

Vocational Equity
Research Training and
Evaluation Center

VERTEC **2014**

Sexual harassment in the
workplace and students:
curriculum module

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**Connecticut Women's
Education and Legal Fund**

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Sexual harassment in the workplace and students

Learning Objectives

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

- Identify sexually harassing behaviors.
- Apply the laws that protect them from sexual harassment in the workplace.
- List 3 actions they can take to stop and report the harassment.

Lesson Plan

Activity	Time	Materials
A. Introduction: What is sexual harassment?	20	Flipchart, markers and sticky notes.
B. Myth or fact activity	10	Myth and fact handout
C. Scenarios	25	Scenario handouts
D. Reporting	10	Resource handout
E. Wrap up and evaluation	10	Evaluation

Preparing to teach this lesson

Before you present:

1. Read the entire lesson plan and decide which of the activities you will use. We recommend that you follow the lesson plan as written; however, if time is limited, the myth or fact activity can be used as a handout.
2. Prepare for the materials related to the introduction activity: What is Sexual harassment (sticky notes; flip chart and chart paper) Allow the students some time to think about the question, and ask them not to self-censor any ideas they might have.
3. For the Myth or fact activity, copy the **Myth or fact?** handout for distribution to students. Allow students some time to consider their own answers to each of the statements, and to engage in an open discussion. The activity is intended to create discussion around many of the myths that underlie 'blaming the victim' of sexual harassment and the difficulties some students have in recognizing and reporting sexual harassment. Review the notes

provided before the activity, and add any of your own thoughts or experiences as they are relevant and helpful to make the discussion your own.

Listed are sites that can provide additional information to round out the discussion about myths and facts:

- American Association of University Women:
<http://www.aauw.org/what-we-do/legal-resources/know-your-rights-at-work/workplace-sexual-harassment/>
 - National Women’s Law Center:
<http://www.nwlc.org/our-issues/employment/sexual-harassment-in-the-workplace>
 - U.S. Equal Employment Opportunities Commission:
http://www.eeoc.gov/laws/types/sexual_harassment.cfm
4. For the scenarios, each small group will discuss one of the scenarios. Therefore, we suggest you provide each member of each small group with a copy of the scenario that their group will discuss. We suggest that the groups are no larger than five or six students so that all members of the group will have a chance to contribute to the small group discussion. Allow for enough time for the groups to fully discuss the questions and report out. Facilitate the discussion with each scenario, using the additional questions posed at the bottom of each of the instructor’s version of the handout.
 5. After the discussion related to reporting, give the students copies of the resource sheet provided with the lesson plan.
 6. Finally, copy and distribute the brief evaluation survey included in the lesson plan.

Detailed Instructors’ notes

A. Introduction: What is sexual harassment?

Hand out 3-6 sticky notes per student.

Write the phrase *SEXUAL HARASSMENT IN THE WORKPLACE* on the flipchart and ask students to use the sticky notes to describe what sexual harassment means to them -- using one sticky note for each thought. They can include sexually harassing behaviors, like leering, or spreading rumors; or describe the relationship between target and the harasser or note any other dimension that comes to mind. These notes will be a good jumping off point for the explanation of what sexual harassment

is, and how it can be prevented and addressed. Ask students to transfer their sticky notes to a sheet of the flipchart paper. Allow the students 5 minutes to do this.

After students have put their sticky notes up on the flipchart paper, ask them to think about any common themes and how they can categorize the sticky notes, such as explanations, behaviors, responses to harassment, or reporting. *Note: The categories you will have depend upon the students' sticky note responses.*

Start the discussion with the behaviors. Group the stick notes with behaviors (e.g., sexting, pornographic pictures, touching) together on the flip chart paper and list out loud the behaviors that may have been noted by students on the sticky notes. These might include: touching, texting, grabbing, sexual assault, looks, sexual jokes, sexual innuendo, etc. Ask the students if there are other behaviors they may not have thought about the first time around and add them to the flip chart.

Ask students what the behaviors might have in common. Are the behaviors sexual? Wanted? Have effects on people? And then explain:

Sexual harassment is ***unwelcome sexual behavior that negatively impacts the targets work environment.***

Sexual harassment is a form of sex discrimination. As a result, when it occurs on the job, it violates the laws against sex discrimination in the workplace, including Title VII of the Civil Rights Act of 1964.

Why is it considered sex discrimination? Because the target is being chosen because of his or her sex or sexual orientation or because the behaviors are of a sexual nature, and because the behaviors affect a person's ability to function in the workplace.

Sexual harassment includes:

- Unwelcome sexual advances
- Requests for sexual favors, or
- Verbal or physical conduct of a sexual nature.

There are two types of sexual harassment. In the first, someone is asked to do something sexual in return for a job favor, like better hours or a promotion. This is called QUID PRO QUO harassment. Quid pro quo means this for that – an example of this is “If you have sex with me, I will make sure you never work Friday nights.”

And quid pro quo happens when there are two people, and one has power to make decisions that affect the other – like a supervisor and a supervisee.

Are any of the things written on the sticky notes quid pro quo behaviors?

The second type of sexual harassment is called HOSTILE environment sexual

harassment. Anyone can create a hostile environment, there doesn't need to be any differences in power between the two people. It can happen between two co-workers or between two supervisors, or between supervisors and supervisees; it can happen between people of the same sex. Additionally, a hostile environment can occur with one incident that is severe or with a pattern of incidents that add up to a hostile workplace.

Are any of the things written on the sticky notes hostile environment behaviors?

Here are some other examples of other kinds of hostile environment behaviors.

- Telling sexual jokes
- Sexting
- Displaying sexual images
- Talking about one's sexual experiences
- Making comments about how someone looks
- Unwanted touching or rubbing against someone
- Making lewd gestures or expressions
- Spreading rumors
- Making jokes or negative comments about someone's sexual orientation.

In other words, sexual harassment may or may not involve any physical contact. Words alone may be enough.

B. Myth or Fact?

Hand out **Myth or Fact** handout and allow students about 5 minutes to complete it.

Discuss each question in turn:

Myth: Sexual harassment in the workplace is rare.

Fact: The reality is that sexual harassment is widespread; it affects women in all kinds of workplace settings. Surveys indicate that almost 1 in 2 women have experienced some form of workplace harassment. Although men are very unlikely to report, they also experience sexual harassment at work. It may seem rare because it is not always, or often reported.

Myth: Most of what people call sexual harassment is just harmless flirting.

Fact: Sexual harassment is offensive and often frightening. Research shows that people who are harassed are sometimes forced to leave their jobs because of the harassment; some also may experience psychological and physical effects, such as sleep disorders, headaches, stomach issues, and/or need counseling because of the harassment. Flirting is *welcome* behavior; the contact between the two parties is invited or accepted by both. It does not matter whether the harasser says he or she did or didn't mean it to be hurtful ("it was just a joke."); it only matters how it makes

you feel.

Myth: Women make up or exaggerate sexual harassment claims to get back at their bosses or co-workers.

Fact: According to research, people rarely file complaints that are false; and many people never file. It is estimated that only 5% - 15% of people who have been harassed formally report problems of harassment. There are a number of reasons that people may not report, including embarrassment, fear of losing their jobs, fear of people not believing them and the belief that nothing can be done. This is a case of “blaming the victim.” Sometimes people might say that the target really liked the harasser and when the harasser wouldn’t agree to have a relationship with the target, s/he lashed out with a false claim. This rarely, rarely happens.

Myth: Women are inviting sexual harassment because of how they dress and/or behave.

Fact: Targets of sexual harassment are all different – they vary in age, appearance, what they wear and how they act. Older women are harassed by younger bosses; women who come to work in turtlenecks and long skirts are harassed. Sexual harassment is an offense of power, not sex. The belief that how women/targets dress or behave invites harassment is another case of victim blaming; and holds the target responsible for the harasser’s behavior.

Myth: If you ignore harassment, it will go away.

Fact: People who sexually harass will not usually stop on his/her own, and people who harass often have a pattern of harassing behavior. Harassment affects the target, but also affects the workplace environment. Sexual harassment can more broadly affect working relationships and make the workplace uncomfortable – hostile – for everyone.

C. Scenarios

Make sure you have copies of the scenarios.

Break the group into small groups and hand out one scenario per group. Give the groups 10 minutes to discuss the questions below and to choose someone in the group to report out at the end of the discussion.

1. Is this sexual harassment?
2. If so, is it quid pro quo or hostile environment sexual harassment?
3. What steps should the target take in dealing with the harassment?
4. If you were the target’s coworker or friend, what could you do?

Facilitate the discussion with each scenario, using the additional questions and prompts posed at the bottom of each of the instructor’s version of the handout.

TANYA

Tanya is working at her desk at Happy Valley Mobile Phone Company. She works there as a service writer after school and on Saturdays, with Bryan and Luis who also go to school with her at Happy Valley High School.

It's a usual Friday afternoon.

Bryan walks up behind her and dips his head down to smell her hair. Tanya looks exasperated. This is the third time in the last few weeks that this has happened.

Bryan says to Tanya, "Mmmmm. That smells soooo good. What's that you have on, Tanya?"

Tanya answers, "It's just my shampoo and if you didn't have your nose in my hair and backed up a little, you wouldn't be able to smell it."

Bryan says, "But that smell is something. Hey, I've thinking a lot about you."

Tanya looks bored and done with Bryan and tries to keep working, "Hmmm."

Bryan continues. "Yeah, I'm thinking that you being so beautiful and all that, we should get together after work."

Tanya keeps her head down. "I don't think so, Bryan."

Bryan moves to the front of her desk and stands right behind her monitor. "Well, there's an opening at the sales desk and I might be able to talk to Ms. Wright about you working with me and Luis. We make more money than the service writers. Me and Ms. Wright, we're pretty tight and she trusts what I have to say."

Tanya answers, "Are you saying that you would be able to get me moved to sales?"

Bryan says, "Well, I don't know; you might have to help me out, too."

Tanya asks, "What's that mean, Bryan?"

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Details to think about for the facilitator:

1. Does Tanya welcome Bryan's attentions? How do you know? Perhaps something to think about is that Bryan has done this three times in the last few weeks. Also, what is the implied link between his putting a good word in for Tanya and Tanya helping him out?

2. Perhaps both- Bryan creates a hostile environment with his unwelcome attention; but his linking his assistance in getting a sales job and Tanya helping him out could be quid pro quo.

3. Some options might be: tell Bryan she is bothered by the behavior; write him a note saying he should stop (keeping a copy for herself); talk to her supervisor about what's going on.

4. Listen. Counsel her to talk to Bryan if she feels it is safe to do so; offer to go with her to speak with him; tell her she should document what happened (date, time, place, what was said, any witnesses).

TONY

Tony is working his Saturday shift at the Happy Valley Nursery. Today, Carlos, his boss, put him in charge of loading landscape materials and plants needed for a big residential job in Dapple Ridge. Tony is hot and sweaty and his tee shirt is soaked through.

"Woo-hoo, look at those abs," Jeremy says and blows kisses at Tony. "I bet your boyfriend likes it when you're all hot."

Jeremy does a pelvis thrust and imitates intercourse. The rest of the crew – 2 guys, both from Tony's school – all laugh.

"Stop, Jeremy, you're pissing him off," Carlos says, "Let's get to work."

Carlos jumps in the driver's side of the truck and he and the four workers leave the nursery.

A week later, Tony sees that pictures of men having sex with men are posted in the work shed. Someone has replaced some of the faces with a picture of Tony's face.

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Details to think about for the facilitator:

1. Yes. Tony clearly does not welcome the behavior of his coworkers. And whether Tony is or is not gay is irrelevant; harassment based on sexual orientation or perceived sexual orientation violates the law.

2. Hostile environment. There is no offer of trading sexual favors for better work conditions. And in this case, Tony is experiencing an ongoing issue – the persistence of the behavior is a red flag for harassment. If Tony was the target of one joke it still might be sexual harassment, based upon how egregious (bad and/or damaging) that joke was. But the persistence of the behaviors is important.

3. Tony could speak with Carlos about the behaviors; and if Carlos does nothing or if Tony is not satisfied with Carlos's response, Tony could go to Carlos's boss or to the owner of the business. Tony should document the harassing incidents (date, time, place, what was said, any witnesses) and keep a file at home or away from his worksite. Although Tony works for a small business, he is covered by Connecticut State statute – employers in the state with 3 or more employees are covered. To be covered under federal law, an employer must have 15 or more employees.

4. Support him; advise him to document and to talk to an adult who can assist. Many men do not file sexual harassment reports because they may feel embarrassed or shamed; gender stereotypes about men and sex are very powerful. But, this may be starting to change; in 2011, men filed more than 16% of the sexual harassment claims filed with the EEOC.

MARLIE

Marlie just got a new job at the Happy Valley Salon. She is working there helping out with shampooing and anything else the stylists need because she wants to go become a hairstylist after high school.

Janina has been the receptionist at the salon for about 2 years. On slow days, she spends a lot of time on her cell, talking and texting to her boyfriend Andy. Often, you can hear her conversations all the way back to where the stylists mix up hair color. On busy days, she spends a lot of time talking with clients, sometimes about her sexual relationship with Andy.

Anika, the shop owner, has never had a problem with Janina's behavior. She is always on time and the clients seem to be entertained by her bawdy sense of humor.

Marlie is uncomfortable with Janina's explicit descriptions of her nights with Andy, and doesn't answer Janina when she asks her about her boyfriend, Kristof.

"So, Marlie, did you see Kristof this weekend? Whatcha do on Friday night? I saw him when he was waiting for you in the car after work, and he is fine! I bet he feels so good in bed."

Marlie stays silent, hoping Janina just leaves her alone.

Janina turns to Anjeli, who is waiting to get her hair cut and says, “That girl...she’s a v-i-r-g-i-n (drawing out the word).”

1. Is this sexual harassment?
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Details to think about for the facilitator:

1. Does the harassment interfere with Marlie’s work? Could it? This is another factor to consider. Imagine that Marlie doesn’t come to work because of how Janina talks when she’s at the salon, or gets a headache or stomachache before she needs to leave for work. Sexual harassment can affect a target profoundly and interfere in their ability to go to, or do, their work.

2. Hostile environment. Although Anika and the clients appear to be comfortable with the sexual banter, Anika has a responsibility to her employees and clients to make the salon a place that feels safe for everyone. Allowing Janina to share her sexual activities or to ask Marlie about her sexual relationship with Kristof is not creating a climate in which everyone can flourish.

3. Marlie could speak with Janina, if she feels safe to do so. She might also talk with the other stylists, and certainly with Anika. In her discussion with Anika, Marlie should make sure to describe the harassing behaviors and what Marlie would like to see happen (such as make Janina stop the sexual comments). If Marlie does not feel as though she can have that discussion, she might write down the behaviors and what she’d like to see as a solution and give it to Anika to read. If Anika fires Marlie because of the harassment, Marlie is protected by law. People who report being harassed or who report another’s harassment are protected from retaliation by an employer.

4. You might help Marlie to role play how she would approach either Janina or Anika. You could offer to accompany her when she speaks with either woman. You might advise Marlie to talk to an adult – her mother or yours, or to a trusted teacher or counselor. You could also advise her in how to document the harassment, or to call someone (see resource list) to talk about her experience.

IBIZA

Ibiza started working at Happy Valley Restaurant when her counselor at school told her about some serving openings there.

Jason is the manager and oversees the mostly female serving staff. The staff at the restaurant gets along well, but Jason is often flirtatious, especially with the new hires. He often calls them “honey,” and has been known to pass by them so closely that he rubs up against their backs.

Maia and Charlene, who have both been working there since high school and are now in college, usually warn the new hires about Jason.

“He’s harmless, Ibiza,” said Maia, three weeks later, when Ibiza told her about how Jason was acting towards her, “You just need to let him know it’s a ‘no go’ and he’ll stop. Besides, he always gives everyone a big bonus at Christmas.”

For a few weeks, Ibiza continued to rebuff Jason’s advances, but without any change in Jason’s behavior.

“But what do I do?” she said, crying on a Saturday night to Maia when they were in the side kitchen. Maia kept her back to Ibiza.

“Hah,” said Maia, “Well maybe you just like it, cuz look, he gives you the best section of the restaurant and you always work Saturday night. We have to beg him to give us the section you have.”

Someone told Ibiza that Jason used to date at least two girls who ended up leaving the restaurant.

Jason’s dad owns the restaurant.

1. Is this sexual harassment?
2. If so, is it quid pro quo or hostile environment sexual harassment?
3. What steps should the target take in dealing with the harassment?
4. If you were the target’s coworker or friend, what could you do?

Details to think about for the facilitator:

1. What do you think the behaviors are that can be considered harassing? What about the fact that Maia and Charlene don’t seem to be bothered by them? Who gets to say whether something is harassment or not? The target – in this case, Ibiza – does. Whether or not a behavior is defined as harassment is determined by the target of that behavior. And while Maia and/or Charlene seemingly don’t mind

Jason's behaviors (although it is unclear whether that is in fact true, or they do not know their rights), Ibiza surely does. And perhaps, so did the two girls who left.

2. We probably need more information. With the information we have, it is surely hostile environment. But what if Jason made Ibiza's 'good' section assignment contingent upon whether or not she 'welcomed' his behaviors? Again, we do not know why the two young women who left did so; it may not be Jason's first quid pro quo offense.

3. While Maia and Charlene have minimized Jason's harassing behaviors, the rest of the wait staff may not see it the same way. Ibiza could talk with other servers to see if they have had similar experiences. Ibiza might also speak with Jason's father, the owner, about her experiences with his son. He may be unaware of his son's behaviors and how he is endangering his business as well as harassing his employees. Ibiza might also engage other servers in speaking with Jason's dad. And Ibiza might get information from the young women who left the restaurant to see if Jason's harassment led to their leaving. They might be willing to bear witness to their harassment with Jason's dad.

4. Again, you might advise Ibiza to document her experiences, to talk about what is happening to a trusted adult, and above all, be supportive. Above all, don't advise her to change how she dresses or acts – blaming the victim never helps.

ARON and CELINE

Analise and Aron started dating during the very first month of high school. During their senior year, through their Cooperative Work Experience class, they both started working at the Happy Valley Department Store. Aron worked in the shoe department; Analise worked in women's sportswear.

The two departments shared a stock room, so Analise and Aron, when they could work together, were able to talk and joke as they unpacked shipments of boots, shoes, dresses and jeans and checked off the inventory lists.

Soon after they started working at Happy Valley, Aron met Celine during a lunch break. Celine worked as an assistant to the shoe buyer and would often be in and out between the buyer's office and the stock room checking to see if new stock had come in and bringing it out to the floor. Aron soon broke up with Analise and started to see Celine.

Analise was badly upset, and was even more so when she had to work the same shift as Aron.

But Analise still continued to sext him and send him sexy pictures of herself.

And one day, in the lunchroom, Celine ran up to Aron to tell him that Analise had been spreading rumors about Celine being a slut.

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2. If so, is it quid pro quo or hostile environment sexual harassment?
3. What steps should the target take in dealing with the harassment?
4. If you were the target's coworker or friend, what could you do?

Details to think about for the facilitator:

1. We are talking about two related but different dynamics at play – the first is whether Analise is harassing Aron, the second, whether she is harassing Celine. Are the texts Analise is sending to Aron welcome according to Aron? Although they had a relationship, Aron may no longer welcome Analise's texts and pictures. And with Celine, Analise is spreading rumors about Celine's level of sexual activity.
2. Nothing is being 'traded' here, and there is no difference in power between the peers, so hostile environment best fits to describe this situation.
3. Celine and Aron both have various options open to them: they can try to talk to Analise (separately or together) about stopping the behavior, or they can write her a letter. They should certainly document the behaviors they experience. A small notebook or file where you can note day, time of day, location of the behavior or action, and who was present – and any other details – is important. Usually harassing behavior happens more than once, and you won't want to forget important details when you need them, or have to remember where you put a note about a prior incident.
4. As Celine and Aron both work in the shoe department, you might advise them to speak with the shoe buyer or any of the supervising managers at the store, or to go to the store's Human Resources Department where they can look for assistance. Additionally, as Aron came to this job through his Cooperative Work Experience class, you could suggest that Aron speak with the teacher.

D. Reporting

What should I do if I believe that I am being sexually harassed at work?

If you feel it is safe for you to do so, tell the harasser to stop the behavior and make it clear what behavior you object to. You can also write a letter or email to the harasser asking him/her to stop.

Report the behavior to your supervisor or someone in management that you trust. Sometimes, the harasser might be your direct supervisor; in that case, find another person in management to whom you trust to tell what happened.

If you are in a school-sponsored workplace, report the harassment to your teacher, another faculty member or administrator.

Tell someone you trust, like a friend, sibling or parent. Telling others about what happened to you can take some of the power out of the behavior, and people you trust can help you to problem-solve your next steps. Additionally, telling them might be important if there is an investigation or legal case later.

Talk to your co-workers. Chances are that if you were sexually harassed, there may be or have been others who experienced the same behaviors from the harasser. Your coworkers can provide support and assistance in resolving the harassment.

Document, document, document. Keep a record describing each incident of harassment, including the date, who was there, where it happened, and any details of what was said or done. Write down the details as soon as possible after the incident, and also include the day and time that you are writing it down. Update your notes with each new incident. Your notes can be important to investigations or legal actions. Also, keep copies of all emails, texts, pictures, notes or anything involved with the harassment.

Network with others. If you can, talk to others at work about the harassment. You may find witnesses, allies, or others that have been harassed by the same person or are concerned and would be willing to help.

If these steps do not end the harassment, you can report the behavior to the Connecticut Human Rights and Opportunities Commission or the federal Equal Employment Opportunities Commission, or you may want to consider taking legal action. Sexual harassment is illegal discriminatory behavior and violates both federal (Title VII of the Civil Rights Act of 1964) and Connecticut laws.

E. Wrap up and evaluation

Wrap up with the students by repeating the definition of sexual harassment, how to report and sharing resources.

Review the resource sheet (included with student handouts) with students.

Hand out the post-survey to students and have them complete it.

MYTH or FACT?

	Myth?	Fact?
Sexual harassment in the workplace is rare.	<input type="checkbox"/>	<input type="checkbox"/>
Most of what people call sexual harassment is just harmless flirting.	<input type="checkbox"/>	<input type="checkbox"/>
Women make up or exaggerate sexual harassment claims to get back at their bosses or co-workers.	<input type="checkbox"/>	<input type="checkbox"/>
Women are inviting sexual harassment because of how they dress and/or behave.	<input type="checkbox"/>	<input type="checkbox"/>
If you ignore harassment, it will go away.	<input type="checkbox"/>	<input type="checkbox"/>

SCENARIOS

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Jason’s dad owns the restaurant.

ARON and CELINE

Analise and Aron started dating during the very first month of high school. During their senior year, through their Cooperative Work Experience class, they both started working at the Happy Valley Department Store. Aron worked in the shoe department; Analise worked in women's sportswear.

The two departments shared a stock room, so Analise and Aron, when they could work together, were able to talk and joke as they unpacked shipments of boots, shoes, dresses and jeans and checked off the inventory lists.

Soon after they started working at Happy Valley, Aron met Celine during a lunch break. Celine worked as an assistant to the shoe buyer and would often be in and out between the buyer's office and the stock room checking to see if new stock had come in and bringing it out to the floor. Aron soon broke up with Analise and started to see Celine.

Analise was badly upset, and was even more so when she had to work the same shift as Aron.

But Analise still continued to sext him and send him sexy pictures of herself.

And one day, in the lunchroom, Celine ran up to Aron to tell him that Analise had been spreading rumors about Celine being a slut.

EVALUATION

1. Please describe the two types of sexual harassment below.

Quid pro quo _____

Hostile environment _____

2. Which of the following behaviors can be considered sexual harassment/ discrimination?

	Sexual Harassment/Discrimination	Depends
Sexual jokes	<input type="checkbox"/>	<input type="checkbox"/>
Pornographic images	<input type="checkbox"/>	<input type="checkbox"/>
Facebook posts	<input type="checkbox"/>	<input type="checkbox"/>
Asking someone on a date	<input type="checkbox"/>	<input type="checkbox"/>
Hugging a coworker	<input type="checkbox"/>	<input type="checkbox"/>
Holding hands	<input type="checkbox"/>	<input type="checkbox"/>
Sexting	<input type="checkbox"/>	<input type="checkbox"/>
Having sex to get a raise	<input type="checkbox"/>	<input type="checkbox"/>
Calling someone "gay"	<input type="checkbox"/>	<input type="checkbox"/>
Not getting a job because you're female or male.	<input type="checkbox"/>	<input type="checkbox"/>

3. If you answered "Depends" to any of the above behaviors, describe why it depends for one of the behaviors.

4. Please answer true or false to the following statements.

	True	False
Sexual harassment is a form of discrimination based on sex.	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment can only happen between a boss and an employee.	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment often goes unreported because most people really like the attention.	<input type="checkbox"/>	<input type="checkbox"/>

5. Name three things you can do if you are sexually harassed at work.
