master 5.19 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.
Activity 5F
Post-Test

Students complete a post-test as a measure of what they have learned as a result of Lesson 5.

Activity time: 5-10 minutes

Materials

• Copies of Master 5.20 Post-Test
• Master 5.21 Pre and Post-Test–Teacher Answer Key

Procedure

1. To get an idea of what the students have learned as a result of the Health and Safety Awareness for Working Teens lesson on Sexual Harassment, have the students complete Master 5.20 Post-Test.

2. Master 5.21 Teacher Answer Key is provided to help you evaluate the student’s work on the test.

3. The Teacher Answer Key provides examples of the kinds of correct answers students may provide. However, the list is not exhaustive and student answers may vary.
Lesson 5 Masters
Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

Master 5.1 Sexual Harassment in the Workplace Pre-Test
Master 5.2 Sexual Harassment Definitions
Master 5.3 What is Sexual Harassment?
Master 5.4 Quid Pro Quo
Master 5.5 Hostile Work Environment
Master 5.6 Work Environment Scenario A
Master 5.7 Work Environment Scenario B
Master 5.8 Work Environments–Teacher Answer Key
Master 5.9 Help Wanted Ads
Master 5.10 Sexual Harassment and the Law
Master 5.11 Where Do You Stand Signs
Master 5.12 Workplace Scenarios
Master 5.13 Workplace Scenarios Discussion Questions
Master 5.14 Workplace Scenario–Teacher Answer Key
Master 5.15 Stopping Sexual Harassment
Master 5.16 Sexual Harassment on the Job Cartoon
Master 5.17 Please Help
Master 5.18 Please Help–Teacher Answer Key
Master 5.19 Blank Cartoon Panels
Master 5.20 Sexual Harassment in the Workplace Post-Test
Master 5.21 Pre and Post-Test–Teacher Answer Key
Master 5.22 Supplemental Teacher Resources
Sexual Harassment in the Workplace
Sexual Harassment in the Workplace Pre-Test (page 1 of 2)

Student Name: ________________________________ Date: __________ Period: ______

Short Answer

1. Provide a definition for the two types of workplace sexual harassment, as recognized by the law?
   A. Quid pro quo:

   B. Hostile work environment:

2. There are three things that cause a behavior or action to be considered as sexual harassment. The behavior or action must be:
   A. ________________________________ ,
   B. ________________________________ and
   C. ________________________________ .

3. Sexual harassment can be carried out through physical, visual or verbal behaviors. Give one example of each:
   A. Physical Harassment: ___________________________________________________________
   B. Visual Harassment: ____________________________________________________________
   C. Verbal Harassment ____________________________________________________________

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

5. Give one example of a reward that could be used in quid pro quo harassment?
   _____________________________________________________________

6. Give one example of something that might occur in a hostile work environment?
   _____________________________________________________________

7. If someone is being sexually harassed, list three things they should do:
   A. ___________________________________________________________
   B. ___________________________________________________________
   C. ___________________________________________________________
Master 5.1
Sexual Harassment in the Workplace Pre-Test (page 2 of 2)

True or False? (Circle T for True and F for False)

8. Sexual harassment is a form of sex discrimination. T  F

9. Sexual harassment in the workplace is illegal in all 50 states. T  F

10. If you are being sexually harassed, you must confront the person who is harassing you. T  F

11. Your employer can legally fire you for complaining about sexual harassment at work. T  F

12. It is your employer’s responsibility to protect you from sexual harassment at work. T  F

13. Often, people do not file a complaint about sexual harassment because they are afraid that no one will believe them. T  F

14. A single non-threatening act, like asking a co-worker for a date, is sexual harassment. T  F

15. An employee must be physically touched in order for an incident to count as sexual harassment. T  F

16. Sexual harassment laws only protect women. T  F

17. Sex discrimination is not always sexual harassment. T  F
Master 5.2
Sexual Harassment Definitions

The Equal Employment Opportunity Commission (EEOC) is the federal agency responsible for overseeing workplace sexual harassment regulations and compliance with laws. The EEOC defines workplace sexual harassment as follows:

Sexual Harassment Definition – Full Version

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects:

• an individual’s employment,
• unreasonably interferes with an individual’s work performance
• or creates an intimidating, hostile or offensive work environment.”

— From the EEOC Facts About Sexual Harassment

Sexual Harassment Definition – Summarized

“Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.”
Master 5.3
What is Sexual Harassment?

Student Name: __________________________ Date: __________ Period: __________

Sexual harassment is visual, verbal or physical conduct of a sexual nature that is unwanted, unwelcome and repeated. A single incident can also be considered to be sexual harassment if it is severe (e.g. sexual assault).

Harassers may be co-workers, supervisors or even people from outside the company, such as clients or customers.

While most sexual harassment occurs when men harass women, sexual harassment can happen between anyone, including people of the same gender. While a single incident should be reported, it will not be considered sexual harassment unless the harassment is ongoing, or unless the single act was a severe incident, such as sexual assault.

**How do you know if you are being harassed?**

If something of a sexual nature at work is making you feel upset, embarrassed, or uncomfortable, you may be experiencing sexual harassment. Sexual harassment is defined by its impact, not its intent. So, it does not matter what the harasser meant by a comment, what matters is how it makes you feel.

People often react to sexual harassment in similar ways. You may experience any of the following emotional and physical signs, or may feel something entirely different.

<table>
<thead>
<tr>
<th>A sense of dread</th>
<th>Stomach ache or headaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Humiliation or embarrassment</td>
</tr>
<tr>
<td>Fear or anger</td>
<td>Depression or hopelessness</td>
</tr>
<tr>
<td>Inability to concentrate</td>
<td>Dread going to work</td>
</tr>
<tr>
<td>Loss of interest in work or school</td>
<td>Loss of interest in family or friends</td>
</tr>
</tbody>
</table>
**Master 5.4**

**Quid Pro Quo**

There are two types of sexual harassment as defined by the government and the courts. One type is called **Quid Pro Quo**.

“**Quid Pro Quo**” means “**This for That**”
This usually involves a supervisor, employer or co-worker who uses threats or promises of rewards in exchange for sexual favors.

**Examples of Threats**

- Not getting hired
- Getting fired or a bad evaluation
- Not getting a raise or promotion
- Being excluded from a group

**Examples of Rewards**

- Getting hired
- Getting a promotion
- Getting a raise or other special treatment
- Getting a preferred work schedule
- Being included as part of a group
- Getting a better grade or review on an evaluation
Hostile Work Environment

Caused by repeated actions, comments, or objects that create an intimidating, hostile, or offensive work environment. The behavior does not have to be repeated to be considered sexual harassment if it is a severe incident.

Examples:

- Regular use of sexually offensive language
- Sexual jokes
- Sexual gestures
- Sexual pictures or graphic calendars
- Lewd notes
- Sexual graffiti
- Screen saver with nude or scantily clad bodies
- E-mails with sexual jokes, pictures or comments
- One incident of sexual assault
Master 5.6
Work Environment Scenario A

Jillian works in a garage as a mechanic apprentice. She has wanted to work on engines for as long as she can remember. In the shop, there are many nude centerfolds and calendars with pictures of scantily clad women. In the only restroom, the walls are covered with sexually explicit graffiti. Her male co-workers rarely use her first name, but refer to her by “sugar” or “honey.” No one touches her in anyway. She is embarrassed, but does not say anything to her co-workers because she really wants to fit in with the guys in the shop. Lately though, Jillian dreads going to work. She worries that if she continues with this career, will she always have to put up with this kind of work environment.
Option 1
Ann Marie got a summer job waiting tables at a restaurant during the lunch shift. After a month on the job, as Ann Marie walks into the kitchen, her manager, Mike, says to the male cook, “What do you think, Dave? Wouldn’t Ann Marie look good in a shorter skirt so the customers could get a look at those fine legs?” Although his comment embarrasses her, she tries to ignore him, and picks up her order.

Later that week, while Ann Marie is on her break at a table in the back of the restaurant, Mike sits down with her. Mike asks her to go out with him that night. When she says she already has plans, Mike says, “You know, I could find a spot for you on the dinner shift. You could get much bigger tips. Come on, don’t you want to go out with me?” Ann Marie has been hoping for a spot on the dinner shift since she first got hired, but she does not want to get involved with her boss. She is upset and turns him down.
Option 2
Luis got a summer job as a waiter at a local restaurant, working the lunch shift. After a month on the job, as Luis walks into the kitchen, his manager Sheila says to the female cook, “Don’t you think Luis would get bigger tips if he wore tighter pants to show off that cute butt?” Luis laughs and replies, “For bigger tips, I’d rather you schedule me for the dinner shift.” He is annoyed, but shrugs it off and gets back to his customers.

The next week, Luis is taking his break at a table in the back of the restaurant. Sheila walks over and sits down next to him. She leans toward him, placing her hand on his shoulder and says, “Luis, I was thinking. Perhaps I can find a place for you on the dinner shift after all. I’d be willing to help you out if you did something for me. I want you to go out with me tonight. I think we could have a lot of fun together.” Luis has been hoping for a spot on the dinner shift since he first got hired, but he does not want to get involved with his boss. He turns her down.
Master 5.8
Work Environments – Teacher Answer Key

Scenario A

What type of sexual harassment is this? Hostile Work Environment

What actions or behaviors qualify this as this type of harassment?
Pictures of nude women are on the walls.
Sexually offensive graffiti is on the walls.
Co-workers refer to her with pet names like “sugar” and “honey.”

Scenario B

Option 1
What type of sexual harassment is this? Quid Pro Quo

What actions or behaviors qualify this as this type of harassment?
Her manager suggested she would get better tips if she wore a shorter skirt.
Her manager suggests that she would get a better work schedule with higher tips if she accepts his proposition.

Option 2
What type of sexual harassment is this? Quid Pro Quo

What actions or behaviors qualify this as this type of harassment?
His manager suggested he would get better tips if he wore tighter pants.
His manager suggests that he would get a better work schedule with higher tips if he accepts her proposition.
Help Wanted Ads  From Seattle Daily Times, January 1964

### 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 experience and telephone number.

**WILL INTERVIEW** young men under 45, preferably unmarried and with wholesale 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.

### 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 point.

**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.

**DEPENDABLE GIRLS,** 18-25 years for steady full-time window cashiers. Apply in person.

**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.

**HELP HUBBY,** add to family income. Salaried position. Pleasant telephone voice helpful.

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

**ATTRACTION BAR MAID** to work evenings, size 10 to 14, age 21 to 28.

**REFINED WOMAN** to work as fashion stylist, selling high style costume jewelry.
Master 5.9 (page 2 of 2)
Help Wanted Ads

Student Name: __________________________ Date _______ Period ________________

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?
The History of Sexual Harassment

– Sexual Harassment and the Law
– Timeline

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
**The History of Sexual Harassment**

**Important Laws, Court Cases and Rulings**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>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 gender.</td>
</tr>
<tr>
<td>1964*</td>
<td>Title VII of the Civil Rights Act of 1964. Prohibits discrimination based on sex, race, color, national origin and religion.</td>
</tr>
<tr>
<td>1965</td>
<td>Federal Executive Order 11246. Requires affirmative action for federal contractors based on sex, race and national origin.</td>
</tr>
<tr>
<td>1972*</td>
<td>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.</td>
</tr>
<tr>
<td>1973</td>
<td>Washington State Law Against Discrimination. Chapter 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 an employee the legal right to sue an employer for hostile work environment or quid pro quo sexual harassment or sex discrimination.</td>
</tr>
<tr>
<td>1980*</td>
<td>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.</td>
</tr>
</tbody>
</table>

* Refers to landmark cases
Master 5.10 (page 3 of 3)
Sexual Harassment and the Law Timeline

1982

Huebschen v. Wisconsin Department 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.

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 Shipyards. Ruled that posting pornographic material at work is a type of hostile 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.

1986*

Washington State Governor’s Executive Order EO 89-01. Requires anti-sexual harassment policy investigation and training by Washington State entities.

1989

Rene v. MGM Grand Hotel, 2002. The 9th Circuit Court ruled that same-sex sexual harassment is prohibited under Title VII.

2000/02

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.

1998

Burlington Industries v. Ellerth. The U.S. Supreme Court ruled that under Title VII employers who do not respond reasonably to a sexual harassment complaint can be held financially liable.

Oncale v. Sundowner Offshore Services. The U.S. Supreme Court ruled that federal law under Title VII protects employees from being sexually harassed in the workplace by people of the same sex.
Master 5.11
Where Do You Stand Signs (page 1 of 3)

Strongly Agree
Uncertain
Master 5.11
Where Do You Stand Signs (page 3 of 3)

Strongly
Disagree
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.
Master 5.12
Workplace Scenarios

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.
Master 5.12
Workplace Scenarios

Scenario 3

Julia got an internship working at a veterinary 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.
Master 5.12
Workplace Scenarios

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.
Master 5.12
Workplace Scenarios

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 need 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.
Master 5.12
Workplace Scenarios

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.
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.
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.”
Master 5.12
Workplace Scenarios

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.
Master 5.12
Workplace Scenarios

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.
Master 5.13
Workplace Scenario Discussion Questions (page 1 of 2)

Student Name: ____________________  Date:___________  Period:______________

In your 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 #__**

- Is this sexual harassment?
- If yes, is it an example of “quid pro quo” or “hostile work environment”?
- What behaviors tell you that it is or isn’t?

- Who is the harasser?
- Who is the target?
- What can or should the target do?

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

**Workplace Scenario #__**

- Is this sexual harassment?
- If yes, is it an example of “quid pro quo” or “hostile work environment”?
- What behaviors tell you that it is or isn’t?

- Who is the harasser?
- Who is the target?
- What can or should the target do?

- How would you feel if you were the target in this situation?
Master 5.13
Workplace Scenario Discussion Questions (page 2 of 2)

Workplace Scenario #__

• Is this sexual harassment?
• If yes, is it an example of “quid pro quo” or “hostile work environment”?
• What behaviors tell you that it is or isn’t?

• Who is the harasser?
• Who is the target?
• What can or should the target do?

• How would you feel if you were the target in this situation?
Master 5.14
Workplace Scenario Teacher Answer Key

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 Keiko, has implied that she will only receive the raise if she agrees to go out with him.

1. Is this sexual harassment? Yes
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? Quid pro quo
   b. If no, why is it not a case of sexual harassment? N/A

2. 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.

3. Who is the harasser?
   Dave

4. Who is the target?
   Keiko

5. 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.

6. 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 also rate the women on a scale of 1 to 10.

1. Is this sexual harassment? Yes
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? Hostile Work Environment
   b. If no, why is it not a case of sexual harassment? N/A

2. 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.

3. Who is the harasser?
Males in the hallway.

4. Who is the target?
Females passing through the hallway.

5. What can or should the target do?
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.

6. 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
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? N/A
   b. 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.

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

3. Who is the harasser? N/A

4. Who is the target? N/A

5. 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.

6. 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*
   a. 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.*
   b. If no, why is it not a case of sexual harassment?

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

3. Who is the harasser? *Frank*

4. Who is the target? *Aaron*

5. 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.*

6. 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 part of a nude female body and a nude male 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*
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”?  
      b. If no, why is it not a case of sexual harassment?

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

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

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

5. 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.*
6. 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.” 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 we could have some fun together.” Corey is surprised by Helena’s behavior, but doesn’t want to lose his job.

1. Is this sexual harassment? **Yes**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? **Quid Pro Quo**
   b. If no, why is it not a case of sexual harassment? **N/A**

2. 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.

3. Who is the harasser?
   **Helena**

4. Who is the target?
   **Corey**

5. 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.

6. 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 you work in Customer Service, you have 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.

1. Is this sexual harassment? **No**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”?
b. 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.

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

   N/A

3. Who is the harasser?

   N/A

4. Who is the target?

   N/A

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

   You could let Mariah know that you would prefer that she not tell inappropriate jokes while you are working with her.

6. 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**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”?  
      N/A
   b. 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.

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

   N/A

3. Who is the harasser?

   N/A

4. Who is the target?

   N/A

5. 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.

6. 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 guy who works in 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 and deal with it if he is going to work in an office full of women.

1. Is this sexual harassment? **Yes**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? **Hostile Work Environment**
   b. If no, why is it not a case of sexual harassment?

2. 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.

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

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

5. 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.

6. 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**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”?  
   b. 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.*

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

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

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

5. 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.*

6. 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**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? **Quid pro quo**  
   b. If no, why is it not a case of sexual harassment? **N/A**

2. 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.*

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

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

6. 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.*

a. If yes, is it an example of “quid pro quo” or “hostile work environment”?

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

2. 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.*

3. Who is the harasser?

*Jose*

4. Who is the target?

*Brandi*

5. 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.

6. 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
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? Quid Pro Quo
   b. If no, why is it not a case of sexual harassment?

2. 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.

3. Who is the harasser?
Josh

4. Who is the target?
Natasha

5. 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.

6. 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**
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? **Hostile Work Environment**
   b. If no, why is it not a case of sexual harassment? **N/A**

2. 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.

3. Who is the harasser? **Reggie (Craig is participating, but isn’t the actual harasser)**

4. Who is the target? **Jin Soo and the female customers**

5. 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.

6. 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:

- Find out your employer’s policies and procedures for sexual harassment 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. 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?
- 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.
- Talk with your employer about the harassment, such as speaking to your supervisor. If your supervisor is the harasser, you can speak to the company’s human resources department or other designated person. You may also need to file a complaint with one of the agencies listed in the next section. The agencies may ask if you followed your employer’s complaint procedure, and if not, why you did not.
Master 5.15
Stopping Sexual Harassment (page 2 of 2)

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
   http://www.hum.wa.gov/
   Phone: 1-800-233-3247 (SE HABLA ESPAÑOL)
   TTY: 1-800-300-7525
   Local headquarters are located 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
   http://www.eeoc.gov
   Seattle District Office
   Federal Office Building, 909 First Avenue, Suite 400
   Seattle, WA 98104-1061
   Phone: 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

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

Hi precious. I see you're on time as usual. I need you to go to the inventory room. We've got a lot of new merchandise to be priced.

Go on... I'll be with you in a minute.

A FEW MINUTES LATER...

Not only are you a good worker... But you are also VERY attractive.

You know, I would sure like to get to know you better.

How about I give you a ride home after work?

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

Sexual Harassment on the Job Cartoon (page 2 of 2)

Ugh! what a day!
This is the 5th time that he's made me uncomfortable. Good thing I'm keeping track in my notebook.

I know how it feels, Denise.

It's good you're keeping track because what he's doing is called sexual harassment and it's illegal.

Are you sure it is sexual harassment? He hasn't touched me.

It doesn't matter. He's your boss and he shouldn't be making those remarks. You should find out if the other girls have had the same problem.

My aunt knows of some groups we can contact for help.

What? N-N-No! Mr. Roberts you have been making me feel very uncomfortable!

Really like the job, but I don't want to go out with you. It's illegal for you to harass us like this.

We'd appreciate it if you'd just let us do our work!
Master 5.17
Please Help

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
Master 5.18
Please Help-Teacher Answer Key

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
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? Quid pro quo

2. 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
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? Hostile work environment

2. 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
   a. If yes, is it an example of “quid pro quo” or “hostile work environment”? Hostile work environment

2. 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 coworkers’ 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.
Master 5.19
Blank Cartoon Panels (page 1 of 2)

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 below. 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. _________________________________________________________________
Master 5.20
Sexual Harassment Post-Test (page 1 of 2)

Student Name: __________________________ Date: ___________ Period: ____

Short Answer

1. Provide a definition for the two types of workplace sexual harassment, as recognized by the law?
   A. Quid pro quo:

   B. Hostile work environment:

2. There are three things that cause a behavior or action to be considered as sexual harassment. The
   behavior or action must be:
   A. ________________
   B. ________________ and
   C. ________________.

3. Sexual harassment can be carried out through physical, visual or verbal behaviors. Give one
   example of each:
   A. Physical Harassment: ____________________________________________
   B. Visual Harassment: ____________________________________________
   C. Verbal Harassment ____________________________________________

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

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

6. Give one example of something that might occur in a hostile work environment?

7. If someone is being sexually harassed, list three things they should do:
   A. ____________________________________________
   B. ____________________________________________
   C. ____________________________________________
True or False? (Circle T for True and F for False)

8. Sexual harassment is a form of sex discrimination. T F
9. Sexual harassment in the workplace is illegal in all 50 states. T F
10. If you are being sexually harassed, you must confront the person who is harassing you. T F
11. Your employer can legally fire you for complaining about sexual harassment at work. T F
12. It is your employer’s responsibility to protect you from sexual harassment at work. T F
13. Often, people do not file a complaint about sexual harassment because they are afraid that no one will believe them. T F
14. A single non-threatening act, like asking a co-worker for a date, is sexual harassment. T F
15. An employee must be physically touched in order for an incident to count as sexual harassment. T F
16. Sexual harassment laws only protect women. T F
Master 5.21  
Pre and Post-Test–Teacher Answer Key (page 1 of 2)

Student Name: __________________________ Date: __________________________

Short Answer

1. Provide a definition for the two types of workplace sexual harassment, as recognized by the law?
   A. Quid Pro Quo:  
   *Means “this for that.” When a supervisor uses rewards or threats in exchange for sexual favors*
   B. Hostile Work Environment:  
   *Caused by repeated actions, comments, pictures, or objects that create an intimidating, hostile or offensive work environment.*

2. There are three things that cause a behavior or action to be considered as sexual harassment. They behavior or action must be:
   A. *Unwanted*,
   B. *Unwelcome*, and
   C. *Repeated*

3. Sexual harassment can be carried out through physical, visual or verbal behaviors. Give one example of each:
   A. Physical Harassment: *Lewd gestures; Unwanted touching; Exposing private body parts; etc.*
   B. Visual Harassment: *Posting nude pictures; Passing notes with lewd drawings; Emailing pictures of a sexual nature; Sexual graffiti; etc.*
   C. Verbal Harassment: *Calling sexually degrading names; Spreading sexual rumors; Telling sexual jokes; Catcalling or whistling; etc.*

4. Give one example of a threat that could be used in Quid Pro Quo harassment?
   *Getting fired; Getting a bad evaluation; Not getting hired; Not getting a raise; Not getting a promotion; etc.*

5. Give one example of a reward that could be used in Quid Pro Quo harassment?
   *Getting a promotion; Getting a raise; Getting hired; Getting a preferred work schedule; etc.*

6. What is an example of something that might occur in a Hostile Work Environment?
   *Offensive sexual language; Sexual jokes; Sexual gestures; Sexual graffiti; Graphic pictures or calendars; Lewd notes; etc*

7. If someone is being sexually harassed, list three things he or she should do:
   A. *Talk to his or her supervisor or human resources department; File a complaint with EEOC or Washington Human Rights Commission and/or your union.*
B. Keep a written record of the facts: what, when, where, who and how it felt.
C. Find support. Talk to friends, family, and co-workers. Start a buddy-system at work.

True or False?

8. Sexual harassment is a form of sex discrimination. **True**

9. Sexual harassment is illegal in all 50 states. **True**

10. If you are being sexually harassed, you must confront the person who is harassing you. **False**

11. Your employer can fire you for complaining about sexual harassment at work. **False**

12. It is your employer’s responsibility to protect you from sexual harassment at work. **True**

13. Often, people do not file a complaint about sexual harassment because they are afraid that no one will believe them. **True**

14. A single non-threatening act, like asking co-worker for a date, is sexual harassment. **False**

15. An employee must be physically touched in order for an incident to count as sexual harassment. **False**

16. Sexual harassment laws only protect women. **False**
Supplemental Teacher Resources (page 1 of 3)

Sexual Harassment in the Workplace

Agencies:

Washington State Human Rights Commission
http://www.hum.wa.gov/
Phone: 1-800-233-3247 (SE HABLA ESPAÑOL)
TTY: 1-800-300-7525
Local headquarters are located in Olympia, Seattle, Spokane and Yakima.

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

Women’s Bureau of the U.S. Department of Labor
http://www.dol.gov/wb/
Seattle Regional Office
1111 Third Avenue, Room 925, Seattle, WA 98101-3211
Phone: 206-553-1534 or 1-800-296-7011

Organizations:

Northwest Women’s Law Center
http://www.nwwlc.org/
3161 Elliott Avenue, Suite 101, Seattle, WA 98121-1016
Phone: 206-621-7691
TTY: 206-521-4317

American Association of University Women (AAUW)
http://www.aauw.org
1111 Sixteen Street NW, Washington DC 20036
Phone: 800-326-AAUW

American Civil Liberties Union (ACLU) of Washington State
http://www.aclu.org or www.aclu-wa.org
705 Second Avenue, Suite 300, Seattle, WA 98104
Legal Complaint Line: (206) 624-2180
Phone: (206) 624-2184
Master 5.22
Supplemental Teacher Resources (page 2 of 3)
Sexual Harassment in the Workplace

Educational Materials:

Master 5.22
Supplemental Teacher Resources (page 3 of 3)
Sexual Harassment in the Workplace

Information on Sexual Harassment Laws

**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 gender.
http://www.eeoc.gov/policy/epa.html

**Title VI of the Civil Right Act of 1964.** Prohibits discrimination on the basis of color and national origin in programs receiving federal funding.
http://www.usdoj.gov/crt/cor/coord/titlevi.htm

**Title VII of the Civil Rights Act of 1964.** Prohibits employment discrimination based on sex, race, color, national origin and religion.
http://www.eeoc.gov/policy/vii.html

**Federal Executive Order 11246.** Requires affirmative action for federal contractors for women, Asian/Pacific Islanders, Blacks, American Indians/Alaskan Natives and Hispanics.
http://www.dol.gov/esa/regs/statutes/ofccp/eo11246.htm

**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.

**Washington State Governor’s Executive Order EO 89-01.** Requires anti-sexual harassment policy, investigation and training by Washington State entities.
http://www.governor.wa.gov/eo/eoarchive/ eo89-01.htm

**Civil Rights Act of 1991.** States that a victim of sexual harassment can attempt to recover damages from his or her employer.
http://www.eeoc.gov/policy/cra91.html

**Washington State Law Against Discrimination.** Chapter 49.60 RCW. Prohibits employment discrimination based on sex, race, color, national origin, creed, marital status, disability and persons between ages forty and seventy in Washington State.
http://www.leg.wa.gov/RCW/index.cfm?fuseaction=chapterdigest&chapter=49.60

**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