



Supplementary Lesson

Sexual Harassment



Learning Objectives

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

- Define workplace sexual harassment.
- Identify sexual harassment in the workplace and differentiate between the two types: “quid pro quo” and “hostile work environment.”
- List at least one law that protects against workplace sexual harassment.
- Understand steps employees can take to stop sexual harassment in the workplace.
- Know what to do to get help.

Sexual Harassment Supplement Lesson Plan (45 minutes)

Activity	Time	Materials
<p>A. Introduction: What is Sexual Harassment?</p> <p>Students will become familiar with the two main types of sexual harassment; quid pro quo (i.e., this for that) and hostile work environment, and learn to differentiate between harassment and flirting.</p>	15 minutes	<ul style="list-style-type: none"> • Overheads #S1 – S12
<p>B. Workplace Scenarios</p> <p>Students will work in groups to discuss different workplace scenarios and to determine if the behaviors qualify as sexual harassment. Students will also discuss the appropriate actions to be taken and how it might make them feel.</p>	15 minutes	<ul style="list-style-type: none"> • Handouts #S1-4: <i>Workplace Scenarios #1-4</i> • Handout: <i>You Be the Judge! Analyzing Workplace Scenarios (scenario worksheet)</i>
<p>C. What to do if sexual harassment occurs</p> <p>Students will understand the laws that protect them, and steps to take to stop sexual harassment if it occurs, and what to do to get help.</p>	10 minutes	<ul style="list-style-type: none"> • Overheads #S13-20
<p>D. Review</p> <p>Instructor summarizes key points of the lesson, including information in the take-home handout.</p>	5 minutes	<ul style="list-style-type: none"> • Copies of Handout: <i>Workplace Sexual Harassment</i>

Acknowledgements:

Many of the activities and lessons in this supplement have been adapted from the curricula of other organizations also concerned with educating teens about workplace safety and sexual harassment in the workplace. These curricula and groups include:

Health and Safety Awareness for Working Teens

Sexual Harassment in the Workplace

The University of Washington Department of Environmental and Occupational Health Sciences, the NIEHS Center for Ecogenetics and Environmental Health, and the Washington State Department of Labor & Industries

U.S. Equal Employment Opportunity Commission (EEOC)

Youth @ Work (<http://www.eeoc.gov/youth/>)

Massachusetts Commission Against Discrimination (MCAD)

<http://www.mass.gov/mcad/>

Massachusetts Coalition for Occupational Safety and Health, Teens Lead @ Work

www.masscosh.org/teensleadatwork

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 this lesson.**

Teenagers are particularly vulnerable to becoming targets of sexual harassment as they enter the workforce. Young workers are at a power and age disadvantage in comparison to their older supervisors and co-workers. Also, young workers are often unfamiliar with sexual harassment laws and do not know their rights. And often, young workers may be afraid to speak up about a problem at work, or may not possess the skills with which 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.

The topic of sexual harassment in the workplace is often included in orientation programs for new employees at many workplaces. However, many 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 other teenagers may not receive training because they find jobs with employers that do not have formalized sexual harassment policies or training programs.

Discussion of sexual harassment can be both sensitive and controversial, and should be approached carefully; the topic may make you, the teacher, and your students uncomfortable. Some students may approach you with concerns about sexual harassment or other sensitive issues in their lives. To be prepared if this occurs, you should know what resources are available in your district, and who to refer the student to for further support. Additional resources and contact information for agencies handling sexual harassment cases are included at the end of this lesson.

Preparing To Teach This Lesson

1. Before you present the Sexual Harassment Supplementary Lesson:
2. Obtain a flipchart and markers, or use a chalkboard and chalk.
3. Copy each overhead used in this lesson (#S1-#S20) onto a transparency to show with an overhead projector or use the PowerPoint presentation.
4. Photocopy handouts #1-4 Workplace scenarios 1-4 (one of each per group of students) and the scenario work sheet.
5. Photocopy the student handout *Workplace Sexual Harassment* for each student.
6. Review the Media Stories on page 8 to include video clips or news articles highlighting sexual harassment cases available on the internet. If viewing or navigating internet resources, have a projector/computer available or make necessary copies of articles to be distributed to students.

Detailed Instructor's Notes

A. What is sexual harassment?

(15 minutes)

a. Defining sexual harassment

1. Introduce the topic and explain to the class that there will be a discussion about sexual harassment in the workplace; the discussion will include ways to identify it and how to take action if it occurs. Sexual harassment can occur anywhere, but this lesson focuses on when it occurs in the workplace. Read at least one of the scenarios below. (Overheads #S1-2)



Kylie is 16-years-old and recently started a summer job at a hamburger/hotdog take-out restaurant. She works mostly with other teens, and her manager, Jason, is 23-years-old.

During her first week of work, Jason would sometimes wink or smile at Kylie, and she found it exciting to be noticed by someone attractive and older. Now, into Kylie's second week, Jason whistles at her when she arrives for her shift every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with *him* because "older guys are more experienced than high school boys."

Even though Kylie has no interest in dating Jason, and these comments make her uncomfortable, she has noticed him saying similar things to other female workers who go along with it, so she worries she is overreacting. Kylie is also afraid to say something because Jason is the manager, and she needs the work to save money over the summer.



Dave is 17-years-old and works at a cell-phone retailer after school. He usually works with Kristen, the Assistant Manager of the store, and another female sales assistant. Kristen is often overly friendly to Dave, but has never made him feel uncomfortable before.

This changed the other day when Kristen asked Dave to lift her up by her waist to reach a product on the top shelf in the store. Dave politely refused because there was a step-stool nearby, and he felt the request was inappropriate. Kristen got upset when Dave said no and called him a “wimp.” She told him that he “shouldn’t disobey the manager.” The other female sales assistant overheard the conversation and laughed it off.

Dave feels very uncomfortable now because he doesn’t think that Kristen was joking about him disobeying her, even though he feels what she asked him was wrong.

2. As a class, come up with a definition of sexual harassment. It may be difficult to develop a definition that everyone agrees on. 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:

“What makes flirting different from sexual harassment?”

“Is it easy or difficult to tell the difference?”

“How can you tell when the line has been crossed between a flirting behavior and a harassing behavior?”

“What types of feelings may a person experience as a result of this type of behavior?”

3. Write down the definition that the students develop.



4. Next share the definition of sexual harassment developed by the U.S. Equal Employment Opportunity Commission (EEOC). (Overhead #S3)

“Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when 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 working environment.” (EEOC, 1980)



5. Share the summarized definition also. (Overhead #S4)

- Unwelcomed sexual advances or requests for sexual favors
- Behavior of a sexual nature that is unwanted, unwelcome, and repeated
- Can be visual, verbal, or physical



6. Explain that both harassers and victims can be anyone. Harassment can come from fellow co-workers, supervisors, or even from people who don't work with you (such as clients or customers). Harassers can be the same or opposite sex as the worker. (Overhead #S5-6)

Victims of sexual harassment often feel many emotions. It can bring up feelings of confusion, anger, anxiety and fear that the behavior will continue or worsen, and make them feel awkward or uncomfortable at work.

For victims of sexual harassment, their work performance may suffer and their attitude about work could be negatively impacted; they may avoid going to work, call in sick more frequently, arrive late, or want to quit. The effects of sexual harassment can also negatively affect a young worker's academic/school performance.

b. Types of sexual harassment



1. Explain that the EEOC recognizes two types of sexual harassment in the workplace: quid pro quo and hostile work environment. (Overhead #S7)

2. Quid Pro Quo sexual harassment means “this for that.”

This type of sexual harassment usually involves a supervisor, employer, or co-worker who uses threats, or promises of rewards in exchange for sexual favors.



Discuss examples of threats and rewards. (Overhead #S8)

Examples of Threats:

- Getting fired
- Getting a bad evaluation
- Not getting a raise or promotion
- Being excluded from a group
- Not getting a preferred work schedule
- Reduced work hours

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



3. The second type of sexual harassment in the workplace is when a hostile work environment is created. (Overhead #S9-10)

This type of sexual harassment is caused by repeated actions, comments, behaviors or objects that create an intimidating, hostile, or offensive work environment.

4. Remind the class that behaviors that are repeated by the harasser, unwelcome and unwanted by the victim qualify as sexual harassment. For example, if a supervisor makes a comment and the behavior is never repeated, the single incident is not likely to qualify as sexual harassment unless it is repeated.

However, certain behaviors and incidents do not need to be repeated in order to be considered sexual harassment including severe incidents, such as sexual assault.

Examples of a hostile work environment:

- 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
- Emails with sexual jokes, pictures, or comments
- One incident of sexual assault

C. Flirting versus harassing

1. Explain to the class that sometimes it can be confusing to draw the line between flirting and sexual harassment, making it difficult to identify whether sexual harassment is occurring.

2. As a class, discuss the differences between flirting behaviors and sexual harassment. (Overhead #S11) The difference between flirting and sexual harassment is the nature of the behavior and how it makes the other person feel.



Flirting can feel exciting, silly, fun, and playful or make a person feel good to be noticed, or attracted to the other person. Flirting is mutual, wanted on both sides, and makes each person feel in control. Unlike flirting, sexual harassment is unwanted, makes a person feel threatened, uncomfortable, uneasy, disgusted, embarrassed or lacking control of the situation. Sexual harassment includes threats, rewards, calling someone profane names, unwanted touching, or lewd gestures or images.

Some behaviors may be appropriate within a family, friendship or personal relationship but may not be appropriate or welcome in a work setting. Examples of this can be hugs, touching someone's arm, leaning on or against someone, or putting an arm around someone's shoulder. These behaviors may not necessarily make someone uncomfortable, indeed they may be normal in many people's lives and a sign of friendship, but as people are raised with different personal boundaries, some of these behaviors could make a person feel uncomfortable with a coworker or supervisor. If someone states that a behavior makes them uncomfortable, then it enters into the area of sexual harassment if it continues. These behaviors are best left out of the workplace

for everyone's comfort, particularly as people do not always know the intent of the behavior (i.e., whether it is meant as friendly or flirting or to make someone uncomfortable or fearful).



3. Explain to the class that there are three methods through which harassment can be carried out: visual, verbal, and physical. Discuss what makes these examples sexual harassment (as opposed to flirting) as a class before breaking off into groups for an activity. (Overhead #S12)

Sample student answers:

VISUAL HARASSMENT	VERBAL HARASSMENT	PHYSICAL HARASSMENT
<ul style="list-style-type: none"> • Posting pictures of nude or scantily clad people • Passing notes with lewd drawings or images • Hanging a calendar with nude pictures • Drawings of a sexual nature in bathrooms or locker rooms, especially when targeting a specific person • Wearing a t-shirt with sexually explicit pictures of graphics 	<ul style="list-style-type: none"> • Calling someone degrading names of a sexual nature • Spreading sexual rumors, making fun of a person's sexual orientation • Commenting on someone's sexual abilities, body parts or clothing • Telling, emailing, or texting jokes of a sexual nature • Howling, catcalling or whistling 	<ul style="list-style-type: none"> • Making lewd gestures (licking lips suggestively, gyrating hips, etc.) • Following someone or blocking his or her way so a person can't get away • Unwanted grabbing pinching, kissing, or pressing up against someone • Exposing private body parts (exposing buttocks, breasts, or genitals) • Pulling off clothing, flipping up skirts, bra snapping

B. Workplace Scenarios

(10 minutes)

1. Handouts #1-4 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. Alternatively you can select from the cases of teen sexual harassment which have been covered by the media, listed below.
2. Choose three scenarios for the students to review.

3. Break students into small groups of three students per group. Handout a copy of one scenario to each group. Explain that the students will identify different types of sexual harassment by reading workplace scenarios and then discussing a list of questions.
4. Have the students read their scenarios and mark their answers on the scenario worksheet.
5. Once groups have finished the questions, ask for participants from each group to share their answers. If students are unsure of the answers or come up with an incorrect response, prompt a class discussion or further clarification on topics that are unclear to students.



Scenario A: Abby's Story

Abby is 17 and has worked as a stock handler in a hardware store for 8 months. She recently asked her supervisor for a small raise.

She is one of the only female employees at the store and younger than most of the men who work there. Her male co-workers often call her "honey" or "sweetheart," or joke about her doing "men's work." She keeps quiet about it because she wants to fit in and feels nervous about how they would react if she ever said something.

Since Abby asked for a raise, her supervisor has been behaving differently. Sometimes he blocks her way and gets very close when she tries to pass; other times he tells her she's a "good worker" and rubs her back or shoulders. This makes Abby feel very anxious and some days she does not want to go to work.

One day, he pulls Abby into his office and tells her that she isn't due for a promotion yet. However, if she agrees to go out on a date with him, he could pull a few strings and get her a raise anyway.

Is this sexual harassment?

Yes. Repeated comments made her male co-workers and supervisor are sexual harassment.

Quid pro quo or hostile work environment?

Both hostile work environment and quid pro quo.

What behaviors tell you what type of sexual harassment this is or isn't?

Hostile work environment: Co-workers referring to her by names such

as “honey” and “sweetheart, or sexist comments that it is a “man’s job” or “not being strong” (targeting at a specific gender), her supervisor touching her. Quid pro-quo: Abby’s supervisor implies she will receive a raise early if she agrees to go out on a date with him, which is a reward offered in exchange for a date with him.

Who is the harasser?

Some of her co-workers and her supervisor.

Who is the target?

Abby.

What can or should the target do?

Abby should write down the things that are said to her and who said them, when and where they were said, and how it makes her feel. She should contact the management at the store to let them know what is happening or make a formal complaint to management, the sexual harassment contact person at the company, or the Human Resources Department. She should also tell her supervisor that she cannot go out with him because she is uncomfortable dating a supervisor.

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

Possible answers include: uncomfortable, frustrated, intimidated, angry, wanting it to stop, feeling like there is no one to talk to since other co-workers and supervisor are harassers, feeling like these behaviors are a result of working in this field, feeling pressured.

Scenario B: Beth’s Story



Beth, 16, works part-time early evenings as an office assistant. She takes over after the full-time assistant, Karen, leaves for the day. Beth and Karen share the same desk and computer.

Karen usually leaves work when Beth arrives, but lately has been staying in the office after her shift is over. She has been asking Beth about her personal life: Does she have a boyfriend? Has she ever thought about dating women? Karen told Beth she is “really pretty” and “her type.” Beth feels very uncomfortable and distracted, and has a hard time getting her work done when Karen hangs around the office.

Last week, Karen put rude pictures of women as the wallpaper on the computer they share. When Beth went to change the wallpaper, Karen told Beth to leave the computer settings the way they are, since she is the main office assistant and Beth is only part-time.

Karen also tried to give Beth a back massage and when Beth tried to stop her, Karen told her “she was too stressed out” and “should just relax.”

Is this sexual harassment?

Yes.

Quid pro quo or hostile work environment?

Hostile work environment.

What behaviors tell you what type of sexual harassment this is or isn't?

Visual (pictures on computer); verbal (asking unwanted and unwelcomed personal questions that make her uncomfortable, saying she is “cute/her type”); and physical harassment (massaging her back and continuing after Beth tries to stop her).

Who is the harasser?

Karen.

Who is the target?

Beth.

What can or should the target do?

Beth should tell Karen that her behavior is making her uncomfortable and she should stop. If she feels uncomfortable telling Karen directly, Beth should write down the dates/times of the incidents and how it makes her feel. If Beth talks to Karen directly and the behavior continues, Beth should talk to her supervisor, the sexual harassment contact, or the Human Resources Department.

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

Range of answers include; feeling annoyed, uncomfortable,

embarrassed, wanting it to stop, frustrated, angry, not wanting to come to work.



Scenario C: Kylie's story

Kylie is 16-years-old and recently started a summer job at a hamburger/hotdog take-out restaurant. She works mostly with other teens, and her manager, Jason, is 23-years-old.

During her first week of work, Jason would sometimes wink or smile at Kylie, and she found it exciting to be noticed by someone attractive and older. Now, into Kylie's second week, Jason whistles at her when she arrives for her shift every day and regularly jokes that she must get a lot of dates with a mature body like hers. He also tells her that she should consider going on a date with *him* because "older guys are more experienced than high school boys."

Even though Kylie has no interest in dating Jason, and these comments make her uncomfortable, she has noticed him saying similar things to other female workers who go along with it, so she worries she is overreacting. Kylie is also afraid to say something because Jason is the manager, and she needs the work to save money over the summer.

Is this sexual harassment?

Yes.

Quid pro quo or hostile work environment?

Hostile work environment.

What behaviors tell you what type of sexual harassment this is or isn't?

Verbal: whistling; commenting on her body; sexually suggestive comments about going on a date. Note: Although Kylie might worry she'll lose work hours or her job if she doesn't go on a date with Jason, in this case it doesn't qualify as Quid Pro Quo because he has not made any threats (he would need to verbally threaten or offer some kind of exchange for a date).

Who is the harasser?

Jason.

Who is the target?

Jason.

What can or should the target do?

Kylie should write down the things Jason says and does, the dates and times they occur and if other employees are around to witness his actions, and how it makes her feel. Since Kylie is afraid to say something directly to Jason, she should contact the Human Resources person at the restaurant (if there is one), or Jason's boss, who may be the restaurant owner if it is a very small business, and explain what is going on or make a formal complaint. If the hostile behavior continues, Kylie can also file a state-level or federal-level claim through MCAD (Massachusetts Commission Against Discrimination) or EEOC (Equal Employment Opportunity Commission), which could prevent harassment from happening to others at the restaurant, as well.

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

Possible answers include: Uncomfortable, nervous, confused, uneasy, helpless, frustrated, alone, like there's something wrong with me for feeling this way.



Scenario D: Dave's Story

Dave is 17-years-old and works at a cell-phone retailer after school. He usually works with Kristen, the Assistant Manager of the store, and another female sales assistant. Kristen is often overly friendly to Dave, but has never made him feel uncomfortable before.

This changed the other day when Kristen asked Dave to lift her up by her waist to reach a product on the top shelf in the store. Dave politely refused because there was a step-stool nearby, and he felt the request was inappropriate. Kristen got upset when Dave said no and called him a "wimp." She told him that he "shouldn't disobey the manager." The other female sales assistant overheard the conversation and laughed it off.

Dave feels very uncomfortable now because he doesn't think that Kristen was joking about him disobeying her, even though he feels what she asked him was wrong.

Is this sexual harassment?

No.

Quid pro quo or hostile work environment?

N/A (If repeated it would be considered hostile work environment).

What behaviors tell you what type of sexual harassment this is or isn't?

Although this behavior is unwanted and unwelcome, in this case it does not qualify as sexual harassment since this is the first time this type of incident has occurred (the behavior needs to be repeated).

Who is the harasser?

Kristen.

Who is the target?

Dave.

What can or should the target do?

Dave should tell Kristen that he feels uncomfortable with being asked to perform that task. Dave should also tell the store Manager. In case this type of behavior occurs in the future, Dave should also write down the date and time of the incident, including how it made him feel, his reaction to her and the name of his co-worker that witnessed the incident. If Kristen's behavior continues and is repeated, it will qualify as sexual harassment.

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

Possible answers include: Uncomfortable, cautious, angry, embarrassed.

Media stories

ABC News. July 3, 2012 (Colorado)
"Investigation: Teen Worker Sexually Harassed; 17-Year-Old Girl Worked at Jimmy John's Franchise"
<http://www.thedenverchannel.com/news/31245056/detail.html>

Metropolitan News Company. June 28, 2012 (California)
"C.A. Allows Suit Against Pizza Chain Over Sexual Harassment Claim: Panel Says There Was Sufficient Evidence That Franchisor Exercised Control Over Personnel"

News story on a ruling that granted a sexually harassed teen the right to file a lawsuit against the whole Domino's Pizza chain, and not just the franchise at which she worked.

<http://www.metnews.com/articles/2012/pizza062812.htm>

MSNBC. June 7, 2010

“Many teens face sexual harassment on the job”

An overview story, with examples of employers that have been sued, about how sexual harassment continues to be an epidemic in many workplaces.

<http://www.msnbc.msn.com/id/37320747/ns/business-careers/t/many-teens-face-sexual-harassment-job/>

Ms. Magazine. October 19, 2006

“Teen Workplace Harassment & the Foley Scandal – The Untold Story”

An overview of the problem of sexual harassment including references to landmark cases in United States history.

<http://www.msmagazine.com/radar/2006-10-19-harassment.asp>

ABC News. Jan 22, 2010 (California)

16-year-old Starbucks Barista Sues Over ‘Sex Demands’ at Work”

20/20 story about cases against Starbucks, McDonalds and Taco Bell in California.

<http://abcnews.go.com/Blotter/Teen/teenage-starbucks-barista-sues-sex-demands-work/story?id=9631145&page=1>

Graff, E.J. *Good Housekeeping*. Feb 2, 2009

“Expert: Teens in the Workplace”

Story of teen victims of visual, verbal, and physical sexual harassment by management during their employment at a local movie theater (related to PBS video).

<http://www.pbs.org/now/shows/508/teen-work-safety.html>

ABC News. November 10, 2005 (Kentucky)

“Restaurant Shift Turns Into Nightmare”

News coverage of a teen employee of McDonald's which highlights a twisted case of severe sexual harassment, resulting in criminal charges, corporate response, and personal, long-term psycho-social consequences of being a victim.

<http://abcnews.go.com/Primetime/story?id=1297922&page=1>

The Schuster institute for Investigative Journalism. (National)

This website lists cases of sexual harassment to teens as well as research articles and links to other resources.

<http://www.brandeis.edu/investigate/gender/teenSH1/index.html>

Public Broadcasting Service (PBS). February 20, 2009

“Is Your Daughter Safe at Work?”

Video program of teen victims of sexual harassment in the workplace share their story and highlight important issues.

<http://www.pbs.org/now/shows/508/index.html>

U.S. Equal Employment Opportunity Commission
“Youth at Work”

Educational campaign in response to the growing number of workplace sexual harassment cases filed by teens; providing additional resources, definitions, rights and responsibilities and several examples of past lawsuits of teen harassment handled by the EEOC.

<http://www.eeoc.gov/youth//cases.html>

C. What to do if sexual harassment occurs

(10 minutes)



1. Explain to students that everyone is different and will choose to deal with the harassment in his or her own way. There is no one correct way to respond to each situation. 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. Some people feel ashamed, embarrassed or afraid that no one will believe them, or blame themselves. Explain that sexual harassment is illegal and there are federal and state laws in place to protect against sexual harassment. (Overhead #S13)



2. Explain what to do if you are a victim of sexual harassment. If someone at your workplace behaves inappropriately or you feel like you are being sexually harassed here are some things you can do: (Overhead #S14-17)

a) If you feel comfortable doing so tell the harasser that you do not like their behavior. If you do not feel comfortable talking to your harasser or the harassing doesn't stop tell your family, co-worker, teachers, friends, or trusted adult what is happening and ask for their advice and support.

b) 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?

c) Find out your employer's policies and procedures for sexual harassment and follow them to file a complaint. If there is no policy, report it to a manager in the company for appropriate action. Once your employer knows harassment is occurring, it is their responsibility to stop it.

d) You can take action by filing a formal claim through EEOC or the Massachusetts Commission Against Discrimination (MCAD); however there are time limits of 300 days to file a complaint. Taking action could prevent harassment from happening to others and make your workplace safer and more comfortable.

e) Start a buddy system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.

f) Look for witnesses or other co-workers who are also targets of the harassment, if any.

g) File a complaint with your union, if you have one.

3. Both Federal and state laws prohibit sexual harassment in the workplace. (Overhead #S18-20)

Federal law: 1964 Civil Rights Act Title VII

Title VII of the 1964 Civil Rights Act prohibits discrimination on the basis of sex and other factors in the workplace. Title VII is enforced by the U.S. Equal Employment Opportunity Commission. Sexual harassment is considered a form of sex discrimination. Therefore, the only behaviors covered by Title VII are ones that target one sex and can be considered a form of sex discrimination. Behaviors which target both men and women equally are not considered sex discrimination or sexual harassment.

SEC. 2000e-2: Prohibits employer discrimination on the basis of race, color, religion, sex, or national origin. This includes sexual harassment.

SEC. 2000e-3: Protects you from further discrimination or retaliation if you file a complaint or participate in an investigation or lawsuit about discrimination.

Massachusetts State Laws

(a) Chapter 151B



All employers, employment agencies and labor organizations shall promote a workplace free of sexual harassment.
(<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter151B/Section3A>)

Section 3A

- (a) employers must “promote a workplace free of sexual harassment”
- (b) mandates employers to adopt a policy against sexual harassment and provide copies of the policy to all employees; encourages an education and training program for employees

Section 4 It is unlawful to discriminate because of race, color, religion, national origin, ancestry, sex, sexual orientation, or gender identity

Teens should be encouraged to ask for an employer’s sexual harassment policy upon being hired and/or trained.

(b) Executive Order No. 491: Establishing a Policy of Zero Tolerance for Sexual Assault and Violence
(http://www.mass.gov/Agov3/docs/Executive%20Orders/executive_order_491.pdf)

This executive order calls for zero tolerance for sexual assault (domestic violence or stalking) at any place, including the workplace.

4. Pass out Handout: *Workplace Sexual Harassment* - take home resources for sexual harassment in the workplace, tips, and contact information for agencies with whom to file a complaint.

D. Review

(5 minutes)

1. Review the key points covered in the lesson.
 - Definition and types of sexual harassment
 - The differences between flirting and sexual harassment
 - Laws that protect workers against sexual harassment
 - Important take-home messages- what to do and where to go for help (refer to handout: *Workplace Sexual Harassment*).

Tips for a short lesson

A shorter version of this lesson can be presented in approximately 25-30 minutes by following the outline below.

1. What is sexual harassment? (15 minutes)
2. Workplace scenarios: Assign this activity as a homework assignment either individually or as a group assignment. You can discuss their answers in another class session.
3. What to do if sexual harassment occurs (10 minutes)
4. Review (5 minutes)

Massachusetts State and National Resources

EEOC (U.S. Equal Employment Opportunity Commission), Youth @ Work

The EEOC enforces the federal laws against job discrimination and harassment, including discrimination on the basis of race, color, religion, sex, national origin, pregnancy, disability, or age (over 40 years old).

U.S. Equal Employment Opportunity Commission
John F. Kennedy Federal Building
475 Government Center, Boston, MA 02203
(800) 669-4000 <http://www.eeoc.gov/youth>

Massachusetts Commission Against Discrimination (MCAD)

The Massachusetts Commission against Discrimination is the state's chief civil rights agency and works to eliminate discrimination on a variety of bases and areas, and strives to advance the civil rights of the people of the Commonwealth through law enforcement, outreach and training.

One Ashburton Place, Sixth Floor, Room 60, Boston, MA 02108
(617) 994-6000 <http://www.mass.gov/mcad/>

Boston Alliance of Gay, Lesbian, Bisexual, Transgender Youth (BAGLY)

A youth-led, adult-supported social support organization committed to social justice, and creating, sustaining and advocating for programs, policies, and services for GLBT youth 22 and under. Website provides a list of related resources and support groups throughout Massachusetts.

<http://www.bagly.org/network/>

Boston Area Rape Crisis Center

24-hour hotline: 1-800-841-8371
989 Commonwealth Avenue, Boston, MA 02215
617-492-8306 <http://www.barcc.org/>

Resources for Spanish Speakers:

Victim Rights Law Center

Tremont Street, Suite 220 Boston, MA 02108 Phone: (617) 399-6720 Fax: (617) 399-6722
www.victimrights.org

Llámanos y Háblemos

c/o The Rape Crisis Center of Central Massachusetts
799 West Boylston Street, Worcester, MA 01606
508-852-7600

The Network/La Red

Hotline/Línea de Crisis: 617-742-4911 (bilingual Hotline)