

# TAKING ACTION TOGETHER TO STOP SEXUAL HARASSMENT IN THE WORKPLACE



This curriculum is designed to provide workers and worker organizations with information and tools to take action to prevent and address sexual and gender-based harassment and violence in the workplace.

The curriculum was developed and piloted at the National Conference for Occupational Safety and Health (COSHCON) by a dedicated team of trainers and organizers from Futures Without Violence, Cornell ILR, Worker Institute's Equity at Work and WE RISE; National COSH; Northeast New York COSH (NENYCOSH); Labor Occupational Health Program, University of California Berkeley; Labor Education Program, UMass Lowell; and University of Illinois-Chicago, School of Public Health.



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# OVERVIEW

Our Turn Sexual Harassment Action Network was convened by the National Council for Occupational Safety and Health (National COSH) with one mission: Ensure that workers achieve their right to a safe workplace, including the right to dignity and a workplace free from verbal, physical and emotional abuse. Our Turn unites workers with labor, community and academic allies to learn and share strategies that build the power of workers to ensure their right to earn their living with respect and without harassment and violence.

This curriculum is designed to provide workers and worker organizations with information and tools to take action to prevent and address sexual and gender-based harassment and violence in the workplace.

## Objectives

Through participation in this curriculum, participants will:

- Learn about the critical milestones in the fight to end sexual harassment and connect the lessons to current organizing efforts.
- Explore how trauma can create obstacles for workers impacted by sexual harassment
- Find ways to incorporate trauma awareness principles into sexual harassment prevention efforts.
- Gain the tools needed to develop collective action strategies for confronting harassment and organizing for safety and justice.

## Design

The training is divided into four parts, an estimated 1.5 to 2 hours each, which can be combined to meet the needs of the participants.

It was developed using the **4 A's model – Anchor, Add, Apply, & Away.**

# OVERVIEW

We recommend having two (or maybe even three!) facilitators. This means that one person can write on flipcharts (be a scribe), pass out handouts, or perform other tasks while one person is speaking. Switch roles a couple of times in each session, so that no facilitator is dominating.

## The 4 A's of Learning

**Anchor** Ground the topic in the learner's life: how does this apply to their experiences or their work?

**Add** Provide new information

**Apply** Have participants practice or do something with the information (real-life application or activity)

**Away** Identify strategies or techniques to apply this learning in the future

## Teaching Tips

**Things to know about the training plan** The training plan uses icons to direct the trainer's attention to the purpose of the activities and how to do them.



**SAY:** Provides some language that could be used in a mini-lecture or when giving instructions for an activity



**SMALL GROUP ACTIVITY**



**SHOW:** Post flipchart paper or show on computer



**NOTE TO TRAINER:** Provides some suggestions about leading a group discussion or examples of responses

# TRAINING AGENDA SUMMARY

For trainers: This curriculum contains introductory materials plus four sessions of approximately two hours each. See below for an overview of each session and click to go directly to that section. The main section contains session titles and activity descriptions; the right column includes the timing and materials including links to handouts and the flip chart information you should prepare prior to the start of the session.

## Part 1: Drawing lessons from history/Gallery walk

[Go to PART 1](#)

Part 1 uses a timeline with photos to show important events in the United States that were critical to the fight against sexual harassment and gender inequality. Drawing on their own experiences, participants engage in the timeline to see that they are part of important, large, historic social movements for change.

- a. Intro and viewing the timeline - 10-15 minutes
- b. Icebreaker - 15 minutes
- c. Writing your experiences and posting them on the timeline - 10-15 minutes
- d. Sharing your experiences with a partner - 5 minutes
- e. Whole group discussion about what the timeline shows - 15 minutes
- f. Summary/Wrap up - 5 minutes
- g. Chants - 3 minutes

## Part 2: Defining harassing behaviors and other unsafe conditions

[Go to PART 2](#)

Part 2 engages participants in exploring the range of harassing behaviors in the workplace. Participants will also discuss how harassment is one of many hazards that impact the health and safety of workers. They will create a map of the workplace and identify the range of hazards that impact workers' well-being.

### TIME

1.5 hours

2 hours

# TRAINING AGENDA SUMMARY

- a. Welcome/Introductions/Community Agreements/Agenda review/Icebreaker – 30 min
- b. Activity 1: Identifying harassing behaviors and other unsafe conditions – 35 min
- c. Activity 2: Hazard mapping – 1 hour

## **Part 3: Addressing worker trauma while fighting harassment**

[Go to PART 3](#)

2 hours

Part 3 explores how workers are impacted by sexual harassment and gender based violence. Harassment and violence can cause trauma, or bring other types of trauma to the surface. Participants will explore ways we can take into account the impacts of trauma and ensure that we are not making it worse when we are organizing in the workplace.

- a. Welcome/Introductions/Community Agreements/Agenda review – 15 minutes
- b. Intro to trauma – 10 minutes
- c. Activity 1: Impact of trauma on survivors' ability to work and take action – 35 minutes
- d. Applying core principles of trauma awareness responses – 20 minutes
- e. Activity 2: Applying trauma awareness practices – 40 minutes

## **Part 4: Taking collective action to stop harassment and violence**

[Go to PART 4](#)

2 hours

Part 4 builds our knowledge and tools to take collective action to end sexual harassment in the workplace. Participants will analyze a real-life case study and work in small groups to create their own campaign to demand a workplace free of sexual harassment.

- a. Welcome/Introductions/Community Agreements/Agenda review – 15 minutes
- b. Learning about rights and strategies – 20 minutes
- c. Building a campaign – 60 minutes
- d. Campaign outcomes – 15 minutes
- e. Final questions and evaluation – 15 minutes

### CARING FOR OURSELVES

- Speak with your facilitator team beforehand to decide how you will discuss difficult situations that come up during the session. These may include: disclosure of assault and harassment; accusations from one participant to another; defensiveness; and more.
- This material can be difficult for participants and facilitators. You may want to acknowledge this at the start of a workshop, and offer participants the option to step out of the room if they need a moment to themselves for ANY type of self care - physical, like going to the bathroom, but also emotional.
- It may become necessary to gently remind a participant that this is an educational space, not a therapeutic one, and we are not professional mental health care providers. If someone needs space to process and the entire group cannot move forward because of it, you can have one facilitator step out of the room with that participant to offer support and resources while the rest of the group continues.
- Before the workshop, research local resources for intimate partner violence and sexual and gender-based assault. Provide phone numbers and websites for these resources on the participant agenda and indicate whether they are LGBTQ friendly.
- You can also partner with a local gender based violence prevention agency. They can attend the workshop and provide emotional support to those who may need it.
- This training is interactive and works best with a medium-size audience of 10-50 participants. If you are working with a larger group, you may need to adapt some activities - for example, instead of having each small group report back, you may ask only for only a few groups to share and ask the larger group if they would add anything.

# INTRODUCTION ACTIVITIES & COMMUNITY AGREEMENTS

## A. WELCOME

Welcome participants to the session.

Introduce yourself.

Review the objectives of the session.



**SAY:** Throughout the workshop, we will use terms such as sexual harassment, gender-based harassment and sexual violence. We'll learn more about what it is and how it impacts so many people over the course of these sessions/this workshop.

## B. INTRODUCTIONS

If the group has 15 or fewer participants, you can have an opening introduction activity. For example, ask everyone to say their name, pronouns (he/his, she/hers, they/theirs), affiliation (if appropriate), and one thing they hope to get out of the training.

If the group is larger, consider breaking participants into groups of 3–4 and asking them to introduce themselves to one another. When everyone returns to the larger group, ask for participants to name one thing they learned from someone in their small group. You may also ask questions of the larger group to find out who is in the room—“raise your hand or stand up, as you are able, if you are from \_\_\_\_\_ a worker organization (union/worker center, etc.), work in \_\_\_\_\_ department or industry, etc.”

## TIME

30 minutes total

## MATERIALS

### Flipcharts:

- Welcome/workshop title/ trainer name
- Community agreements
- Objectives

### Handout:

- [Participant agenda](#)



## C. CREATE COMMUNITY AGREEMENTS



**SAY:** *Sexual harassment in the workplace is an important issue, but it is a very sensitive topic to talk about. Some of us have experienced it personally, and most of us know someone who has had this experience or some other experience with violence. Some personal experiences may come up and you might wish to share them – but nobody has to share anything they are uncomfortable with. Please check out the resources we have provided on the participants' agenda.*



**SHOW:** To ensure that we have a safe space to learn together and support each other, let's review our community agreements that are especially important in this training:

- Maintain confidentiality – This means what we say here, stays here. Respect each other's privacy.
- Withhold judgment on another person's experience
- Step up, step back – which means – we encourage participation but also want to give space for others to participate
- Commit to giving each other the space to care for ourselves as needed. We may need to leave the room for a restroom break, to return an urgent call, to respond to feelings that come up from past experiences, or any other reason. When someone steps out, we will not make assumptions about why they left the room.

### C. CREATE COMMUNITY AGREEMENTS

CONT.

We want to share one practice called “I am here”. It can help everyone stay in the room, mentally and emotionally, as difficult things come up in the training.

When you remember a memory or have a strong feeling, your mind is in the past/future. Here are some movements you can do to return to the present, to this room, and to your body. Feel free to practice this now as we say them:

1. Plant your feet on the ground & take a deep breath (you may do this sitting or standing)
2. Then, looking around the room. notice 3 things you can see, 3 things you can hear, and 3 things you can touch nearby you. If it's not disruptive to the training, touch those things (e.g. my shirt, the chair, the table).
3. Finally take another breath & say to yourself: “I am here. And I am ok.”

**Are there other agreements you wish to add?**

### D. ICE BREAKER



**SMALL GROUP ACTIVITY:** Star search Give each participant a chart and review the instructions:

Fill in the chart below by finding people in the room who fit the descriptions in the squares. Write a different person's name in each square. Make sure you have at least one complete row or column of squares filled in. If you finish early, find people in the class who fit the descriptions in the other squares.

**Handout:**

• Star search

### E. CASE STUDY

The case study that is used throughout the training parts is based on an actual campaign called the Safety before Slurpees, supported by WNYCOSH in Buffalo, New York. The name of the store and the specific conversations described in the case study did not actually take place but were created to support the lesson.

We also offer an alternative story that incorporates GLBTQ issues.

**Handout:**

• Alternative story

# PART 1 DRAWING THE LESSONS FROM HISTORIC INJUSTICE AND ACTIVISM

## A. WELCOME

Welcome participants to the session.

Introduce yourself.

Review the group agreements from the previous session.

Share the agenda with all participants.

By the end of this session, participants will be able to:

- Identify examples of harassment and gender bias throughout history
- Identify legal and social milestones in the fight against sexual and gender harassment
- Connect their own experiences with this history and with each other



**SAY:** Throughout the workshop, we will use terms such as sexual harassment, gender-based harassment and sexual violence. We'll learn more about what it is and how it impacts so many people over the course of these sessions/this workshop.

### Introductions, Community Agreement, & Ice Breaker

See the sample Welcome, Introduction Activities, Community Agreements, and Ice Breaker section in this curriculum.

Go to **SAMPLE WELCOME & INTRO**

## TIME

### 90 minutes total

- Intro & icebreaker: 30 minutes
- Gallery Walk: 60 minutes

## MATERIALS

### Participant Agenda

Post-its (4 x 5-in) in three colors

Thin sharpies or markers

Masking tape

One set of slides reproduced in color, if possible, on card stock.

Number the back of each event on the timeline, as they can get easily mixed up!

### Slides

Copies of **Make Your Voice Heard questions** to put on small group tables

## B. GALLERY WALK

This activity is about the history of the fight against sexual harassment and gender inequality. It uses a timeline with photos to show important events in this country that have helped shape the women's movement, civil rights movement, gender equality movement, the me too movement. The timeline helps participants see that they are part of important, large, historic social movements for change. In this activity participants think about their personal experiences with harassment and gender violence in the workplace and the role of their union or worker center to fight discrimination. Participants make notes of their experiences and show where they fit in the timeline.

### Advance preparations



**NOTE TO TRAINER:** This activity works best with 2-3 trainers/facilitators. The facilitators should be representative of the group (racially, age, etc.) to reflect who will be in the workshop.

#### **Before the day of the workshop:**

Download and print [slides of the timeline](#). Number each event on the back, because they can easily get mixed up.

Read about the events on the timeline a couple of times. There's a lot of information, and some of it might not be familiar. But you don't need to know all of this information to do the activity. Think about the events that are meaningful to you, and it will help you learn more about them. Each trainer can be responsible for a section of the timeline, so you don't have to be familiar with all of it at once. After you have had some practice doing this activity, it will become easier to do.

Select a designated person to be a support coach, as this exercise can trigger deep emotions.

## B. GALLERY WALK

CONT.

**On the day of the workshop:**

Put the timeline up on the walls around the room.

Set up tables with:

- Large Post-Its (4 x 5-in. Each table has three colors of Post Its. The same three colors for each table. One color for personal questions; one color for group action/social movement questions, one color for legal questions)
- Markers for writing on the Post Its (Sharpies/Flair pens)
- Make your Voice Heard questions handout



## B. GALLERY WALK

CONT.

Make your voice heard

**Personal** (select any one you feel most comfortable answering):

- When did you experience discrimination in the workplace about your gender?
- When did you know that you had rights as a worker?
- When did you first experience sexual harassment?
- When did you first speak up or take a stand about sexual harassment?
- When were you aware that your behavior made someone uncomfortable, based on who they are (their gender, race)

**Group/social movement actions**

What is a key union/worker center or social movement activity/statement/that your worker organization or union took to address sexual harassment?

**Laws**

What are some workplace protections on sexual harassment and gender equity on the timeline that are important to you, or laws that you don't see up here that you want to add?



**NOTE TO TRAINER:** Each facilitator writes one answer to the Make Your Voice Heard questions on Post Its.

- 1 for the social movement question
- 1 for the personal question
- 1 for the legislation question

## B. GALLERY WALK

CONT.

Here are examples, but don't use these. Please write your own.

**Personal:** 1969 My high school geometry teacher played with my hair in class. I felt uncomfortable. He gave me a B grade instead of a D. I knew that this grade was a way to keep me silent. I understood what he did was wrong, but I kept quiet because I was taught to ignore these kinds of behaviors. I felt terrible about myself. I could not accept it. I “took a stand” against this by going to summer school.

1996 I was working for a large union. A union rep visiting from one of the locals suddenly came into my office room, shut the door and kissed me. It happened so fast. I was in shock. I did not say anything about this to anyone. Luckily, he didn't work in the same location as I did, so I was usually able to avoid him. But when I saw him in our office after that I froze, looked at him coldly, and then quickly walked away.

**Group action/social movement:** 2017 janitorial workers in California went on hunger strike to protest sexual harassment

**Laws:** 1980 EEOC recognized sexual harassment as a part of sex discrimination.  
Black women pushed this law forward

Create your own examples – among your co-facilitators- beforehand and write on each one on a different color coded Post-it and put aside. Before you ask participants to do the exercise, you will read them to illustrate the directions to the participants as described below and post them on the timeline.



## B. GALLERY WALK

CONT.

When the workshop begins

As people come into the room, ask them to come and look at the timeline on the walls around the room. Explain why it's there and encourage them to think about their own experience and their union or worker center's experience in fighting sexual harassment and discrimination.

When everyone has arrived, ask them to sit at tables in groups. You can decide how you would like to group people beforehand. If you would like people from the same workplace, industry, union, or worker center to sit together, that's fine. It's also fine to have people connect with others who they don't know: You can give people a number on a card when they come in. The number corresponds to the number of tables you have set up. Ask people to sit at the table with the number on their card.

**When you are ready to start with the whole group:**

Introduction of gallery walk

**SAY:** *This activity is a timeline. It shows events in history when people spoke up about sexual harassment and gender discrimination, and when they organized to do something about it. The timeline shows social justice actions that unions and worker centers have taken. It also shows laws about equal rights and legal cases that challenged employers who discriminated against or sexually harassed people.*

*Everyone identifies themselves as a person in more than one way—by gender, race, religion, natural origin, immigration status, age. All of these identities are in the campaign to protect workers against discrimination on the job.*

## B. GALLERY WALK

CONT.



**SAY:** *The timeline is divided into decades. Some of you have had a little time to look at the timeline when you came in. We encourage everyone now to come up and take a look at it.*

*This timeline gives us an opportunity to learn from each other's experience in this important, ever changing history. So, please take a few minutes to come and look at the timeline. As you look at it, please think about what is meaningful for you on this timeline. What's your personal experience in this history? What is our experience in our union/ worker center? If something is missing on the timeline let us know, because it's always expanding.*



**NOTE TO TRAINER:** 10-15 minutes for intro talk and for people to come up and look at the timeline. Then people go back to their tables.

### Writing your experiences and posting them on the timeline



**SAY:** *On your table you'll see a list of questions. We invite you to write your answers on Post Its and put them on the timeline on the wall. Later we'll look at the answers and talk about these experiences as a group.*

*Choose which questions you feel most comfortable with. Some questions may trigger strong feelings and emotions. If that happens and you don't want to answer them, that is ok, of course. If you need to step outside and talk privately with someone or to be by yourself at any point, please feel free to do that." xxxxx is the designated person who will be outside.*

## B. GALLERY WALK

CONT.



**SAY:** We will show you now how to work with the timeline. There are three types of questions: About your personal experience, About your union or worker center's actions, and about laws that deal with sexual harassment and gender identity. Please answer a question from each of these 3 categories. Here are examples of what we mean.

Facilitators then read out loud what they wrote ahead of time and post each answer under the date it happened on the timeline.

**15 minutes for people to write on the Post Its and put under the timeline.**

When most people have finished, ask them to post and then walk around and look at the timeline.



**SAY:** Stand in front of a place of the timeline that really captured your heart. Why is it important to you?

### Sharing your experiences with a partner

Turn to somebody near you and talk to each other about why you located yourself here.

**5 minutes for pairs to talk to each other.**

## B. GALLERY WALK

CONT.

Whole Group Discussion Debrief

**SAY:** *Let's talk about your reactions to the timeline. Look at the clusters of Post Its on the timeline.*

1. *What does the timeline show about our personal experiences?  
Could two people talk about what they noticed?*
2. *What do you notice about the legislation? When did the laws seem to be more active?  
Could two people talk about what they noticed?*
3. *What did you notice about union/worker social movement?  
Could two people talk about what they noticed?*
4. *What reinforced what you already knew?  
Could two people talk about that?*
5. *What did you learn that you didn't know before?  
Could two people talk about that?*

**10 to 15 minutes**

## B. GALLERY WALK

CONT.

Summary and Conclusions

**NOTE TO TRAINER:** Here are some points you could make, if the group has not already mentioned them in the Debrief above. Decide which points you would like to say. You don't need to read a long list of them.

**Personal**

- Applaud courage of people to share their voice, individual standing up and speaking up to share experiences. There is safety in speaking up
- People make choices about what makes them feel safe or unsafe—support from union or lack of it
- Importance of knowing your rights
- Who are allies you can go to get support
- Research has shown that people make decisions based on considerations:
  - a. Life experience – Their style of dealing with issues, inequality in workplace
  - b. Instinct/awareness of consequences of speaking out or keeping quiet – making that cost/benefit analysis of what makes sense to you
  - c. Track record of organization or union in dealing similar situations. Does this track record encourage or discourage me from speaking out
  - d. What are the available avenues of problems solving – within the union, workplace and protections against retaliation?

Do any others come to mind?

## B. GALLERY WALK

CONT.

**Laws**

- Law is not the only way change happens—Fannie Lou Hamer, Recy Taylor. Black women stand up in the midst of Jim Crow in a racist society. We are standing on the shoulders of Fannie Lou Hamer.unions,/workers centers addressing exclusion and expanding worker protection
- Speaking truth to power has really pushed the laws forward—These key cases pushed by women of color, from Fannie Lou Hamer to Stacy Abrams in Georgia
- Employment discrimination laws and worker safety & health laws are connected. See evolution of voice, activism, the law how that changes over time.
- Trans gender rights builds on sex role stereotyping legal cases

**Collective Action/Social Movements**

- Worker centers stepping up to show how workers' stories shape strategies to use in the fight
- Track record of employer, union, will influence decision to speak out or not – What problem solving options and strategies—policies, collective bargaining agreements, grievance mechanisms—are they available, well known by people. Is there protection against retaliation?
- Union/worker center track records—leadership and development from organizing—how have these organizations pushed rights. Examples:
  - a. National Domestic Workers Alliance with other worker centers passed Bill of Rights in 16 states, starting in 2010 with New York
  - b. The farm workers in Imokalee, Florida created a Fair Food Campaign Board (engaging allies and employers) and centering peer educators for training – this model inspired the Latina/o/x janitorial workers moving CA policy forward which includes provisions for peer education using a trauma awareness lens; unions negotiated protocol/procedure

## B. GALLERY WALK

CONT.

- Movements influence law and contribute to cultural change. What union and worker centers do to address within their organizations as well as the people they represent.
- Models to engage men as allies; where men hold other men accountable linking violence against women, to homophobia, transphobia and male to male bullying
- Community based efforts as UPSTANDERS makes a difference, as everyone has a role to play--not just the person who is the target.

**5 minutes**Wrap Up & Chants

Ask the group to give itself a round of applause as this timeline represents the wisdom of the room



**SAY:** *This is an organic, ever growing representation of the legacy and activism of everyone in the room – we are change agents.*

*We will keep this up through the workshop series. Feel free to add to the time line.*

End with a series of chants that have moved people in the room to action:  
Ask for three volunteers to lead the group

**3 minutes**

## PART 2

# DEFINING HARASSING BEHAVIORS AND OTHER UNSAFE CONDITIONS

### A. WELCOME

Welcome participants to the session.

Introduce yourself.

Review the group agreements from Session 1.

Share the agenda with all participants.

**By the end of this session, participants will be able to:**

- Identify a range of harassing behaviors in the workplace
- Define harassment as one form of workplace hazards to health and safety
- Create a hazard map to identify potential dangers in the workplace

#### Introductions, Community Agreement, & Ice Breaker

See the sample Welcome, Introduction Activities, Community Agreements, and Ice Breaker section in this curriculum.

[Go to SAMPLE WELCOME & INTRO](#)

### TIME

2 hours total

### MATERIALS

#### Participant Agenda

#### Flipcharts:

- Group agreements from Session 1 (repost)



## B. DEFINING HARASSING BEHAVIORS &amp; OTHER UNSAFE CONDITIONS

Story A

**SAY:** We are going to be discussing sexual behaviors that we have experienced, observed, or been told about by someone else that:

- Weren't asked for,
- Weren't wanted, and/or
- Weren't liked.

Pass out Handout A and invite two participants to play the roles of Maria and Mr. Carlson on page 1.



**NOTE TO TRAINER:** The skit might be triggering for some participants. Alert them that some of the messages may trigger emotions. We want to be sure they take care of themselves. (See [Caring for Ourselves](#) section)

**Maria:** Hello, Mr. Carlson. Yes, this is Maria Puerto. I work at the Discount Convenience Store on Richmond Ave.

**Mr. Carlson:** Uh, Maria, are you that Latin girl who works at our Richmond Avenue store? I'm in a hurry. What do you need?

**Maria:** I've been hesitant to call but I work the 11 to 6 shift. And after Jessie Blake leaves, I'm alone. There's been this man who has been coming in more frequently lately, who has been making me feel afraid. He talks about how I look and has been leaning over the counter to get closer to me.

**Mr. Carlson:** Uh huh. What have you been wearing? You know how you Latin women can attract attention.

Time: 15 minutes

Handouts:

- [Story A](#)

## B. DEFINING HARASSING BEHAVIORS &amp; OTHER UNSAFE CONDITIONS

CONT.

**Maria:** Um. I am just wearing simple clothes. And because he gets close, and doesn't wear a mask, I also worry about getting infected by coronavirus. Plus all these extra times I have to spray down the counters with disinfectant are setting off my asthma.

**Mr. Carlson,** interrupting again: Well, if he's not Chinese, you probably won't catch it. Just be sure to stay behind the counter. I've got to go now.

**Discussion:**

**SAY:** *Maria's story highlighted a number of problems in the workplace. Next we will break into groups and take a closer look.*

## C. IDENTIFYING INAPPROPRIATE BEHAVIORS AND UNSAFE CONDITIONS

**SMALL GROUP ACTIVITY:**

Divide participants into groups of 2 or 3.  
Ask them to turn to Page 2 of the Handout A.

- Review the instructions:
- Select a note-taker to report back to the group.
- Review the conversation in the skit and write a list of the problems Maria experienced.
- Discuss any inappropriate or unwanted behaviors you heard.
- Discuss an example of an unwanted or inappropriate behavior that you are aware of or experienced at work that you feel comfortable sharing. NOTE: If you do not feel comfortable sharing something, that is OK!
- Report back to larger group.

**Time:** 35 minutes**Flipcharts:**

- "What problems did Maria experience at work?" (to be filled in as participants give ideas)

## C. IDENTIFYING INAPPROPRIATE BEHAVIORS AND UNSAFE CONDITIONS

CONT.

Return to the full group for a report back.

To be efficient with a large group of attendees, you can have one group report back and then invite others to add ideas that were not covered previously.



**SHOW:** Be sure to write down the problems Maria experienced on a piece of flipchart paper, as you will need them in the next activity.

## D. HAZARD MAPPING ACTIVITY



**SAY:** *Sexual harassment is often not the only problem that workers experience. It's important to identify all the workplace conditions that can impact our physical and mental safety. Maria's story exposed a range of dangers she faced. In addition to sexual harassment, you mentioned (review the others that they reported as unsafe conditions from the previous activity).*

*We call these dangerous conditions – hazards.*



**SHOW:** Write these categories across the top of separate pieces of flipchart paper.

**Safety Hazards**

**Chemical Hazards**

**Biological Hazard**

**Harassment and violence (including sexual harassment and violence)**

**Time:** 1 hour

**Flipcharts:**

- Safety Hazards
- Chemical Hazards
- Biological Hazards
- Harassment and violence (including Sexual Harassment)
- How to tell if a hazard is work-related

**Handouts:**

- Hazard types
- Sample hazard map

**Materials:**

- Markers
- Flipchart paper
- Tape

## D. HAZARD MAPPING ACTIVITY

CONT.



**SAY:** Let's go over some of the types of hazards.

- **Safety hazards** can cause immediate accidents and injuries. Can you give me an example of a safety hazard in Maria's convenience store? *Examples: Lifting heavy products; wet floor - which can cause someone to slip; Working on a ladder;*
- **Chemicals** are agents that can make you sick. They can get into the body through the nose, mouth, or skin to cause harm.  
What's an example of a chemical hazard at Maria's workplace? *Examples: Cleaning products - especially if they are using more cleaning products such as disinfectants, including bleach, during COVID-19; Chemical products they are selling;*
- **Biological hazards** are living organisms that can cause infectious diseases and allergies. They would include body fluids when people go to the bathroom or get sick. What's an example at Maria's workplace? *Examples: Body fluids in the bathroom; or needlesticks that customers may leave in the trash or on the floor.*
- **Harassment and violence.** **Harassment** includes harmful comments, which can include remarks about a person's gender, race or ethnicity. **Violence** includes physical harm to any part of the body, including any unwanted sexual contact
- **Other hazards** are those which cannot be classified into the other categories but can cause health or safety problems for workers. This can include stress and ergonomic hazards.

**D. HAZARD MAPPING ACTIVITY****CONT.**

Some hazards harm you right away, like safety hazards or chemicals that cause rashes. But sometimes the symptoms of illness appear months or years later. These long-term effects, for example, might include wear and tear on the body from repetitive motion, or lung disease from asbestos exposure.

What kind of hazards do you and your co-workers face on the job? Let's make a list of these hazards and put them in the categories.

## D. HAZARD MAPPING ACTIVITY

CONT.



**SHOW:** Your chart may look like this: Pass out the Workplace Hazards hand out and note that participants named most things on the list. Did we miss anything?

Safety Hazards	Health Hazards	Harassment and violence
hot surfaces	<b>Chemical hazards</b>	yelling
slippery floors	cleaning products	negative comments about
unsafe ladders	pesticides	gender, race, ethnicity,
working at heights	solvents	language, body, gender expression
machines	acids	physical touching:
knives	asbestos	hitting
hot grease	lead paint	touching sexually
electricity	wood dust	working alone or in isolation
lack of fire exits	latex	working at night
cluttered work areas	carbon monoxide	working with money
violence	<b>Biological hazards</b>	demanding sexual favors in exchange for something (like keeping job)
poorly designed tools	infectious diseases	stalking
heavy lifting	molds	threats
inadequate lighting	HIV, Hepatitis, other viruses	
vehicle problems (cars, tractors, forklifts, etc.)	bacteria	
unsafe trenches	animals	
confined spaces	insects	

## D. HAZARD MAPPING ACTIVITY

CONT.



**SAY:** As you can see, some of these hazards, like violence or lifting, may fall into more than one category.

*We have said that some of these hazards cause injuries and illnesses that don't show up right away. How can you determine if an illness or injury that shows up after a period of time is work-related? What are some clues that your symptoms may be related to your job?*



**SHOW:** Wait for responses, post them on a flipchart, and make sure these points are made:

- Co-workers have the same symptoms.
- Symptoms go away when you are away from the job for a while, but return after you go back to work.
- Symptoms are worse later in the week.
- You find information that makes you think the symptoms have something to do with conditions at work.

## D. HAZARD MAPPING ACTIVITY

CONT.

Show the [sample hazard map](#).



**SAY:** *Creating a hazard map involves drawing a simple floor plan (or outline) of a particular workplace, or of an area within the workplace. Then you show visually where the hazards are in that workplace.*

*You will work in small groups to create a hazard map of your workplace.*

*We will pass out markers and flipchart paper. Use the black marker to draw the floor plan on the flipchart paper. The floor plan should show rooms or departments, work areas, major machinery, equipment, furniture, steps of the work process (work flow), doors, windows, etc. Note parts of the workplace (parking lot, isolated hallways) where workers tend to be alone, or where they interact with customers, which puts them at risk of harassment or violence.*

*Then mark the locations of the various hazards you might find in that workplace. Use the red marker to show safety hazards, the blue marker to show chemical and biological, and green marker to show harassment and violence hazards.*

**SMALL GROUP ACTIVITY:**

Divide the participants into groups of 4 or 5. Try to keep workers from the same, or similar, workplaces together, if possible. If participants in a group are from more than one workplace, ask the group to choose one of their workplaces to map. Give each group a blank sheet of flipchart paper and a set of markers.



## D. HAZARD MAPPING ACTIVITY

CONT.



**SAY:** *You will have about 15 minutes to create your maps. Each group should select someone to present their map to the class later.*

While people are creating their maps, walk around among the groups and answer any questions they may have. Be sure the groups choose two or three hazards as priorities, and tell them to be ready to explain why they chose those particular hazards. Give each group a “two minute warning” when time is almost up.

Bring the large group back together. Ask the small groups to present their maps. Have one group volunteer to go first, briefly explaining the workplace they illustrated and the two or three hazards they consider priorities. They should hold up their map or tape it to the wall as they explain it. Then have another group present their map, and continue until all of the groups have had a chance.

Once all groups have presented, ask: how might you use a hazard map like this in your workplace? (Participants may say things like, identifying hazards to take action around, getting workers to think about how to prevent hazards together, etc.)

Summarize this activity. Remind the class:

Hazard mapping can be a useful way to investigate hazards in a workplace and identify problems that need to be corrected. And it’s important to recognize sexual harassment as a hazard that can cause harm to workers. Just like we would make sure that we are using safe chemicals and marking slippery floors, we need to make sure we take harassment and violence seriously as workplace hazards.

# PART 3 ADDRESSING WORKER TRAUMA WHILE FIGHTING HARASSMENT

## A. WELCOME

Welcome participants to the session.

Introduce yourself.

Review the group agreements from Session 2.

Share the agenda with all participants.

Review the objectives for this session:



**SAY:** *Today's session will explore how workers are impacted by sexual harassment and gender based violence. Harassment and violence can cause trauma, or bring other types of trauma to the surface. When we say "trauma," we mean the thing that happens when we experience so much stress we can't cope with it. We will look at some of the short-term and long-term impacts of trauma, and how it can affect us in the workplace.*

*Finally, we will talk about how to incorporate trauma awareness principles into sexual harassment prevention efforts - how can we take into account the impacts of trauma and ensure that we are not making it worse when we are organizing in the workplace?*

### Introductions, Community Agreement, & Ice Breaker

See the sample Welcome, Introduction Activities, Community Agreements, and Ice Breaker section in this curriculum.

[Go to SAMPLE WELCOME & INTRO](#)

## TIME

2 hours total

## MATERIALS

**Time:** 10 minutes

**Flipchart:**

- Group agreements

**Handout:**

- [Participant Agenda](#)

## B. ICE BREAKER



**SMALL GROUP ACTIVITY:** We are going to start today with an exercise to help us identify some of the physical, emotional, mental and behavioral impacts of experiencing trauma. Think back to a time when you experienced violence, fear, or a threat. What did it feel like?

One facilitator puts on an oversized tshirt with organs drawn on it (or - draw a picture of a heart and pin it to a shirt, draw a stomach and pin it to a shirt, etc), a hat with a picture of a brain pinned to it, and carries a basket. Invite participants to write down impacts on sticky notes - and ask the facilitator if it's ok to put them on the shirt or hat, or in the basket for behaviors or emotions. Be sure to ask if it's ok first! Give an example - an upset stomach. The facilitator walks up and down the room while participants attach symptoms to her. After a few minutes, she reads them out and puts them in the basket. Did we miss any? Ask the participants why we stressed that they needed to ask permission first. (Facilitator response: touching someone without their consent, even if it's just an innocent gesture like a pat on the back, can be a major trauma trigger for folks! We will talk more about this in a moment.)

## C. WHAT IS TRAUMA?

**Mini-lecture on physical and psychological manifestations; varying response; and timeline**



**SAY:** *We want to start off by recognizing what trauma is, what effects it can have on our minds and bodies, and what it can look like in the workplace. We already said that trauma is the physical and mental response we have when we experience extreme stress that is beyond our ability to cope. Can anyone name some examples of trauma? (car accident, assault, violence, etc.) Trauma can happen when there's a one-time event or after a long series of events build up - like experiencing harassment on a regular basis. They can happen in the workplace, or they can happen at home or away from work - or sometimes, they can combine both, like when someone experiencing intimate partner violence and their stalker or abuser shows up at work.*

**Time:** 10 minutes

**Flipchart:**

- What is Trauma?

## C. WHAT IS TRAUMA?

CONT.

**Pass out handout**

**SAY:** *Here you see a chart listing some of the emotional, physical and mental impacts of trauma – and you can see that the impacts can be very different for different people. We won't go into the science of it, but trauma basically puts our bodies and minds into a constant emergency mode - maybe you have heard of PTSD, post-traumatic stress disorder, where these symptoms become chronic over long periods of time. We have also included a simple list of trauma responses to help you understand what trauma can look like.*

*Now let's look at some of the ways that trauma can show up in workplace behavior. You can see that someone who is coping with trauma might not want to be around other people, and in fact they may lash out at those who want to help.*

*Let's stop and find out what questions you have.*

## D. IMPACT OF TRAUMA ON SURVIVORS' ABILITY TO WORK &amp; TAKE ACTION



**SMALL GROUP ACTIVITY:** Physical and emotional impact of trauma.

Put participants in groups of 3-4.



**SAY:** *Now we're going to come back to our skit from the first session. In your small groups, read the skit out loud and then review the questions.*

**Jamie:** Maria, I'm just about ready to go. But I noticed you've been looking pretty upset this evening. Are you OK?

**Maria:** Thanks for asking. I'm really anxious - my stomach is hurting so badly; there's a man that comes into the store after you leave. He makes comments about how I look and leans over the counter to get closer to me. The way he looks at me makes me think of the time I got pulled into an alley by a guy when I was younger and I just freeze up. I tried calling Mr. Carlson but he wouldn't help.

**Jamie:** Maria - wow, that sounds scary. I think you should carry pepper spray, just to be safe. My friend Lucas who works at the Elmwood store always keeps it with him because he never knows when a customer is going to harass him for being gay and he's been followed after his shift before. And if this customer really gets creepy, just call the police.

**Maria:** I, uh, really can't call the police, that um...

**Jamie:** Well, here's another idea, just lock the counter and go to the back of the store when he comes in. Put up a sign that says you're on break. Better safe than sorry.

**Time:** 35 minutes

**Handout:**

- [Story B](#)

**Flipchart:**

- Ideas for reaching out to Maria

**D. IMPACT OF TRAUMA ON SURVIVORS' ABILITY TO WORK & TAKE ACTION** CONT.**Discussion questions:**

- What elements of trauma and trauma response are present?
- How might Maria's background or experiences impact her experience of trauma and/or violence?
- How would you support (as a steward, activist, or leader) the person experiencing trauma?

Large group discussion around common impacts, how identities impact trauma, and how they see trauma manifesting itself among survivors at work.

**Prompt:** What were some ideas you came up with for how to respond and react to the impacted individual?



**SHOW:** Take notes on a flip chart.



**NOTE TO TRAINER:** Make sure participants name physical and mental impacts of trauma, and make note of the way that events may “trigger” or bring to the surface past events.

Ideas for reaching out might include:

Asking Maria if she is okay, affirming that she is experiencing reasonable fear and that she deserves to be safe at work, asking her what she needs to feel safe, offering to brainstorm solutions with her. Be mindful that not everyone feels safe calling the police for a variety of reasons, including past trauma and immigration status.

## E. APPLYING CORE PRINCIPLES OF TRAUMA AWARENESS RESPONSES

### Mini-lecture on principles of trauma awareness responses



**SAY:** Now we want to look at how we can respond - as a union, or a worker center or organization, or as workers - in a way that both supports the workers who are impacted and also helps build collective worker power. On the handout, we have organized these into four Rs. Some of these are strategies you already named when we talked about the best way to approach Maria. Let's focus on Responding and Resisting re-traumatization.

*First, we want to make sure that we keep each other safe. This could mean starting with the hazard mapping process we learned about in Part 2, and pushing for workplace policies that avoid high-risk situations: no employee working alone at night, for example, or a policy and instructions for what happens if a stalker shows up at the workplace or the union hall.*

*Second, we want to make sure that we are building trust with the worker who has been harmed. This means being honest and transparent. We also want to offer peer support and make sure the person knows that other workers have their back.*

*The survivor takes the lead in decision making and is the one making the choice about what to do next. When we take action as a group to support the survivor, we do it with their permission and consent. We work with them in the decision making process; we must be careful not to make decisions for them. If we skip these important steps, and speak for someone else or act without consulting them, it can actually make the impacts of trauma feel worse.*

*We are going to practice applying this in a moment, but let's pause for questions.*

Time: 20 minutes

Handout:

- [Trauma-awareness responses](#)

## E. APPLYING TRAUMA AWARENESS PRACTICES



## SMALL GROUP ACTIVITY:

Divide the group into pairs of 2.

Provide the handout with the following instructions:

- Read the conversation between Maria and Jamie again.
- What did Jamie do well and what might he have done differently? Take into account the trauma awareness principles as well as the Do's and Don'ts listed on the handout.
- With one person in the role of Maria and the other person in the role of Jamie, act out how you would respond to the situation, keeping in mind trauma awareness principles.
- Switch roles and practice again.
- Be prepared to report back on what was different between your response and Jamie's.

After each pair has had the opportunity to practice several times (20 minutes), return to the large group and report back. What strategies worked well? List them on a flipchart.



**SAY:** *Let's sum up what we learned today. We identified the physical, emotional, mental and behavioral impacts that can show up when we experience trauma, and some of the ways that trauma is caused. We also brainstormed ways that we can support an individual who might be experiencing trauma or the impacts of trauma, and we talked about some good practices for being trauma-informed when we are talking to each other in our unions and organizations. In our final session together, we will think about how we can put all of this into practice in a collective campaign in our workplace to put an end to sexual harassment and assault.*

**Time:** 40 minutes

**Handout:**

- [Activity instructions](#)
- [Do's and Don'ts](#)

**Flipchart:**

- What worked well?



# PART 4 TAKING COLLECTIVE ACTION TO STOP SEXUAL HARASSMENT AND ASSAULT

## A. WELCOME

Welcome participants to the session.

Introduce yourself.

Review the group agreements from Session 3.

Share the agenda with all participants.

Review the objectives for this session:

In this workshop, we will build our knowledge, skills and tools for collective action to demand a workplace free of sexual harassment and harm – using a trauma awareness approach.

### Introductions, Community Agreement, & Ice Breaker

See the sample Welcome, Introduction Activities, Community Agreements, and Ice Breaker section in this curriculum.

[Go to SAMPLE WELCOME & INTRO](#)

## TIME

2 hours total

## MATERIALS

**Time:** 10 minutes

**Flipchart:**  
Group agreements

**Handout:**  
• [Participant Agenda](#)

**B. LEARNING ABOUT RIGHTS AND STRATEGIES****Story C:**

Invite three participants to play the roles of Maria, Jamie and Fran.

**Fran:** Hi, Maria and Jamie. I'm so glad you came by. COSH has received calls from many Discount Convenience workers sharing their fears of violence and COVID-19. We appreciate you reaching out. Let's figure out together how we can help.

**Maria:** I have had a lot of safety concerns. I work the 11 to 6 shift by myself. On most nights, a man comes in who talks about how I look and leans over the counter to get close to me. I thought I was alone but I heard about a worker who was attacked at another Discount Convenience store. That was scary - we had to do something.

**Jamie:** We're also concerned about Mr. Carlson, the boss. When Maria told the boss about the problems, he asked what she was wearing and told her that "Latin women can attract attention."

**Fran:** I'm so sorry to hear that this has been happening. It must be really scary. Are there any other concerns?

**Maria:** We often work more than forty hours and get paid less than the minimum wage.

**Fran:** I'm glad you decided to meet with other Discount Convenience workers so you can support each other, learn about your rights and make a plan. Are you ready?

**Time:** 20 minutes

**Handout:**

- [Story C](#)

## B. LEARNING ABOUT RIGHTS AND STRATEGIES

CONT.

**SMALL GROUP ACTIVITY:** Learning about rights and strategies

Divide participants into four small groups:

1. Worker safety and health rights
2. Sexual harassment law
3. Trauma awareness approaches
4. Taking collective action

**Instructions:**

- a. Read the fact sheet.
- b. Discuss and write down three points from the fact sheet that would be helpful to the workers at Discount Convenience.

Each person in the small group should write down the important points so they can bring them to the next activity.

**Report back:**

Ask one person from each group to report back to the full group the three things they learned from their fact sheet that would be helpful to Discount Convenience Workers.

Each reporter should say which topic their group worked on before listing the three points – Worker safety and health; sexual harassment law; trauma awareness approaches; or taking collective action.

**Handout:**

- [Fact sheets](#)

### C. BUILDING A CAMPAIGN



**SMALL GROUP ACTIVITY:** Building on the lessons from the previous activity, participants divide into “campaign strategy groups.” Each group will have a representative from each of the topic-based groups that met previously. (It’s best to have a minimum of 4 people per group, if possible.)

The new campaign strategy groups will review the highlights from their area of expertise (organizing, worker safety and health, sexual harassment law and trauma awareness approaches) and create a strategy for how they will win the Discount Convenience Store campaign, doing it as creatively as possible.

#### Steps for Campaign Strategy Groups:

- a. Review the fact sheet on Taking Collective Action
- b. Go around the small group and have each person present what they learned from the earlier small group activity about rights. Was there anything they learned that would be helpful for Maria and her coworkers?
- c. Make a list of the 5 most important steps that Discount Store workers could take – numbering them in the order they would take them in.
- d. Find a creative way (for example, your group can draw a picture or act out a skit explaining your 5 steps etc) to share this campaign components to the room.

Give groups 30 minutes to prepare, and take 30 minutes for presentations. After each presentation, ask the group what they liked and what they might do differently (as time allows). Alternatively, let all groups present and then at the end ask what strategies participants noticed that they liked best and want to try.

**Time:** 60 minutes

#### Handout:

- [Small Group Activity 2](#)

**D. PRESENT SAFETY BEFORE SLURPEES CAMPAIGN OUTCOME**

Distribute the graphic hand-out describing what actually happened during the Safety before Slurpees campaign. Participants can read out loud the outcome of the campaign.

**Final questions/discussion -- Evaluation**

**SAY:** *Would any of these strategies work in your workplace? What would you need in order to get started?*

**Time:** 30 minutes

**Handout:**

- [Graphic handout of Safety Before Slurpees campaign](#)

# HANDOUTS

# Participant Agenda

## Part 1: Drawing lessons from our history

Part 1 uses a timeline with photos to show important events in the United States that were critical to the fight against sexual harassment and gender inequality. Drawing on their own experiences, participants engage in the timeline to see that they are part of important, large, historic social movements for change.

### Schedule:

- a. Intro and viewing the timeline – 10-15 minutes
- b. Icebreaker – 15 minutes
- c. Writing your experiences and posting them on the timeline – 10-15 minutes
- d. Sharing your experiences with a partner – 5 minutes
- e. Whole group discussion about what the timeline shows – 15 minutes
- f. Summary/Wrap up – 5 minutes
- g. Chants – 3 minutes

### Objectives:

By the end of Part 1, participants will be able to:

- Identify examples of harassment and gender bias throughout history
- Identify legal and social milestones in the fight against sexual and gender harassment
- Connect their own experiences with this history and with each other

## Participant Agenda

### Part 2: Defining harassing behaviors and other unsafe conditions

Part 2 engages participants in exploring the range of harassing behaviors in the workplace. Participants will also discuss how harassment is one of many hazards that impact the health and safety of workers. They will create a map of the workplace and identify the range of hazards that impact workers' well-being.

#### Schedule:

- a. Welcome/Introductions/Community Agreements/Agenda review– 15 minutes
- b. Icebreaker - 15 minutes
- c. Story – 15 minutes
- d. Activity 1: Identifying harassing behaviors and other unsafe conditions – 35 minutes
- e. Activity 2: Hazard mapping – 1 hour

#### Objectives:

By the end of Part 2, participants will be able to:

- Identify a range of harassing behaviors in the workplace
- Define harassment as one form of workplace hazards to health and safety
- Create a hazard map to identify potential dangers in the workplace
- Brainstorm how a hazard map can be useful in creating a safer workplace



## Participant Agenda

### Part 3: Addressing worker trauma while fighting harassment

Part 3 explores how workers are impacted by sexual harassment and gender based violence. Harassment and violence can cause trauma, or bring other types of trauma to the surface. Participants will explore ways we can take into account the impacts of trauma and ensure that we are not making it worse when we are organizing in the workplace.

#### Schedule:

- a. Welcome/Introductions/Community Agreements/Agenda review– 15 minutes
- b. Intro to trauma – 10 minutes
- c. Activity 1: Impact of trauma on survivors' ability to work and take action – 35 minutes
- d. Applying core principles of trauma awareness responses - 20 minutes
- e. Activity 2: Applying trauma awareness practices – 40 minutes

#### Objectives:

By the end of Part 3, participants will be able to:

- Recognize trauma and its impacts on the individual.
- Support workers who have been impacted by trauma while holding perpetrators accountable.

## Participant Agenda

### Part 4: Taking collective action to stop harassment and violence

Part 4 builds our knowledge and tools to take collective action to end sexual harassment in the workplace. Participants will analyze a real-life case study and work in small groups to create their own campaign to demand a workplace free of sexual harassment.

#### Schedule:

- a. Welcome/Introductions/Community Agreements/Agenda review– 15 minutes
- b. Learning about rights and strategies - 20 minutes
- c. Building a campaign - 60 minutes
- d. Campaign outcomes - 15 minutes
- e. Final questions and evaluation - 15 minutes

#### Objectives:

By the end of Part 4, participants will be able to:

- Describe four different approaches that can be used together to fight back against harassment in the workplace
- Practice creating a campaign for collective action to fight harassment at work
- Brainstorm how to apply these strategies in their own workplaces

## Star Search — Buscando Estrellas

**Directions:** Fill in the chart below by finding people in the class who fit the descriptions in the squares. Write a different person's name in each square. Make sure you have at least one complete row or column of squares filled in. If you finish early, find people in the class who fit the descriptions in the other squares.

**Instrucciones:** Para llenar la tabla, busque personas de la clase que correspondan a las descripciones. En cada cuadro, escriba el nombre de alguien diferente. Asegúrese de que tenga por lo menos una fila o una columna llena. Si le sobra tiempo, busque personas de la clase que correspondan a las descripciones de los otros cuadros.

Alguien que ha ayudado a un  
compañero de trabajo a resolver  
un problema.

Someone who has helped a  
co-worker with a problem.

Alguien que se ha lastimado en el  
trabajo.

Someone who has been hurt at  
work.

Alguien que es parte de un equipo  
o comité en el trabajo.

Someone who is a member of a  
team or committee at work.

Alguien que ha tratado de mejorar  
sus condiciones de salud y  
seguridad en el trabajo.

Someone who has tried to make a  
health and safety improvement in  
his/her workplace.

Alguien que sabe dónde presentar  
una queja por acoso sexual en el  
lugar de trabajo.

Someone who knows where to file a  
workplace sexual harassment  
complaint.

Alguien que es miembro de un grupo  
COSH, sindicato, o centro de  
trabajadores.

Someone who is a member of a COSH  
group, union, or worker center.

Alguien que puede nombrar una  
agencia gubernamental que ayuda a  
proteger los derechos de los  
trabajadores.

Someone who can name a  
government agency that helps  
protect worker rights.

Alguien que ha recibido  
capacitación sobre el acoso sexual  
en el trabajo.

Someone who has received training  
on sexual harassment at work.

Alguien que puede nombrar tres  
peligros en su lugar de trabajo.

Someone who can name three hazards  
in their workplace.

## Alternate Story

### Story A

**Marco:** Hello, Mr. Carlson. Yes, this is Marco Puerto. I work at the Discount Convenience Store on Richmond Ave.

**Mr. Carlson:** Uh, Marco, are you that Mexican guy who works at our Richmond Avenue store? I'm in a hurry. What do you need?

**Marco:** I've been hesitant to call but I work the 11 to 6 shift. And after Jessie Blake leaves, I'm alone. There's been this man who has been coming in more frequently lately, who has been making me feel afraid. He keeps asking me if I'm gay and how I like to have sex, only it's much ruder than that. He says he and his friends are going to find me after work and do what they want to me.

**Mr. Carlson:** Uh huh. Are you dressing flamboyant? You know, people are gonna mess with you unless you dress and act like a real man.

**Marco:** Um, I'm just wearing regular clothes and being myself. And because he gets close, and doesn't wear a mask, I also worry about getting infected by coronavirus. Plus all these extra times I have to spray down the counters with disinfectant are setting off my asthma.

**Mr. Carlson interrupting again:** Well, if he's not Chinese, you probably won't catch it. Just be sure to stay behind the counter. I've got to go now.

## Alternate Story

### Story B

**Jamie:** Marco, I'm just about ready to go. But I noticed you've been looking pretty upset this evening. Are you OK?

**Marco:** Thanks for asking. I'm really anxious - my stomach is hurting so badly; there's a man that comes into the store after you leave. He makes comments about how I look and threatens to come back with his friends after work. The way he looks at me makes me think of the time I got pulled into an alley by a guy when I was younger and I just froze up. I tried calling Mr. Carlson but he wouldn't help.

**Jamie:** Marco - wow, that sounds scary. I can't believe Mr. Carlson ignored you. I think you should carry pepper spray, just to be safe. My friend Lucas who works at the Elmwood store always keeps it with him because he never knows when a customer is going to harass him for being gay and he's been followed after his shift before. And if this customer really gets creepy, just call the police.

**Marco:** I, uh, really can't call the police, that um...

**Jamie:** Well, here's another idea, just lock the counter and go to the back of the store when he comes in. Put up a sign that says you're on break. Better safe than sorry.

## Alternate Story

### Story C

**Fran:** Hi, Marco and Jamie. I'm so glad you came by. COSH has received calls from many Discount Convenience workers sharing their fears of violence and COVID-19. We appreciate you reaching out. Let's figure out together how we can help.

**Marco:** I have had a lot of safety concerns. I work the 11 to 6 shift by myself. On most nights, a man comes in who talks about how I look and has been threatening me. I thought I was alone but I heard about a worker who was attacked at another Discount Convenience store and yelled at with homophobic slurs. That was scary - we had to do something.

**Jamie:** We're also concerned about Mr. Carlson, the boss. When Marco told the boss about the problems, he asked what they were wearing and told them to change how they look..

**Fran:** I'm so sorry to hear that this has been happening. It must be really scary. Are there any other concerns?

**Marco:** We often work more than forty hours and get paid less than the minimum wage.

**Fran:** I'm glad you decided to meet with other Discount Convenience workers so you can support each other, learn about your rights and make a plan. Are you ready?

## Part 1B. Gallery Walk

Harriet Jacobs appealed to Northern white women to believe her when, in her autobiography, "Incidents in the Life of a Slave Girl," she recounted the sexual violence that she experienced at the hands of her master.



**Harriet Jacobs**

Harriet Jacobs apeló a mujeres blancas del norte a que le creyeran cuando en su autobiografía "Incidents in the Life of a Slave Girl", describió la violencia sexual que experimentó a manos de su patrón.

**1861**

[Click here](#) for full PowerPoint



## Make Your Voice Heard!

**Locate yourselves/union/worker center/ organization on the timeline and add what we've missed. Use post-it to put on time line and describe:**

- When did you first experience sexual harassment (year, initials, and description of behavior)?
- When did you first speak out or take a stand against sexual harassment (year, initials, and brief description of action)?
- When did you realize you had worker rights (year and initials)?
- When did your worker organization/union first address this issue (name and year)?
- Key social movement or union event – briefly describe.
- Key legislations (name and year).
- Any moments you want to share

## Haz Oír Tu Voz!

**Acércate a la línea de tiempo y agrega hechos que no hayamos añadido. Utiliza post-it para poner estos hechos en donde correspondan, describiendo:**

- Cuándo experimentaste acoso sexual por primera vez (año, iniciales, breve descripción del comportamiento)?
- Cuándo compartiste tu experiencia o tomaste acciones contra el acoso sexual (año, iniciales, breve descripción de las acciones tomadas)?
- Cuándo te diste cuenta de tus derechos como trabajador/a (año, iniciales)?
- Cuándo fue que tu sindicato tomó acciones sobre este tema por primera vez (nombre y año)?
- Principales movimientos sociales o eventos sindicales (describir brevemente).
- Legislaciones fundamentales (nombre y año).
- Otros momentos que quieras compartir.

## Participant Agenda

### Part 2: Defining harassing behaviors and other unsafe conditions

Part 2 engages participants in exploring the range of harassing behaviors in the workplace. Participants will also discuss how harassment is one of many hazards that impact the health and safety of workers. They will create a map of the workplace and identify the range of hazards that impact workers' well-being.

#### Schedule:

- a. Welcome/Introductions/Community Agreements/Agenda review– 15 minutes
- b. Icebreaker - 15 minutes
- c. Story – 15 minutes
- d. Activity 1: Identifying harassing behaviors and other unsafe conditions – 35 minutes
- e. Activity 2: Hazard mapping – 1 hour

#### Objectives:

By the end of Part 2, participants will be able to:

- Identify a range of harassing behaviors in the workplace
- Define harassment as one form of workplace hazards to health and safety
- Create a hazard map to identify potential dangers in the workplace
- Brainstorm how a hazard map can be useful in creating a safer workplace

## Story A

**Ask someone in the group to take notes to report back.**

Review the case study on the next page. Please identify the problems that Maria experienced at her workplace. Feel free to circle them on the case study or make a list of them.

## Story A

**Maria:** Hello, Mr. Carlson. Yes, this is Maria Puerto, I work at the Discount Convenience Store on Richmond Ave.

**Mr. Carlson:** Uh, Maria, are you that Latin girl who works at our Richmond Avenue store? I'm in a hurry. What do you need?

**Maria:** I've been hesitant to call but I work the 11 to 6 shift. And after Jessie Blake leaves, I'm alone. There's been this man who has been coming in more frequently lately, who has been making me feel afraid. He talks about how I look and has been leaning over the counter to get closer to me.

**Mr. Carlson:** Uh huh. What have you been wearing? You know how you Latin women can attract attention.

**Maria:** Um. I am just wearing simple clothes. And because he gets close, and doesn't wear a mask, I also worry about getting infected by coronavirus. I don't like wearing a mask either, especially once I start spraying the disinfectant - sometimes it makes me asthma start up - but I do it anyway.

**Mr. Carlson, interrupting again:** Well, if he's not Chinese, you probably won't catch it. Just be sure to stay behind the counter. I've got to go now.

## Story A activity

Which of the following were examples of the unwanted or uninvited behavior that Maria experienced?

\_\_\_ looks

\_\_\_ touching

\_\_\_ requests or sexual favors.

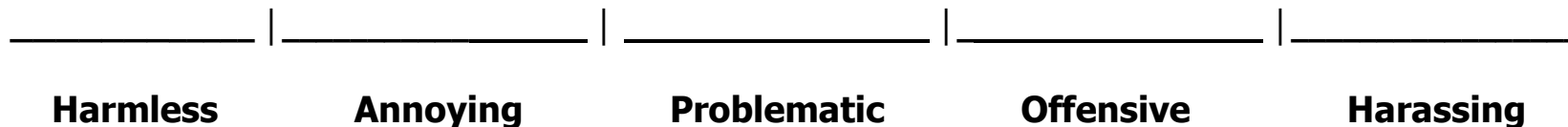
\_\_\_ sexual assault

\_\_\_ fear of/or negative job consequences.

\_\_\_ comments/jokes/pictures

\_\_\_ comments about sexual orientation/gender identity

Where would you locate them on the scale below and why?



Discuss an example of an unwanted or inappropriate behavior that you are aware of or experienced at work that you feel comfortable sharing.

## Hazard Types in the Workplace

**Safety hazards** can cause immediate accidents and injuries.

**Chemical hazards** are agents that can make you sick. They can get into the body through the nose, mouth, or skin to cause harm.

**Biological hazards** are living organisms that can cause infectious diseases and allergies. They would include body fluids when people go to the bathroom or get sick.

**Harassment** includes harmful comments, which can include remarks about a person's gender, race or ethnicity.

**Violence** includes physical harm to any part of the body, including any unwanted sexual contact.

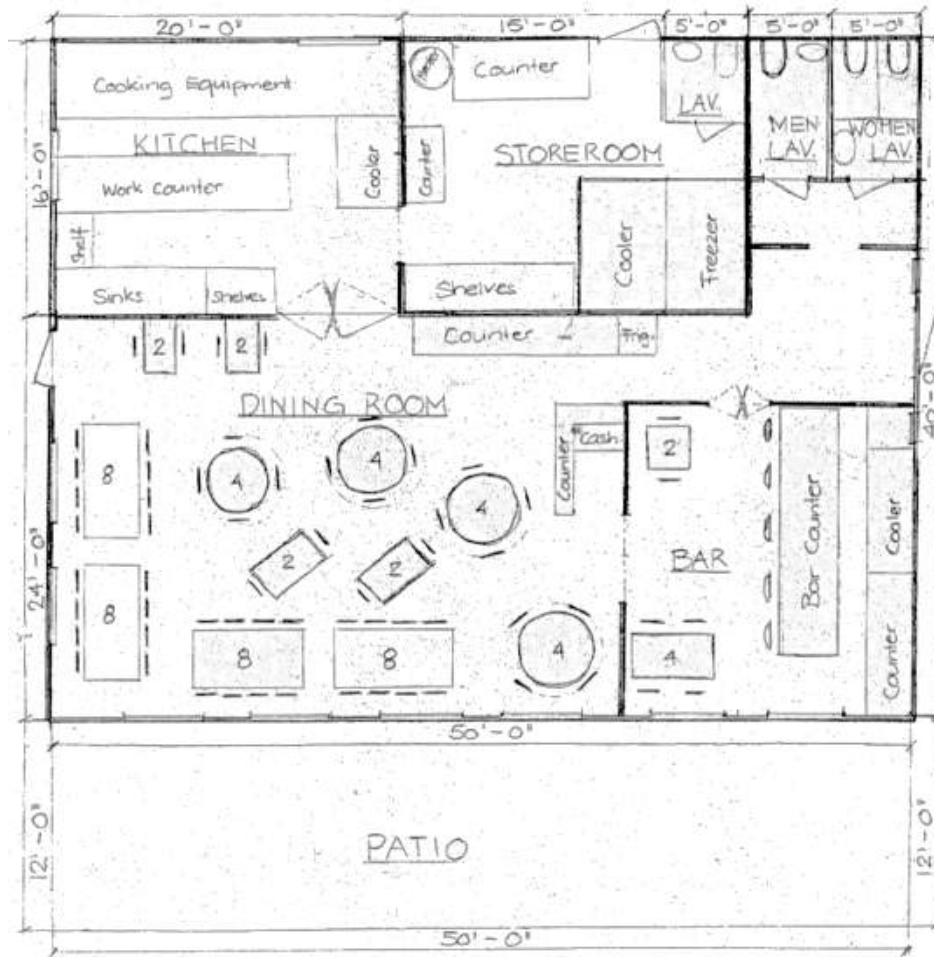
**Other hazards** are those which cannot be classified into the other categories but can cause health or safety problems for workers. This can include stress and ergonomic hazards.

Some hazards harm you right away, like safety hazards or chemicals that cause rashes. But sometimes the symptoms of illness appear months or years later. These long-term effects, for example, might include wear and tear on the body from repetitive motion, or lung disease from asbestos exposure.

### Examples of Workplace Hazards

Safety Hazards	Health Hazards	Harassment and violence
<ul style="list-style-type: none"> <li>• hot surfaces</li> <li>• slippery floors</li> <li>• unsafe ladders</li> <li>• working at heights</li> <li>• machines</li> <li>• knives</li> <li>• hot grease</li> <li>• electricity</li> <li>• lack of fire exits</li> <li>• cluttered work areas</li> <li>• violence</li> <li>• poorly designed tools</li> <li>• heavy lifting</li> <li>• inadequate lighting</li> <li>• vehicles (cars, tractors, forklifts, etc.)</li> <li>• unshored trenches</li> <li>• confined spaces</li> </ul>	<p><b>Chemical hazards:</b></p> <ul style="list-style-type: none"> <li>• cleaning products</li> <li>• pesticides</li> <li>• solvents</li> <li>• acids</li> <li>• asbestos</li> <li>• lead paint</li> <li>• wood dust</li> <li>• latex</li> <li>• carbon monoxide</li> </ul> <p><b>Biological hazards:</b></p> <ul style="list-style-type: none"> <li>• infectious diseases</li> <li>• molds</li> <li>• HIV, Hepatitis, other viruses</li> <li>• bacteria</li> <li>• animals</li> <li>• insects</li> </ul>	<ul style="list-style-type: none"> <li>• Yelling</li> <li>• Negative comments about gender, race, ethnicity, language, body, gender expression</li> <li>• Physical touching:               <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Touching sexually</li> </ul> </li> <li>• Working alone or in isolation</li> <li>• Working at night</li> <li>• Working with money</li> <li>• Demanding sexual favors in exchange for something (like keeping job)</li> <li>• Stalking</li> </ul>

## Sample Hazard Map



### Floor Plan

#### Alice's Restaurant

Located at:

Whycocomagh  
Inverness County

Nova Scotia

TCH 105

Civic # 9814



## Participant Agenda

### Part 3: Addressing worker trauma while fighting harassment

Part 3 explores how workers are impacted by sexual harassment and gender based violence. Harassment and violence can cause trauma, or bring other types of trauma to the surface. Participants will explore ways we can take into account the impacts of trauma and ensure that we are not making it worse when we are organizing in the workplace.

#### **Schedule:**

- a. Welcome/Introductions/Community Agreements/Agenda review– 15 minutes
- b. Intro to trauma – 10 minutes
- c. Activity 1: Impact of trauma on survivors' ability to work and take action – 35 minutes
- d. Applying core principles of trauma awareness responses - 20 minutes
- e. Activity 2: Applying trauma awareness practices – 40 minutes

#### **Objectives:**

By the end of Part 3, participants will be able to:

- Recognize trauma and its impacts on the individual.
- Support workers who have been impacted by trauma while holding perpetrators accountable.

## Link to Slides: [What is Trauma?](#)

**TAKING ACTION TOGETHER**  
to Stop Sexual Harassment  
in the Workplace

### Impacts of Trauma

Emotional	Physical	Mental
<ul style="list-style-type: none"> <li>• Numbness, detachment, apathy, withdrawal</li> <li>• Anxiety, fear</li> <li>• Guilt and shame</li> <li>• Anger</li> <li>• Sadness</li> <li>• Feeling overwhelmed or unreal</li> <li>• Irritability</li> <li>• Depression</li> </ul>	<ul style="list-style-type: none"> <li>• Nausea/stomach problems</li> <li>• Faintness, shaking, heart racing (fight, flight, or freeze)</li> <li>• Fatigue</li> <li>• Startle response</li> <li>• Sleep problems</li> <li>• Pain</li> </ul>	<ul style="list-style-type: none"> <li>• Hard time concentrating and making decisions</li> <li>• Flashbacks</li> <li>• Memory problems</li> <li>• Suicidal thoughts</li> <li>• Substance abuse</li> <li>• Triggers</li> </ul>

1

**TAKING ACTION TOGETHER**  
to Stop Sexual Harassment  
in the Workplace

### 10 Elements of Trauma Response

1. Variations in response
2. Loss of control
3. Scrambled chronology (timeline)
4. Difficulties trusting or relating to others
5. Isolation
6. Timelines for processing traumatic events
7. Multiple traumas
8. Re-traumatization
9. Resilience
10. Secondary trauma and resilience

2

**TAKING ACTION TOGETHER**  
to Stop Sexual Harassment  
in the Workplace

### Potential Changes in Behavior

- Missing work, being late, or leaving early
- Withdrawing from activities with co-workers, union, worker center, etc.
- Isolating self from others in the workplace
- Inability to concentrate or frequently distracted
- Decrease in usual job performance
- Appearing agitated, angry, sad, or hypervigilant (extremely alert or watchful)
- Increase in personal visits, calls, and/or texts, particularly if from a current or former intimate partner
- Distrust where there was previously trust/strained relationships

3

**TAKING ACTION TOGETHER**  
to Stop Sexual Harassment  
in the Workplace

### Story B

Jamie: Maria, I'm just about ready to go. But I noticed you've been looking pretty upset this evening. Are you OK?

Maria: Jamie, thanks for asking. I'm really anxious - my stomach is hurting so badly; There's this man that comes into the store after you leave. He makes comments about how I look and leans over the counter to get closer to me. I tried calling Mr. Carlson but he wouldn't help.

Jamie: Maria - wow, that sounds scary. I think you should carry pepper spray, just to be safe. My friend Lucas who works at the Elmwood store always keeps it with him because he never knows when a customer is going to harass him for being gay and he's been followed after his shift before. And if this guy really gets creepy, just call the police.

Maria: I, uh, really can't call the police, that um...

Jamie: Well, here's another idea, just lock the counter and go to the back of the store when he comes in. Put up a sign that says you're on break. Better safe than sorry.

4

## FlipChart: What is Trauma?

### Impacts of Trauma

Emotional	Physical	Mental
<ul style="list-style-type: none"><li>• Numbness, detachment, apathy, withdrawal</li><li>• Anxiety, fear</li><li>• Guilt and shame</li><li>• Anger</li><li>• Sadness</li><li>• Feeling overwhelmed or unreal</li><li>• Irritability</li><li>• Depression</li></ul>	<ul style="list-style-type: none"><li>• Nausea/stomach problems</li><li>• Faintness, shaking, heart racing (fight, flight, or freeze)</li><li>• Fatigue</li><li>• Startle response</li><li>• Sleep problems</li><li>• Pain</li></ul>	<ul style="list-style-type: none"><li>• Hard time concentrating and making decisions</li><li>• Flashbacks</li><li>• Memory problems</li><li>• Suicidal thoughts</li><li>• Substance abuse</li><li>• Triggers</li></ul>

## FlipChart: What is Trauma?

### 10 Elements of Trauma Response

1. Variations in response
2. Loss of control
3. Scrambled chronology (timeline)
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## FlipChart: What is Trauma?

### Potential Changes in Behavior

- Missing work, being late, or leaving early
- Withdrawing from activities with co-workers, union, worker center, etc.
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- Distrust where there was previously trust/strained relationships



## FlipChart: What is Trauma?

### Part 3, Activity 1: Maria & Jamie: Story B

Jamie: Maria, I'm just about ready to go. But I noticed you've been looking pretty upset this evening. Are you OK?

Maria: Jamie, thanks for asking. I'm really anxious - my stomach is hurting so badly; There's this man that comes into the store after you leave. He makes comments about how I look and leans over the counter to get closer to me. I tried calling Mr. Carlson but he wouldn't help.

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Maria: I, uh, really can't call the police, that um...

Jamie: Well, here's another idea, just lock the counter and go to the back of the store when he comes in. Put up a sign that says you're on break. Better safe than sorry.

## FlipChart: What is Trauma?

### Small Group Activity 1

Read case study.

At your table, discuss the following questions:

1. What elements of trauma and trauma response are present?
2. How might Maria's background or experiences impact their experience of trauma and/or violence?
3. How would you reach out (as an steward, activist, or leader) to the person experiencing trauma?

## FlipChart: What is Trauma?

### Large Group Discussion

What were some ideas you came up with for how to respond and react to Maria and her situation?



## FlipChart: What is Trauma?

### Trauma Awareness Principles

**Realize** the widespread presence of trauma

**Recognize** elements of trauma and how it impacts lives

**Respond**

by incorporating an understanding of trauma into organizing & representation

1. Safety
2. Transparency and trust
3. Peer support
4. Collaboration
5. Empowerment, voice, and choice
6. Identity

**Resist re-traumatization** by examining and modifying potentially harmful practices

## FlipChart: What is Trauma?

### Activity 2: Trauma awareness responses

1. Read the conversation again.
2. What did Jamie do well and what did he not do well, compared to the trauma awareness principles?
3. Can someone volunteer to play the role of Maria and another person in the role of Jamie? Act out how you would respond to the situation, keeping in mind trauma awareness principles.

Switch roles and practice again.

Be prepared to report back on what was different between your response and Jamie's

#### **Trauma Awareness**

##### **Principles:**

- Safety
- Transparency and trust
- Peer support
- Collaboration
- Empowerment, voice, and choice
- Solidarity
- Informed consent
- Collective action

## FlipChart: What is Trauma?

### Part 3, Activity 2: Maria & Jamie: Story B

Jamie: Maria, I'm just about ready to go. But I noticed you've been looking pretty upset this evening. Are you OK?

Maria: Jamie, thanks for asking. I'm really anxious - my stomach is hurting so badly; There's this man that comes into the store after you leave. He makes comments about how I look and leans over the counter to get closer to me. I tried calling Mr. Carlson but he wouldn't help.

Jamie: Maria - wow, that sounds scary. I think you should carry pepper spray, just to be safe. And if he really gets creepy, just call the police.

Maria: I, uh, really can't call the police, that um...

Jamie: Well, here's another idea, just lock the counter and go to the back of the store when he comes in. Put up a sign that says you're on break. Better safe than sorry.

## FlipChart: What is Trauma?

### Tips for Trauma Awareness Support



## What is trauma and what are its impacts?

**Trauma is our physical and mental response when we experience so much stress we can't cope with it.**

Emotional	Physical	Mental
<ul style="list-style-type: none"><li>• Numbness, detachment, apathy, withdrawal</li><li>• Anxiety, fear</li><li>• Guilt and shame</li><li>• Anger</li><li>• Sadness</li><li>• Feeling overwhelmed or unreal</li><li>• Irritability</li><li>• Depression</li></ul>	<ul style="list-style-type: none"><li>• Nausea/stomach problems</li><li>• Faintness, shaking, heart racing (fight, flight, or freeze)</li><li>• Fatigue</li><li>• Startle response</li><li>• Sleep problems</li><li>• Pain</li></ul>	<ul style="list-style-type: none"><li>• Hard time concentrating and making decisions</li><li>• Flashbacks</li><li>• Memory problems</li><li>• Suicidal thoughts</li><li>• Substance abuse</li><li>• Triggers (something that reminds the person of the trauma)</li></ul>

### 10 Elements of Trauma Reaction:

1. Variations in response: People respond to the same events in different ways. There is no "right" way to behave after a traumatic event.
2. Loss of control: The person may lose control over their life or feel that they have lost control.
3. Scrambled chronology: The memory of what happened may be mixed up or missing pieces of the story. But even so, these memories are usually accurate.
4. Difficulties trusting or relating to others: Trauma can make people feel unsafe in their existing relationships and make it harder to form new ones.
5. Isolation: Trauma can make people feel alone and that no one will ever understand their experience.

## HANDOUT

6. Timelines for processing traumatic events: Some people begin to consciously process trauma immediately. Others may do it months or years later. Others never consciously work through traumatic experiences.
7. Multiple traumas can build on each other: People may also have experienced traumas as a result of their community, racial, ethnic, cultural, religious or other identities. This can also affect how they experience and respond to gender based violence and harassment.
8. Re-traumatization: other people can make a survivor's experience worse by blaming survivors, denying them choice in how to move forward after a traumatic event, or failing to offer empathy and support
9. Resilience: Survivors have strength and power that help them to overcome traumatic experiences, but they may not be aware of this resilience
10. Secondary trauma and resilience: People working with survivors can experience trauma due to exposure to suffering, but they can also become more resilient by seeing others overcome trauma.

*Source: "Responding to Gender-Based Violence and Harassment: Trauma Informed Strategies for the Labor Movement". Available from Futures Without Violence. Workplaces Respond to Domestic and Sexual violence: A National Resource Center. <https://www.workplacesrespond.org/resource-library/can-unions-prevent-respond-workplace-violence/>*

### Potential Changes in Behavior:

- Missing work, being late, or leaving early
- Withdrawing from activities with co-workers, union, worker center, etc.
- Isolating self from others in the workplace
- Inability to concentrate or frequently distracted
- Decrease in usual job performance
- Appearing agitated, angry, sad, or hypervigilant
- Increase in personal visits, calls, and/or texts, particularly if from a current or former intimate partner
- Distrust where there was previously trust/strained relationships

## Trauma Awareness Responses

<b><u>Realize</u></b> the widespread presence of trauma	
<b><u>Recognize</u></b> elements of trauma and how it impacts lives	
<b><u>Respond</u></b>  by incorporating an understanding of trauma into organizing & representation	Safety  1. Transparency and trust  2. Peer support  3. Collaboration  4. Empowerment, voice, and choice  5. Identity
<b><u>Resist re-traumatization</u></b> by examining and modifying potentially harmful practices	

## Activity 2: Applying trauma awareness principles

1. Read the conversation between Maria and Jamie again.
2. What did Jamie do well and what did he not do well, compared to the trauma awareness principles?
3. Can someone volunteer to play the role of Maria and another person to play the role of Jamie? Act out how you would respond to this situation, keeping in mind trauma-awareness principles.

Switch roles and practice again. Be prepared to report back on what was different between your response and Jamie's.

## Trauma-Informed Response: Do's and Don'ts

<b>Don't</b>	<b>Do</b>
<p><b>Don't blame the victim for what happened.</b></p> <p><u>For example:</u></p> <p>§ "You shouldn't have led him on...."</p> <p>§ "Why were you alone with him?"</p> <p>§ "If you had avoided her...."</p>	<p><b>Tell the victim it is not their fault.</b></p> <p><u>For example:</u></p> <p>§ "What happened is not your fault."</p> <p>§ "You're not responsible for the other person's behavior."</p> <p>§ "That kind of behavior is never justified."</p>



## HANDOUT

<p><b>Don't judge how the victim is feeling or handling it.</b></p> <p><u>For example:</u></p> <p>§ "You're overreacting, it's not that serious."</p> <p>§ "You really should be over it by now."</p> <p>§ "You should be really angry!"</p> <p>§ "You look fine to me. You've been acting totally normal."</p> <p>§ "If it was so bad, why don't you remember all the details?"</p> <p>§ Why didn't you just leave or say something right away?</p>	<p><b>Understand that everyone reacts differently to traumatic events.</b></p> <p><u>For example:</u></p> <p>§ "Whatever you are feeling is ok. There's no right or wrong way to react."</p> <p>§ "This is a difficult experience. You may need some time to process all of your emotions and reactions."</p> <p>§ "Trauma can be hard to deal with- are you open to getting some support?"</p>
<p><b>Don't normalize the behavior.</b></p> <p><u>For example:</u></p> <p>§ "It's always been like that around here."</p> <p>§ "Well, what did you expect? Welcome to the club."</p> <p>§ "Nothing is going to change."</p>	<p><b>Let the victim know that what happened is wrong.</b></p> <p><u>For example:</u></p> <p>§ "I'm sorry that happened. That is not okay."</p> <p>§ "That's illegal."</p> <p>§ "That kind of behavior is inappropriate in the workplace."</p>

## HANDOUT

<p><b>Don't tell the victim what to do.</b></p> <p><u>For example:</u></p> <p>§ "You have to report this immediately!"</p> <p>§ "If you don't confront the person, you'll never solve the problem."</p> <p>§ "The only way to address this is to...."</p>	<p><b>Ask the victim what they need.</b></p> <p><u>For example:</u></p> <p>§ "What do you need right now?"</p> <p>§ "What would be helpful?"</p> <p>§ "What next steps are you comfortable with?"</p>
<p><b>Don't take action against the victim's wishes.</b></p> <p><u>For example:</u></p> <p>§ "I don't care if you don't want to tell the company. I'm going to do it for you!"</p> <p>§ "If you don't do it, then I'm going to tell the rest of the team tomorrow."</p> <p>§ "I know you think this is solved, but I'm not going to stop until...."</p>	<p><b>Respect the victim's wishes and support what he or she decides.</b></p> <p><u>For example:</u></p> <p>§ "It's your decision. I know each step may have risks and consequences."</p> <p>§ "I will respect whatever you decide. I will not say or do anything you are not comfortable with or push you to do something you are not ready for."</p> <p>§ "What do you want to see happen? What do you want to avoid?"</p>

## Participant Agenda

### Part 4: Taking collective action to stop harassment and violence

Part 4 builds our knowledge and tools to take collective action to end sexual harassment in the workplace. Participants will analyze a real-life case study and work in small groups to create their own campaign to demand a workplace free of sexual harassment.

#### **Schedule:**

- a. Welcome/Introductions/Community Agreements/Agenda review– 15 minutes
- b. Learning about rights and strategies - 20 minutes
- c. Building a campaign - 60 minutes
- d. Campaign outcomes - 15 minutes
- e. Final questions and evaluation - 15 minutes

#### **Objectives:**

By the end of Part 4, participants will be able to:

- Describe four different approaches that can be used together to fight back against harassment in the workplace
- Practice creating a campaign for collective action to fight harassment at work
- Brainstorm how to apply these strategies in their own workplaces

## Part 4: Story C

**Invite three participants to play the roles of Jamie, Mariella, and Fran.**

**Fran:** Hi, Mariella and Jamie. I'm so glad you came by. COSH has received calls from many Discount Convenience workers sharing their fears of violence and COVID-19, and appreciate you reaching out.

**Mariella:** Yeah, I have had a lot of safety concerns. Then we heard about the worker who was attacked at the Discount Convenience on Main Street. That was scary - we had to do something.

**Jamie:** We're also concerned about Mr. Carlson, the boss. Mariella described the way he spoke to her about her appearance, but other workers told me that he told them they looked sexy and other comments that made them very nervous.

**Fran:** Yes, I understand. I'm glad you decided to meet with other Discount Convenience workers so you can support each other, learn about your rights and make a plan. Are you ready?

## Part 4 Small Group Activity 1

### Instructions:

- Read the fact sheet.
- Discuss and write down three points from the fact sheet that would be helpful to the workers at Discount Convenience.
- Select one person to volunteer to share the three points from the fact sheet to the larger group

Each person in the small group should write down the important points so they can bring them to the next activity.

## Part 4 Small Group Activity 2

### Instructions:

- Review the fact sheet on Taking Collective Action
- Go around the small group and have each person present what they learned from the earlier small group activity about rights. Was there anything they learned that would be helpful for Maria and her coworkers?
- Make a list of the 5 most important steps you and your coworkers will take – numbering them in the order you will take them in.
- Find a creative way (for example your group can draw a picture or act out a skit explaining your 5 steps etc) to share this campaign components to the room.

# OSHA RIGHTS IN A NUTSHELL

OSHA (Occupational Safety and Health Agency) is a federal agency that protects workers' health and safety.

## 1 RIGHT TO A SAFE AND HEALTHY WORKPLACE

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## 2 RIGHT TO INFORMATION ABOUT CHEMICALS AT WORK

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## 3 RIGHT TO REPORT AN INJURY OR DANGER AND NOT BE PUNISHED

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## 4 RIGHT TO HEALTH AND SAFETY TRAINING

---

## 5 RIGHT TO FILE AN OSHA COMPLAINT

---



## 6 RIGHT TO OSHA INSPECTIONS

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# SEXUAL HARASSMENT

Unwelcome behavior that happens to you because of your perceived gender, sex assigned at birth, or sexual orientation.

## Sexual harassment can include:

Any  
unwanted  
sexual  
contact

Repeated  
sexual  
advances

Sexual or  
sexist remarks  
or jokes

Taking or  
sharing sexual  
images

Completed  
or attempted  
rape

Sexual harassment does not have to involve any physical contact.

## Sexual harassment in the workplace

**Hostile Work Environment:** When harassment interferes with the victim's work performance and creates an uncomfortable or unsafe atmosphere.

**Quid Pro Quo Harassment:** When an employer implies or offers benefits, such as a promotion, in exchange for sexual activity.

**The harasser** can be a direct supervisor, a supervisor in another area, a coworker, or a non-employee

## You have rights, including:

- **Work in a safe, discrimination-free environment.**

Be told about sexual harassment policies, including how to report, in a way that you understand.

- **Talk about or speak out against sexual harassment** without being retaliated against (punished)

- **Report the harassment to HR or your boss.**

It is important to report harassment internally first if you might take legal action later.

- **Picket or protest against sexual harassment or other kinds of discrimination.**

When you get together with one or more co-workers to raise concerns about working conditions, you're engaging in "concerted activity," which is protected by the National Labor Relations Act.

- **Have your complaint taken seriously and investigated.**

As soon as your employer is aware of the sexual harassment, the law requires them to (1) take quick action to stop it, and (2) adequately protect you or the person who's being harassed

- **Ask your employer what will happen and who will know** if you file a complaint.

• **File charges with a government agency**, such as the Equal Employment Opportunity Commission (EEOC), or your state's fair employment practices agency

- **File a lawsuit against your employer.**

This is an option if you filed a charge with EEOC or your state agency, and get a "Right-to-Sue" Notice



## Steps you can take to address harassment

- If you believe you can do so safely, tell the harasser you want the behavior to stop.
- Read your employer's policy and see where it says you should report the harassment. Follow it, if you feel you can do so safely. If your employer does not have a policy, report it to the supervisor, if you can.
- Talk to a trusted friend or coworker
- Keep copies of your work records, including performance evaluations and other things that show the quality of your work
- Keep copies of harassment messages and other evidence of harassment
- Speak to a union, worker center or COSH group.
- Contact the Equal Employment Opportunity Commission (EEOC), the federal anti-harassment agency, or your state agency.
- Contact the Legal Network for Gender Equity/TIME'S UP Legal Defense Fund to discuss legal options.

## It's your employer's responsibility to provide a workplace free from harassment – but workers can help.

- Get together with coworkers to talk about harassment and ways you can support each other to keep the workplace safe. If you or others observe someone being harassed, agree to speak up.
- Talk about the safest way to report it to management, if it can be done without further harming the impacted worker(s) Be sure the employer has an anti-harassment policy. If not, with coworkers, ask the employer to create one with input from workers, and that employees be trained in it.
- Choose a steward (in a union workplace) or a pointperson (if not) who would be willing to be trained to handle sexual harassment concerns

National COSH \* [www.nationalcosh.org](http://www.nationalcosh.org) \* [info@nationalcosh.org](mailto:info@nationalcosh.org)

This fact sheet draws from 2 fact sheets: **The Arizona Coalition to End Sexual and Domestic Violence** ([www.acesdv.org](http://www.acesdv.org)) and **Equal Rights Advocates** ([www.equalrights.org](http://www.equalrights.org))  
**National COSH \* [www.nationalcosh.org](http://www.nationalcosh.org)**

# TRAUMA-INFORMED ORGANIZING PRINCIPLES

HEALING  
TO ACTION

1. The very behavior that may make you doubt the survivor's credibility is often directly caused by her or his sexual victimization.
2. Healing from gender-based violence is a slow, iterative, non-linear process that requires time, distance from the incident, and continued support. Build-in this critical time when you organize with survivors.
3. Let survivors lead in defining what a successful outcome looks like.
4. Confrontation and agitation are not the only means to build survivor power - use radical imagination to build the power of survivors.
5. Remember that survivors are powerful people who have a well of resilience and resistance strategies.

A trauma-informed organizer will emphasize safety, trustworthiness, collaboration, and most importantly, restoring survivor's decision-making power. An organizer will also be alert for ways to make a survivor's environment more healing and less re-traumatizing. They understand that when one has been traumatized, the survivor regaining control over their environment is the number one priority. This supports resilience, self-care, and self-healing.

IMPACT OF TRAUMA	PRINCIPLES OF PEER SUPPORT
•Invalidates personal reality	•Non-judgmental
•Creates mistrust and alienation	•Empathetic
•Loss of power and control	•Respectful
•Feelings of helplessness and hopelessness	•Honest and direct communication
•Feelings of voicelessness	•Mutual responsibility
•Being dominated, controlled or manipulated	•Power is shared
•Violates personal boundaries and sense of safety	•Relationships are reciprocal

Don'ts	Dos	Explanation
What's wrong with you?	Tell me what happened to you.	<i>A trauma informed approach that shifts the focus. TI practices can be implemented in any setting, seeking to understand what happened to a person and the meaning s/he makes of those experiences.*</i>
Minimize or normalize violence	Normalize the survivor's response to what they've experienced and validate the harm they feel.	<i>Survivors often internalize shame or blame themselves for the violence. Validating their feelings of harm is important to break that narrative.</i>
You are safe now.	I am glad you could share this with me. Are you feeling safe? What do you need to feel safe?	<i>Your definition of safe may differ and you cannot promise safety especially for factors beyond your control or work.</i>
Let me tell you what you should do.	How can I help you?	<i>Although your intent is not to hurt, s/he may perceive things beyond your control as hurtful and may result in a broken promise.</i>
You are a victim, not a criminal.	You were mistreated and your rights were violated. You did not deserve this.	<i>Labeling is not always helpful. S/he may not identify as a victim. What is important is to explain what happened from a rights-based perspective.</i>
You can trust me.	<i>Trust is established through actions and honesty.</i>	
We want to make sure what happened to you does not happen to anyone else.	Reaffirm the survivor's strength in coming forward, recognizing the difficulty that the person had to overcome.	<i>The onus should never be put on the victim to prevent future crimes or violence against others.</i>

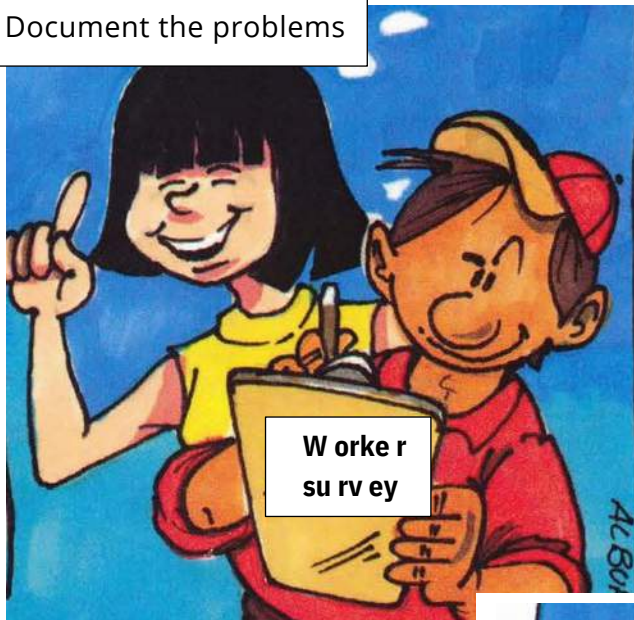
From the Cook County Human Trafficking Task Force Train the Trainer Manual, pp. 26-27 w modifications (2014 except\*- Engaging Women in Trauma-Informed Peer Support: A Guidebook (2012) p. 6

# ORGANIZING FOR WORKER SAFETY, HEALTH AND RESPECT

Unite workers and identify the problems



Document the problems



Review results /  
Summarize conditions in  
a "health + safety report"





# Decide demands



# Review options for employer pressure

Demand letter to employer

Dear CEO:  
We the  
workers  
s in justice



Complaint to government  
agency



Legal Action

Health + Safety report to media  
/ Public demonstrations

Treat us  
with  
respect





# Take Action \*\* Celebrate

## Set up committee for ongoing work





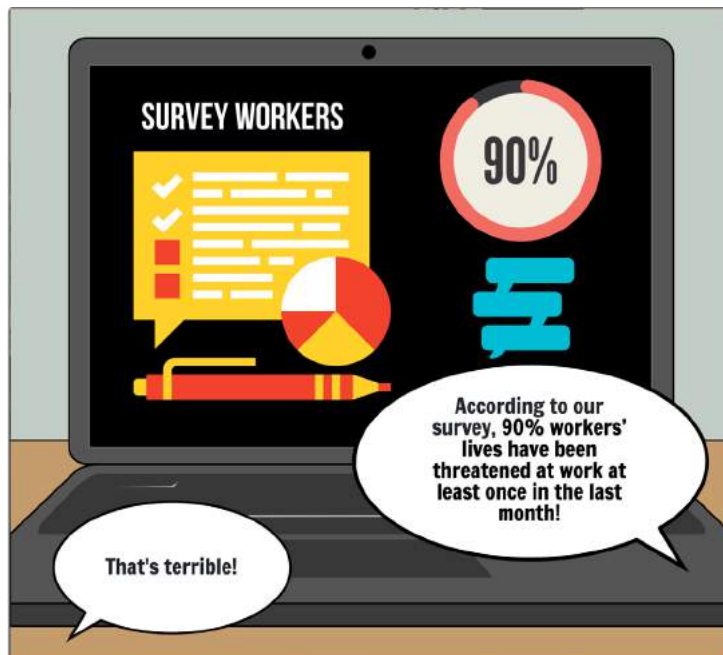
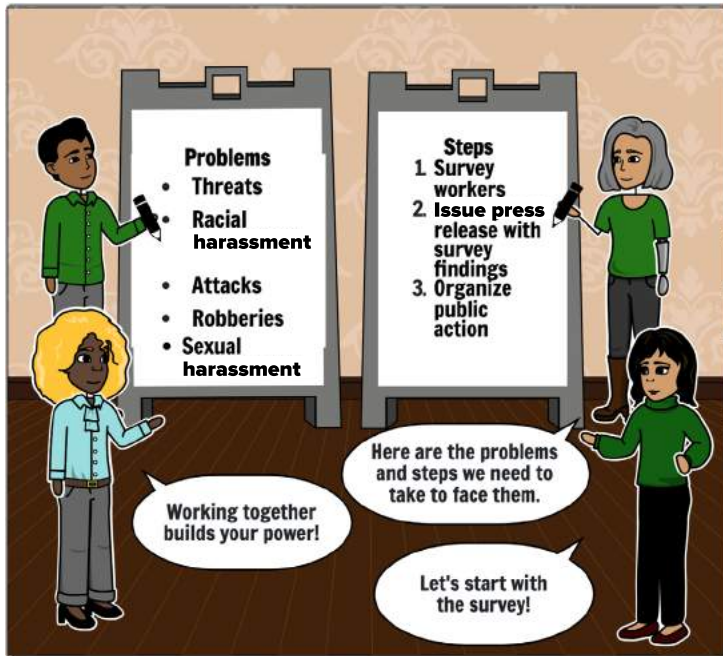
# SAFETY OVER SLURPEES

## 7-Eleven Workers' Fight For Workplace Safety



# SAFETY OVER SLURPEES

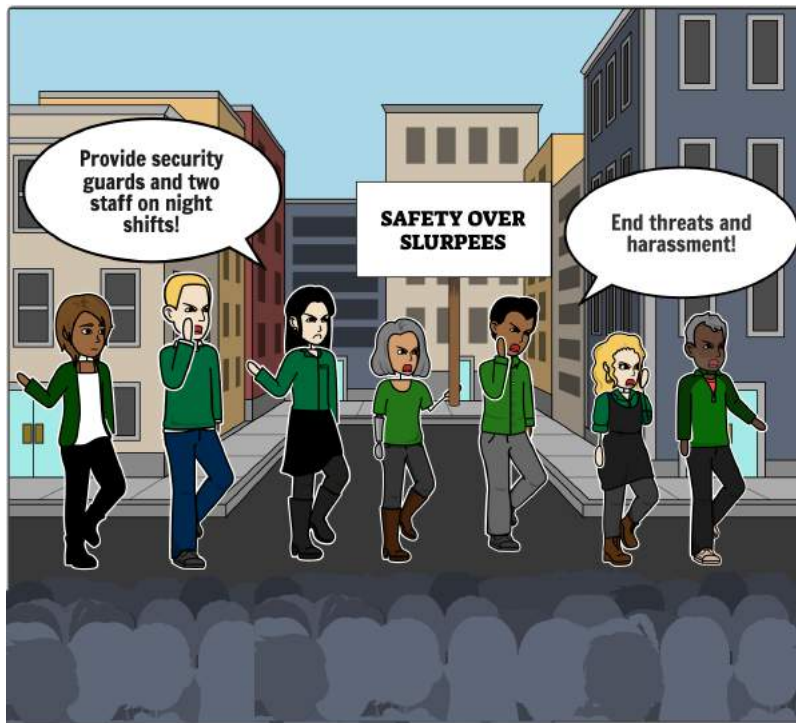
## 7-Eleven Workers' Fight For Workplace Safety





# SAFETY OVER SLURPEES

## 7-Eleven Workers' Fight For Workplace Safety



# GLOSSARY

**Gender-based violence & harassment:** Acts of aggression, violence including sexual violence, harassment and stalking. These are abuses that a person or group of people may experience because of their sex or gender. Gender-based violence is about exercising power and control over others through physical violence; coercion and threats; intimidation; and emotional or psychological abuse.

**Sexual harassment:** A spectrum of behaviors that make someone uncomfortable - including unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment

**Survivors:** People who experience gender-based violence may refer to themselves as victims. Others call themselves survivors to focus on the strength and power that people use to deal with difficult experiences in life. Other people who have experienced gender-based trauma do not use either the term “victim” or “survivor”. It’s a matter of personal preference.

**Trauma aware:** To be informed about and sensitive to the impact of trauma on people before asking them to engage in education or action. Trainers and organizers, and those they teach and organize, are encouraged to become “trauma aware” so they can be sensitive to the needs of individuals who have been impacted by trauma and move forward in a way that does not further cause harm but instead promotes healing and action.

**Gender identity:** One’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One’s gender identity can be the same or different from their sex assigned at birth.

## GLOSSARY

**Gender expression:** External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

**Transgender:** An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

**Cis gender:** Someone who is cis or cisgender identifies with the gender that they were assigned at birth. Typically, cis men are men who were assigned male at birth and feel that the words “man” and “male” accurately describe their gender. Likewise, cis women are typically women who were assigned female at birth and feel that the words “woman” and “female” accurately describe their gender.

**Pronouns (and why they matter):** In English, our most commonly used pronouns (he/she) specifically refer to a person's gender. For queer, gender non-conforming, non-binary, and transgender people, these pronouns may not fit, can create discomfort, and can cause stress and anxiety.

A recent study showed that in transgender youth, using correct pronouns and names reduces depression and suicide risks. Having trouble understanding why this would upset someone? Think about your pronoun (it's probably “he” or “she”). Now imagine someone calling you the one you don't think of yourself as. Imagine them doing it over and over and over, even after you've corrected them.

<https://lgbtlifecenter.org/pronouns/>

# RESOURCES

## Workplaces Respond to Domestic and Sexual Violence: Unions and Worker Centers

Legal momentum

## Worker Rights Handbook

## Tompkins County Multi-lingual Worker Rights Manual

Bystander training: [hollaback! free lineline bystander training.](#)

[Teaching tool to breakdown concepts of gender.](#) Genderbread.org

## New York City Gender Expression Legal Guidance

Young workers curriculum: Sexual harassment prevention

### **Legal Momentum**

A Legal Toolkit for Women's Economic Equality

Guidance for women and advocates in New York State.

Women continue to be undervalued and are regularly subjected to unfair treatment in the workplace. While women often accept these conditions as inevitable, it is important to remember that it doesn't have to be this way. ALL women—regardless of economic situation or immigration status—have certain legal rights

<https://www.legalmomentum.org/programming/women-valued-initiative/legal-toolkit-womens-economic-equality>

## RESOURCES

### **Workplace Respond**

Creating Workplaces Free from Domestic Violence, Sexual Harassment and Violence and Stalking

Workplaces Respond provides resources, training, and technical assistance to employers, survivors, co-workers, and advocates to prevent and respond to domestic violence, sexual harassment and violence, and stalking impacting the workplace

<https://www.workplacesrespond.org/>

### **National Women's Law Center**

JUSTICE FOR HER. JUSTICE FOR ALL.

We are advocates, experts, and lawyers who fight for gender justice, taking on issues that are central to the lives of women and girls. We drive change in the courts, in public policy, and in our society, especially for women of color, LGBTQ people, and low-income women and families.

<https://nwl.org/>

### **UNITE HERE – Chicago Hospitality Industry**

Hands Off Pants On: Sexual Harassment in Chicago's Hospitality Industry

<https://www.handsoffpantson.org/>

### **Vera House – 12 Men Model**

Engaging Men as Allies on Gender and Domestic Violence Prevention

MEN. LEAD BY EXAMPLE.

Men. Lead By Example. encourages men and boys to work as allies with women and girls to prevent domestic and sexual violence and create healthy relationships.

The Vera House Engaging Men & Boys Program provides opportunities for boys and men to engage in leadership conversations, challenge assumptions, and change cultural norms that allow violence to occur. We meet men and boys where they are through introductory and in-depth conversations that coincide with their needs at the time.

<https://www.verahouse.org/prevention-and-education/12-men>

<https://ecommons.cornell.edu/handle/1813/74347>

## **Folletos En Español**



# Agenda de lxs participantes

## Parte 1: lecciones de nuestra historia

La Parte 1 utiliza una línea de tiempo con fotos para mostrar eventos importantes en los Estados Unidos que fueron críticos para la lucha contra el acoso sexual y la desigualdad de género. Basándose en sus propias experiencias, lxs participantes se involucran en la línea de tiempo para ver que son parte de movimientos sociales importantes, grandes e históricos por el cambio.

### Programa:

- a. Introducción y visualización de la línea de tiempo - 10-15 minutos
- b. Rompehielos – 15 minutos
- c. Escribir tus experiencias y publicarlas en la línea de tiempo - 10-15 minutos
- d. Compartir tus experiencias con unx compañerx - 5 minutos
- e. Discusión del grupo completo sobre lo que muestra la línea de tiempo - 15 minutos
- f. Resumen/Conclusión - 5 minutos
- g. Canto - 3 minutos

### Objetivos:

Al final de la Parte 1, lxs participantes podrán:

- ❑ Identificar ejemplos de acoso y prejuicios de género a lo largo de la historia.
- ❑ Identificar hitos legales y sociales en la lucha contra el acoso sexual y de género.
- ❑ Conectar sus propias experiencias con esta historia y con los demás.

## Agenda de lxs participantes

### Parte 2: definición de comportamientos de acoso y otras condiciones inseguras

La Parte 2 involucra a lxs participantes en la exploración de la variedad de comportamientos de acoso en el lugar de trabajo. Lxs participantes también hablarán sobre cómo el acoso es uno de los muchos peligros que impactan la salud y seguridad de lxs trabajadorxs. Crearán un mapa del lugar de trabajo e identificarán la variedad de peligros que afectan el bienestar de lxs trabajadorxs.

#### Programa:

- a. Bienvenida/Presentaciones/Acuerdos comunitarios/Repaso de la agenda - 15 minutos
- b. Rompehielos - 15 minutos
- c. Dramatización/Estudio de caso – 15 minutos
- d. Actividad 1: definición de comportamientos de acoso y otras condiciones inseguras – 35 minutos
- e. Actividad 2: mapeo de riesgos – 1 hora

#### Objetivos:

Al final de la Parte 2, lxs participantes podrán:

- ❑ Identificar una variedad de comportamientos de acoso en el lugar de trabajo.
- ❑ Definir el acoso como una forma de peligro en el lugar de trabajo para la salud y la seguridad.
- ❑ Crear un mapa de riesgos para identificar peligros potenciales en el lugar de trabajo
- ❑ Hacer una lluvia de ideas sobre cómo un mapa de riesgos puede ser útil para crear un lugar de trabajo más seguro.

## Agenda de lxs participantes

### Parte 3: abordar el trauma de lxs trabajadorxs mientras se lucha contra el acoso

La Parte 3 explora cómo lxs trabajadorxs se ven afectadxs por el acoso sexual y la violencia de género. El acoso y la violencia pueden causar traumas o hacer aflorar otros tipos de traumas. Lxs participantes explorarán formas en las que podemos tener en cuenta los impactos del trauma y asegurarnos de que no empeoremos las cosas cuando hacemos trabajo organizativo en el lugar de trabajo.

#### Programa:

- a. Bienvenida/Presentaciones/Acuerdos comunitarios/Repaso de la agenda - 15 minutos
- b. Introducción al trauma – 10 minutos
- c. Actividad 1: impacto del trauma en la capacidad de lxs sobrevivientes para trabajar y actuar – 35 minutos
- d. Aplicación de los principios básicos de las respuestas de concientización sobre el trauma - 20 minutos
- e. Actividad 2: aplicación de prácticas de concientización sobre el trauma - 40 minutos

#### Objetivos:

Al final de la Parte 3, lxs participantes podrán:

- 1 Reconocer el trauma y los impactos a nivel individual.

## Agenda de lxs participantes

### Parte 4: actuar colectivamente para parar el acoso y la violencia

La Parte 4 desarrolla nuestro conocimiento y nuestras herramientas para emprender acciones colectivas para poner fin al acoso sexual en el lugar de trabajo. Lxs participantes analizarán un estudio de casos de la vida real y trabajarán en grupos pequeños para crear su propia campaña para exigir un lugar de trabajo libre del acoso sexual.

#### Programa:

- Bienvvenida/Presentaciones/Acuerdos comunitarios/Repaso de la agenda - 15 minutos
- Aprender sobre derechos y estrategias - 20 minutos
- Creación de una campaña - 60 minutos
- Resultados de la campaña - 15 minutos
- Preguntas finales y evaluación - 15 minutos

#### Objetivos:

Al final de la Parte 4, lxs participantes podrán:

- ❑ Describir cuatro enfoques diferentes que se puedan utilizar juntos para luchar contra el acoso en el lugar de trabajo.
- ❑ Practicar la creación de una campaña de acción colectiva para combatir el acoso en el trabajo
- ❑ Hacer una lluvia de ideas sobre cómo aplicar estas estrategias en sus propios lugares de trabajo.

## Star Search — Buscando Estrellas

**Instrucciones:** Para llenar la tabla, busque personas de la clase que correspondan a las descripciones. En cada cuadro, escriba el nombre de alguien diferente. Asegúrese de que tenga por lo menos una fila o una columna llena. Si le sobra tiempo, busque personas de la clase que correspondan a las descripciones de los otros cuadros.

<p>Alguien que ha ayudado a un compañero de trabajo a resolver un problema.</p> <p>Someone who has helped a co-worker with a problem.</p>	<p>Alguien que se ha lastimado en el trabajo.</p> <p>Someone who has been hurt at work.</p>	<p>Alguien que es parte de un equipo o comité en el trabajo.</p> <p>Someone who is a member of a team or committee at work.</p>
<p>Alguien que ha tratado de mejorar sus condiciones de salud y seguridad en el trabajo.</p> <p>Someone who has tried to make a health and safety improvement in his/her workplace.</p>	<p>Alguien que sabe dónde presentar una queja por acoso sexual en el lugar de trabajo.</p> <p>Someone who knows where to file a workplace sexual harassment complaint.</p>	<p>Alguien que es miembro de un grupo COSH, sindicato, o centro de trabajadores.</p> <p>Someone who is a member of a COSH group, union, or worker center.</p>
<p>Alguien que puede nombrar una agencia gubernamental que ayuda a proteger los derechos de los trabajadores.</p> <p>Someone who can name a government agency that helps protect worker rights.</p>	<p>Alguien que ha recibido capacitación sobre el acoso sexual en el trabajo.</p> <p>Someone who has received training on sexual harassment at work.</p>	<p>Alguien que puede nombrar tres peligros en su lugar de trabajo.</p> <p>Someone who can name three hazards in their workplace.</p>

*Locate yourselves/union/worker center/organization on the timeline and add what we've missed. Use post-it to put on time line and describe:*

- When did you first experience sexual harassment (year, initials, and description of behavior)?
- When did you first speak out or take a stand against sexual harassment (year, initials, and brief description of action)?
- When did you realize you had worker rights (year and initials)?
- When did your worker organization/union first address this issue (name and year)?
- Key social movement or union event – briefly describe.
- Key legislations (name and year).
- Any moments you want to share

*Ubícate tú mismx/tu sindicato/tu centro de trabajadorxs/tu organización en la línea de tiempo y agrega lo que hemos olvidado. Utiliza notitas autoadhesivas para poner estos hechos donde correspondan, describiendo:*

- ¿Cuándo experimentaste acoso sexual por primera vez (año, iniciales y descripción del comportamiento)?
- ¿Cuándo compartiste tu experiencia o tomaste acciones contra el acoso sexual (año, iniciales, breve descripción de las acciones tomadas)?
- ¿Cuándo te diste cuenta de que tenías derechos laborales (año e iniciales)?
- ¿Cuándo abordó tu organización/sindicato de trabajadores por primera vez este tema (nombre y año)?
- Movimiento social clave o evento sindical – describe brevemente.
- Legislaciones clave (nombre y año).
- Otros momentos que quieras compartir

# Historia Alternativa

## Historia A

Marco: Hola, Sr. Carlson. Sí, habla con Marco Puerto. Yo trabajo en la tienda Discount Convenience en la avenida Richmond.

Sr. Carlson: Ah, Marco, ¿eres el chico latino que trabaja en nuestra tienda de la avenida Richmond? Tengo prisa. ¿Qué necesitas?

Marco: He dudado en llamar, pero trabajo el turno de 11 a 6. Y después de que Jessie Blake se va, estoy solx. Hay un hombre que ha estado viniendo con más frecuencia últimamente, que me ha hecho sentir miedo. No deja de preguntarme si soy gay y cómo me gusta tener sexo, sólo que es mucho más grosero que eso. Dice que él y sus amigxs me encontrarán después del trabajo y me harán lo que quieran.

Sr. Carlson: Aja. ¿Te vistes de forma extravagante? Sabes, la gente va a meterse contigo a menos que te vistas y actúes como un hombre de verdad.

Marco: Um, solo llevo ropa normal y soy yo mismx. Y debido a que se acerca y no usa mascarilla, también me preocupa que me infecte con el coronavirus. Además, tengo que rociar los mostradores tantas veces con desinfectante que están apareciendo los síntomas de mi asma.

El señor Carlson interrumpiendo de nuevo: Bueno, si no es chino, probablemente no te vas a contagiar. Solo asegúrate de permanecer detrás del mostrador. Ya tengo que irme.

## Historia Alternativa

### Historia B

Jamie: Marco, estoy a punto de irme. Pero noté que te veías bastante molestx esta noche. ¿Estás bien?

Marco: Gracias por preguntar. Estoy muy ansiosa - me duele mucho el estómago; hay un hombre que entra a la tienda después de que te vas. Hace comentarios sobre cómo me veo y amenaza con regresar con sus amigxs después del trabajo. La forma en que me mira me hace pensar en la vez que un tipo me jaló a un callejón cuando yo era más joven y me paralicé. Intenté llamar al señor Carlson pero él no me ayudó.

Jamie: Marco - wow, eso suena aterrador. No puedo creer que el señor Carlson te haya ignorado. Creo que deberías llevar un aerosol de pimienta, solo para estar segurx. Mi amigx Lucas, que trabaja en la tienda de Elmwood, siempre lleva el aerosol de pimienta porque nunca sabe cuándo unx cliente le va a acosar por ser gay, y ya antes le han seguido después de su turno. Y si estx cliente se pone realmente espeluznante, solo llama a la policía.

Marco: Yo, eh, realmente no puedo llamar a la policía, eso um...

Jamie: Bueno, aquí hay otra idea, simplemente cierra el mostrador y dirígete a la parte trasera de la tienda cuando él ingrese. Coloca un letrero que diga que estás de descanso. Más vale prevenir que lamentar.



## Historia Alternativa

### Historia C

Fran: Hola, Marco y Jamie. Estoy tan contentx de que hayan venido. COSH ha recibido llamadas de muchxs trabajadorxs de Discount Convenience compartiendo sus miedos ante la violencia y el COVID-19. Apreciamos que se pongan en contacto con nosotrxs. Veamos juntxs cómo podemos ayudar.

Marco: He tenido muchas preocupaciones de seguridad. Trabajo el turno de 11 a 6 solx. Casi todas las noches, entra un hombre que habla de mi apariencia y me amenaza. Pensé que solo era yo pero escuché sobre unx trabajadorx que fue atacadx en otra tienda de Discount Convenience y le gritaron insultos homófobos. Eso nos dio miedo - teníamos que hacer algo.

Jamie: También nos preocupa el señor Carlson, el jefe. Cuando Marco le contó los problemas al jefe, él preguntó qué llevaban puesto y le dijo que cambiaran su apariencia..

Fran: Lamento tanto escuchar que esto esté pasando. Debe ser realmente aterrador. ¿Tienen otras preocupaciones?

Marco: Con frecuencia trabajamos más de cuarenta horas y nos pagan menos del salario mínimo.

Fran: Me alegra que hayan decidido reunirse con otrxs trabajadorxs de Discount Convenience para que puedan apoyarse mutuamente, conocer sus derechos y hacer un plan. ¿Están listxs?

## Make Your Voice Heard!

**Locate yourselves/union/worker center/ organization on the timeline and add what we've missed. Use post-it to put on time line and describe:**

- When did you first experience sexual harassment (year, initials, and description of behavior)?
- When did you first speak out or take a stand against sexual harassment (year, initials, and brief description of action)?
- When did you realize you had worker rights (year and initials)?
- When did your worker organization/union first address this issue (name and year)?
- Key social movement or union event – briefly describe.
- Key legislations (name and year).
- Any moments you want to share

## Haz Oír Tu Voz!

**Acércate a la línea de tiempo y agrega hechos que no hayamos añadido. Utiliza post-it para poner estos hechos en donde correspondan, describiendo:**

- Cuándo experimentaste acoso sexual por primera vez (año, iniciales, breve descripción del comportamiento)?
- Cuándo compartiste tu experiencia o tomaste acciones contra el acoso sexual (año, iniciales, breve descripción de las acciones tomadas)?
- Cuándo te diste cuenta de tus derechos como trabajador/a (año, iniciales)?
- Cuándo fue que tu sindicato tomó acciones sobre este tema por primera vez (nombre y año)?
- Principales movimientos sociales o eventos sindicales (describir brevemente).
- Legislaciones fundamentales (nombre y año).
- Otros momentos que quieras compartir.

# Agenda de lxs participantes

## Parte 2: definición de comportamientos de acoso y otras condiciones inseguras

La Parte 2 involucra a lxs participantes en la exploración de la variedad de comportamientos de acoso en el lugar de trabajo. Lxs participantes también hablarán sobre cómo el acoso es uno de los muchos peligros que impactan la salud y seguridad de lxs trabajadorxs. Crearán un mapa del lugar de trabajo e identificarán la variedad de peligros que afectan el bienestar de lxs trabajadorxs.

### Programa:

- a. Bienvenida/Presentaciones/Acuerdos comunitarios/Repaso de la agenda - 15 minutos
- b. Rompehielos - 15 minutos
- c. Dramatización/Estudio de caso – 15 minutos
- d. Actividad 1: definición de comportamientos de acoso y otras condiciones inseguras – 35 minutos
- e. Actividad 2: mapeo de riesgos – 1 hora

### Objetivos:

Al final de la Parte 2, lxs participantes podrán:

- ❑ Identificar una variedad de comportamientos de acoso en el lugar de trabajo.
- ❑ Definir el acoso como una forma de peligro en el lugar de trabajo para la salud y la seguridad.
- ❑ Crear un mapa de riesgos para identificar peligros potenciales en el lugar de trabajo
- ❑ Hacer una lluvia de ideas sobre cómo un mapa de riesgos puede ser útil para crear un lugar de trabajo más seguro.

## Parte 2 Historia y actividad en grupos pequeños

Pide a alguien del grupo que tome notas para dar un informe al grupo.  
Revisa la historia en la página siguiente.

Por favor identifica los problemas que María experimentó en su lugar de trabajo. No dudes en marcarlos con un círculo en el estudio de caso o hacer una lista de ellos.

## Historia A

María: Hola, Sr. Carlson. Sí, soy María Puerto, trabajo en la tienda Discount Convenience en la avenida Richmond.

Sr. Carlson: Ah, María, ¿eres la chica latina que trabaja en nuestra tienda de Richmond Avenue? Tengo prisa. ¿Qué necesitas?

María: He dudado en llamar, pero trabajo el turno de 11 a 6. Y después de que Jessie Blake se va, estoy sola. Hay un hombre que ha estado viniendo con más frecuencia últimamente, que me ha hecho sentir miedo. Habla acerca de cómo me veo y se ha inclinado sobre el mostrador para acercarse a mí.

Sr. Carlson: Aja. ¿Qué ropa llevas puesta? Tú sabes cómo las mujeres latinas pueden llamar la atención.

María: Um Solo llevo ropa sencilla. Y debido a que se acerca y no usa mascarilla, también me preocupa que me infecte con el coronavirus. Tampoco me gusta usar una mascarilla, especialmente una vez que comienzo a rociar el desinfectante -a veces me da asma -pero lo hago de todos modos.

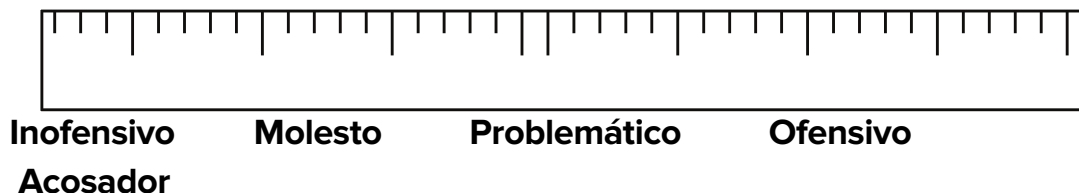
El señor Carlson interrumpiendo de nuevo: Bueno, si no es chino, probablemente no te vas a contagiar. Solo asegúrate de permanecer detrás del mostrador. Tengo que irme ahora. 1

## Actividad para grupos pequeños

¿Cuáles de los siguientes fueron ejemplos del comportamiento no deseado y/o no invitado que experimentó María?

\_\_\_ apariencia \_\_\_ comentarios/bromas/fotos \_\_\_ contacto físico \_\_\_ solicitudes o favores sexuales \_\_\_ agresión sexual \_\_\_ comentarios sexuales  
\_\_\_ miedo de/o consecuencias laborales negativas  
orientación o identidad de género

¿Dónde los ubicarías en la siguiente escala y por que?



Habla sobre un ejemplo de un comportamiento no deseado o inapropiado que conozcas o experimentaste en el trabajo y que te sientas cómodx compartiendo.

## Riesgos en el lugar de trabajo

**Los riesgos de seguridad** pueden causar accidentes y lesiones inmediatas.

**Los peligros químicos** son agentes que pueden enfermarte. Pueden ingresar al cuerpo a través de la nariz, la boca o la piel y causar daño.

**Los peligros biológicos** son organismos vivos que pueden causar enfermedades infecciosas y alergias. Incluirían fluidos corporales cuando las personas van al baño o se enferman.

**El acoso** incluye comentarios dañinos, que pueden abarcar comentarios sobre el género, la raza o la etnicidad de una persona.

**La violencia** incluye daño físico a cualquier parte del cuerpo, incluido cualquier contacto sexual no deseado.

**Otros peligros** son aquellos que no se pueden clasificar en las otras categorías pero que pueden causar problemas de salud o seguridad a lxs trabajadorxs. Esto puede incluir estrés y peligros ergonómicos.

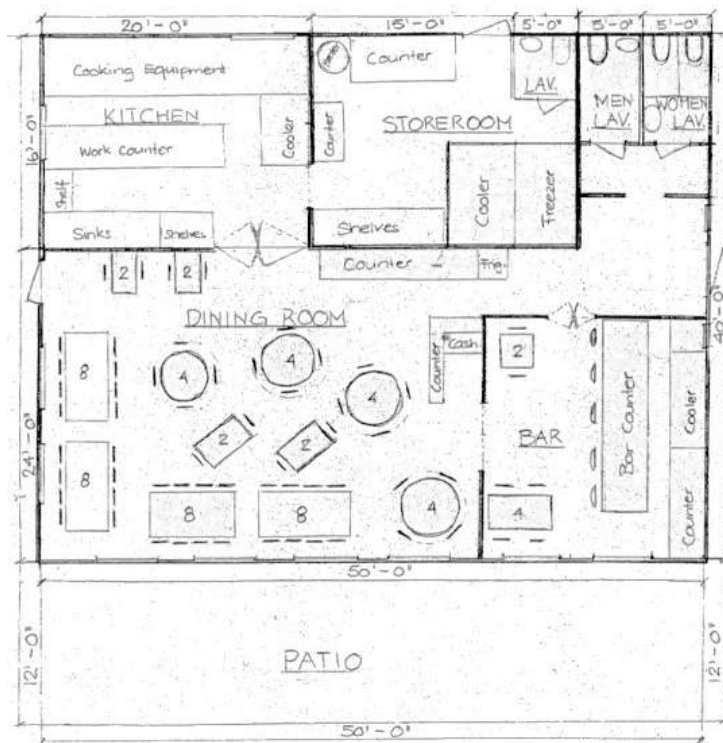
Algunos peligros te hacen daño de inmediato, como los riesgos de seguridad o los productos químicos que causan sarpuillos. Pero a veces los síntomas de la enfermedad aparecen meses o años después. Estos efectos a largo plazo, por ejemplo, pueden incluir desgaste del cuerpo por movimientos repetitivos o enfermedades pulmonares por exposición al asbesto.

### Ejemplos de peligros en el lugar de trabajo

Los riesgos de seguridad	Peligros para la salud	Acoso y violencia
<ul style="list-style-type: none"> <li>☐ superficies calientes</li> <li>☐ pisos resbaladizos</li> <li>☐ escaleras inseguras</li> <li>☐ trabajo en las alturas</li> <li>☐ máquinas</li> <li>☐ cuchillos</li> <li>☐ grasa caliente</li> <li>☐ electricidad</li> <li>☐ falta de salidas de emergencia</li> <li>☐ áreas de trabajo desordenadas</li> <li>☐ violencia</li> <li>☐ herramientas mal diseñadas</li> <li>☐ levantamiento pesado</li> <li>☐ iluminación inadecuada</li> <li>☐ vehículos (autos, tractores, montacargas, etc.)</li> <li>☐ zanjas sin apuntalar</li> <li>☐ espacios confinados</li> </ul>	<p><b>Peligros químicos:</b></p> <ul style="list-style-type: none"> <li>☐ productos de limpieza</li> <li>☐ pesticidas</li> <li>☐ solventes</li> <li>☐ ácidos</li> <li>☐ asbesto</li> <li>☐ pintura con plomo</li> <li>☐ polvo de madera</li> <li>☐ látex</li> <li>☐ monóxido de carbono</li> </ul> <p><b>Peligros biológicos:</b></p> <ul style="list-style-type: none"> <li>☐ enfermedades infecciosas</li> <li>☐ moho</li> <li>☐ VIH, hepatitis, otros virus</li> <li>☐ bacterias</li> <li>☐ animales</li> <li>☐ insectos</li> </ul>	<ul style="list-style-type: none"> <li>Gritos</li> <li>☐ Comentarios negativos sobre género, raza, etnicidad, idioma, cuerpo, expresión de género</li> <li>☐ Contacto físico:               <ul style="list-style-type: none"> <li>Golpes</li> <li>Contacto sexual</li> </ul> </li> <li>☐ Trabajar solxs o aisladx</li> <li>☐ Trabajar de noche</li> <li>☐ Trabajar manipulando dinero</li> <li>☐ Exigir favores sexuales a cambio de algo (como no perder el empleo)</li> <li>☐ Acecho</li> </ul>



## Mapa de riesgos en el lugar de trabajo



### Floor Plan

Alice's Restaurant

Located at:

Whycocomagh  
Inverness County

Nova Scotia

TCH 105

Civic # 9814

## Agenda de lxs participantes

### Parte 3: abordar el trauma de lxs trabajadorxs mientras se lucha contra el acoso

La Parte 3 explora cómo lxs trabajadorxs se ven afectadxs por el acoso sexual y la violencia de género. El acoso y la violencia pueden causar traumas o hacer aflorar otros tipos de traumas. Lxs participantes explorarán formas en las que podemos tener en cuenta los impactos del trauma y asegurarnos de que no empeoremos las cosas cuando hacemos trabajo organizativo en el lugar de trabajo.

#### Programa:

- a. Bienvenida/Presentaciones/Acuerdos comunitarios/Repaso de la agenda - 15 minutos
- b. Introducción al trauma – 10 minutos
- c. Actividad 1: impacto del trauma en la capacidad de lxs sobrevivientes para trabajar y actuar – 35 minutos
- d. Aplicación de los principios básicos de las respuestas de concientización sobre el trauma - 20 minutos
- e. Actividad 2: aplicación de prácticas de concientización sobre el trauma - 40 minutos

#### Objetivos:

Al final de la Parte 3, lxs participantes podrán:

- 1 Reconocer el trauma y los impactos a nivel individual.

## Presentación: Impactos del Trauma

## IMPRESOS

TOMAR ACCIÓN JUNTxs  
para Detener el Acoso  
Sexual en el Lugar de Trabajo

### Impactos del trauma

Emocional	Físico	Mental
<ul style="list-style-type: none"> <li>• Adormecimiento, desapego, apatía, retraimiento</li> <li>• Ansiedad, miedo</li> <li>• Culpa y vergüenza</li> <li>• Ira</li> <li>• Tristeza</li> <li>• Sentirse abrumadxs o irreal</li> <li>• Irritabilidad</li> <li>• Depresión</li> </ul>	<ul style="list-style-type: none"> <li>• Náuseas/problemas estomacales</li> <li>• Desmayo, temblores, aceleración del corazón (lucha, huida o parálisis)</li> <li>• Fatiga</li> <li>• Respuesta de sobresalto</li> <li>• Problemas para dormir</li> <li>• Dolor</li> </ul>	<ul style="list-style-type: none"> <li>• Dificultad para concentrarse y tomar decisiones.</li> <li>• Recuerdos del trauma</li> <li>• Problemas de memoria</li> <li>• Pensamientos suicidas</li> <li>• Abuso de sustancias</li> <li>• Desencadenantes</li> </ul>

1

## IMPRESOS

TOMAR ACCIÓN JUNTxs  
para Detener el Acoso  
Sexual en el Lugar de Trabajo

### 10 elementos de la respuesta al trauma

1. Variaciones en respuesta
2. Pérdida de control
3. Cronología revuelta (líneas de tiempo)
4. Dificultades para confiar o relacionarse con otrxs
5. Aislamiento
6. Líneas de tiempo para procesar eventos traumáticos
7. Traumas múltiples
8. Retraumatización
9. Resiliencia
10. Trauma secundario y resiliencia

2

## IMPRESOS

TOMAR ACCIÓN JUNTxs  
para Detener el Acoso  
Sexual en el Lugar de Trabajo

### Cambios potenciales en el comportamiento

- Faltar al trabajo, llegar tarde o irse temprano
- Retirarse de actividades con compañerxs de trabajo, sindicato, centro de trabajadorxs, etc.
- Aislarse de lxs demás en el lugar de trabajo
- Distraerse con frecuencia o incapacidad para concentrarse
- Disminución del desempeño laboral habitual
- Aparecer agitado, enojado, triste o hipervigilante (extremadamente alerta o vigilante)
- Aumento de visitas personales, llamadas y/o mensajes de texto, especialmente si provienen de una pareja íntima actual o anterior.
- Desconfianza donde antes había confianza/relaciones tensas

3

## IMPRESOS

TOMAR ACCIÓN JUNTxs  
para Detener el Acoso  
Sexual en el Lugar de Trabajo

### Historia B: María & Jamie

Jamie: María, estoy a punto de irme. Pero noté que te veías bastante molesta esta noche. ¿Estás bien?

María: Jamie, gracias por preguntar. Estoy muy ansiosa - me duele mucho el estómago. Hay un hombre que entra en la tienda después de que te vas. Hace comentarios acerca de cómo me veo y se inclina sobre el mostrador para acercarse a mí. Intenté llamar al señor Carlson pero no me ayudó.

Jamie: María - wow, eso suena aterrador. Creo que deberías llevar un aerosol de pimienta, solo para estar segura. Mi amigo Lucas, que trabaja en la tienda de Elmwood, siempre lo lleva porque nunca sabe cuándo un cliente le va a acosar por ser gay y ya le han seguido antes después de su turno. Y si esa persona se pone realmente espeluznante, solo llama a la policía.

María: Yo, eh, realmente no puedo llamar a la policía, eso um...

Jamie: Bueno, aquí hay otra idea, simplemente cierra el mostrador y dirígete a la parte trasera de la tienda cuando él ingrese. Coloca un letrero que diga que estás de descanso. Más vale prevenir que lamentar.

4

## Impactos del trauma

Emocional	Físico	Mental
<ul style="list-style-type: none"><li>• Adormecimiento, desapego, apatía, retraimiento</li><li>• Ansiedad, miedo</li><li>• Culpa y vergüenza</li><li>• Ira</li><li>• Tristeza</li><li>• Sentirse abrumadx o irreal</li><li>• Irritabilidad</li><li>• Depresión</li></ul>	<ul style="list-style-type: none"><li>• Náuseas/problemas estomacales</li><li>• Desmayo, temblores, aceleración del corazón (lucha, huida o parálisis)</li><li>• Fatiga</li><li>• Respuesta de sobresalto</li><li>• Problemas para dormir</li><li>• Dolor</li></ul>	<ul style="list-style-type: none"><li>• Dificultad para concentrarse y tomar decisiones.</li><li>• Recuerdos del trauma</li><li>• Problemas de memoria</li><li>• Pensamientos suicidas</li><li>• Abuso de sustancias</li><li>• Desencadenantes</li></ul>

## **10 elementos de la respuesta al trauma**

1. Variaciones en respuesta
2. Pérdida de control
3. Cronología revuelta (líneas de tiempo)
4. Dificultades para confiar o relacionarse con otrxs
5. Aislamiento
6. Líneas de tiempo para procesar eventos traumáticos
7. Traumas múltiples
8. Retraumatización
9. Resiliencia
10. Trauma secundario y resiliencia

## Cambios potenciales en el comportamiento

- Faltar al trabajo, llegar tarde o irse temprano
- Retirarse de actividades con compañerxs de trabajo, sindicato, centro de trabajadorxs, etc.
- Aislarse de lxs demás en el lugar de trabajo
- Distraerse con frecuencia o incapacidad para concentrarse
- Disminución del desempeño laboral habitual
- Aparecer agitadx, enojadx, triste o hipervigilante (extremadamente alerta o vigilante)
- Aumento de visitas personales, llamadas y/o mensajes de texto, especialmente si provienen de una pareja íntima actual o anterior.
- Desconfianza donde antes había confianza/relaciones tensas

## Historia B:

Jamie: María, estoy a punto de irme. Pero noté que te veías bastante molesta esta noche. ¿Estás bien?

María: Jamie, gracias por preguntar. Estoy muy ansiosa - me duele mucho el estómago. Hay un hombre que entra en la tienda después de que te vas. Hace comentarios acerca de cómo me veo y se inclina sobre el mostrador para acercarse a mí. Intenté llamar al señor Carlson pero no me ayudó.

Jamie: María - wow, eso suena aterrador. Creo que deberías llevar un aerosol de pimienta, solo para estar segura. Mi amigo Lucas, que trabaja en la tienda de Elmwood, siempre lo lleva porque nunca sabe cuándo un cliente le va a acosar por ser gay y ya le han seguido antes después de su turno. Y si esa persona se pone realmente espeluznante, solo llama a la policía.

María: Yo, eh, realmente no puedo llamar a la policía, eso um...

Jamie: Bueno, aquí hay otra idea, simplemente cierra el mostrador y dirígete a la parte trasera de la tienda cuando él ingrese. Coloca un letrero que diga que estás de descanso. Más vale prevenir que lamentar.

## Actividad 1 para grupos pequeños

Lee el estudio de caso.

En tu mesa, aborden las siguientes preguntas:

1. ¿Qué elementos de trauma y respuesta al trauma están presentes?
2. ¿Cómo podrían los antecedentes o experiencias de María afectar su experiencia de trauma y/o violencia?
3. ¿Cómo te acercarías (como auxiliar, activista o líder) a la persona que experimenta el trauma?



## **Discusión del grupo completo**

¿Cuáles fueron algunas de las ideas que se te ocurrieron sobre cómo responder y reaccionar ante María y su situación?

## Principios de concientización sobre el trauma

**Date cuenta** de la presencia generalizada de trauma

**Reconoce** los elementos del trauma y cómo impacta las vidas.

**Responde**

incorporando una comprensión del trauma en la organización y representación

1. Seguridad
2. Transparencia y confianza
3. Apoyo de lxs compañerxs
4. Colaboración
5. Empoderamiento, voz y elección
6. Identidad

**Resiste la retraumatización** examinando y modificando prácticas potencialmente perjudiciales

## Actividad 2: Respuestas de concientización sobre el trauma

1. Lee la conversación otra vez.
2. ¿Qué hizo bien Jamie y qué no hizo bien, en comparación con los principios de concientización del trauma?
3. ¿Puede alguien ser voluntarix para interpretar el papel de María y otra persona hacer el papel de Jamie? Actúen cómo responderían a la situación, teniendo en cuenta los principios de la concientización del trauma.

Cambien de roles y practiquen de nuevo.

Prepárense para informar al grupo sobre las diferencias entre sus respuesta y la de Jamie.

### Principios de concientización sobre el trauma:

- Seguridad
- Transparencia y confianza
- Apoyo de lxs compañerxs
- Colaboración
- Empoderamiento, voz y elección
- Solidaridad
- Consentimiento informado
- Acción colectiva

# Historia B

Jamie: María, estoy a punto de irme. Pero noté que te veías bastante molesta esta noche. ¿Estás bien?

María: Jamie, gracias por preguntar. Estoy muy ansiosa - me duele mucho el estómago. Hay un hombre que entra en la tienda después de que te vas. Hace comentarios acerca de cómo me veo y se inclina sobre el mostrador para acercarse a mí. Intenté llamar al señor Carlson pero no me ayudó.

Jamie: María - wow, eso suena aterrador. Creo que deberías llevar un aerosol de pimienta, solo para estar segura. Y si realmente se pone espeluznante, simplemente llama a la policía.

María: Yo, eh, realmente no puedo llamar a la policía, eso um...

Jamie: Bueno, aquí hay otra idea, simplemente cierra el mostrador y dirígete a la parte trasera de la tienda cuando él ingrese. Coloca un letrero que diga que estás de descanso. Más vale prevenir que lamentar.

## Consejos para el apoyo con la concientización sobre el trauma



## PARTE 3: ¿Qué es el trauma y cuáles son sus impactos?

El trauma es nuestra respuesta física y mental cuando experimentamos tanto estrés que no podemos afrontarlo.

Emocional	Físico	Mental
<ul style="list-style-type: none"> <li>• Adormecimiento, desapego, apatía, retraimiento</li> <li>• Ansiedad, miedo</li> <li>• Culpa y vergüenza</li> <li>• Ira</li> <li>• Tristeza</li> <li>• Sentirse abrumadx o irreal</li> <li>• Irritabilidad</li> <li>• Depresión</li> </ul>	<ul style="list-style-type: none"> <li>• Náuseas/problemas estomacales</li> <li>• Desmayo, temblores, aceleración del corazón (lucha, huida o parálisis)</li> <li>• Fatiga</li> <li>• Respuesta de sobresalto</li> <li>• Problemas para dormir</li> <li>• Dolor</li> </ul>	<ul style="list-style-type: none"> <li>• Dificultad para concentrarse y tomar decisiones.</li> <li>• Recuerdos del trauma</li> <li>• Problemas de memoria</li> <li>• Pensamientos suicidas</li> <li>• Abuso de sustancias</li> <li>• Desencadenantes (algo que le recuerda a la persona el trauma)</li> </ul>

Fuente: "Responder al acoso y la violencia de género: "Estrategias Informadas del Trauma para el Movimiento Laboral". Disponible en Futuros Sin Violencia. Los lugares de trabajo responden a la violencia doméstica y sexual: Un Centro Nacional de Recursos. <https://www.workplacesrespond.org/resource-library/can-unions-prevent-respond-workplace-violence/>

### 10 elementos de la reacción al trauma

1. Variaciones en respuesta: las personas responden a los mismos eventos de diferentes maneras. No existe una forma "correcta" de comportarse después de un evento traumático.
2. Pérdida de control: la persona puede perder el control de su vida o sentir que ha perdido el control.
3. Cronología revuelta: el recuerdo de lo sucedido puede estar mezclado o pueden faltar partes de la historia. Pero aun así, estos recuerdos suelen ser precisos.

4. Dificultades para confiar o relacionarse con otrxs: el trauma puede hacer que las personas se sientan inseguras en sus relaciones existentes y dificulta la formación de otras nuevas.
5. Aislamiento: el trauma puede hacer que las personas se sientan solas y que sientan que nadie jamás entenderá su experiencia.
6. Líneas de tiempo para procesar eventos traumáticos: Algunas personas comienzan a procesar conscientemente el trauma de inmediato. Otras pueden hacerlo meses o años más tarde. Otras nunca abordan conscientemente las experiencias traumáticas.
7. Múltiples traumas pueden acumularse entre sí: las personas también pueden haber experimentado traumas como resultado de sus identidades comunitarias, raciales, étnicas, culturales, religiosas o de otro tipo. Esto también puede afectar la forma en que experimentan y responden a la violencia y el acoso de género.
8. Retraumatización: otras personas pueden empeorar la experiencia de unx sobreviviente al culpar a lxs sobrevivientes, negarles la elección de cómo seguir adelante después de un evento traumático o al no ofrecer empatía y apoyo.
9. Resiliencia: lxs sobrevivientes tienen fuerza y poder que lxs ayudan a superar las experiencias traumáticas, pero es posible que no sean conscientes de esta capacidad de recuperación.
10. Trauma secundario y resiliencia: las personas que trabajan con sobrevivientes pueden experimentar traumas debido a la exposición al sufrimiento, pero también pueden volverse más resilientes al ver a otrxs superar el trauma.

### Cambios potenciales en el comportamiento:

- Faltar al trabajo, llegar tarde o irse temprano
- Retirarse de actividades con compañerxs de trabajo, sindicato, centro de trabajadorxs, etc.
- Aislarse de lxs demás en el lugar de trabajo
- Distraerse con frecuencia o incapacidad para concentrarse
- Disminución del desempeño laboral habitual
- Aparecer agitadx, enojadx, triste o hipervigilante
- Aumento de visitas personales, llamadas y/o mensajes de texto, especialmente si provienen de una pareja íntima actual o anterior.
- Desconfianza donde antes había confianza/relaciones tensas

## Actividad 1

Jamie: María, estoy a punto de irme. Pero noté que te veías bastante molesta esta noche.  
¿Estás bien?

María: Jamie, gracias por preguntar. Estoy muy ansiosa - me duele mucho el estómago. Hay un hombre que entra a la tienda después de que te vas. Hace comentarios acerca de cómo me veo y se inclina sobre el mostrador para acercarse a mí. Intenté llamar al señor Carlson pero no me ayudó.

Jamie: María - Guau, eso suena aterrador. Creo que deberías llevar un aerosol de pimienta, solo para estar segura. Mi amigo Lucas, que trabaja en la tienda de Elmwood, siempre lo lleva consigo. Él nunca sabe cuándo un cliente le va a acosar por ser gay, y ya le han seguido después de su turno. Y si esta persona se pone realmente espeluznante, solo llama a la policía.

María: Yo, eh, realmente no puedo llamar a la policía, eso um...

Jamie: Bueno, aquí hay otra idea: simplemente cierra el mostrador y dirígete a la parte trasera de la tienda cuando él ingrese. Coloca un letrero que diga que estás de descanso. Más vale prevenir que lamentar.



**En sus mesa, aborden las siguientes preguntas:**

1. ¿Qué elementos de trauma y respuesta al trauma están presentes?
2. ¿Cómo podrían los antecedentes o experiencias de María afectar su experiencia de trauma y/o violencia?
3. ¿Cómo te acercarías (como auxiliar, activista o líder) a la persona que experimenta el trauma?

**Respuestas de concientización sobre el trauma**

**Date cuenta** de la presencia generalizada del trauma

**Reconoce** los elementos del trauma y cómo impacta las vidas

**Responde**

incorporando una comprensión del trauma en el trabajo organizativo y la representación

Seguridad

1. Transparencia y confianza

2. Apoyo de lxs compañerxs

3. Colaboración

4. Empoderamiento, voz y elección

5. Identidad

**Resiste la retraumatización** examinando y modificando prácticas potencialmente perjudiciales

## Actividad 2: Aplicar los principios de la concientización sobre el trauma

1. Vuelve a leer la conversación entre María y Jamie.
2. ¿Qué hizo bien Jamie y qué no hizo bien, en comparación con los principios de concientización del trauma?
3. ¿Puede alguien ser voluntarix para interpretar el papel de María y otra persona hacer el papel de Jamie? Actúen cómo responderían a esta situación, teniendo en cuenta los principios de concientización del trauma.

Cambien de roles y practiquen de nuevo. Prepárense para informar sobre las diferencias entre sus respuestas y la de Jamie.

## Respuesta informada basada en el Trauma: lo que hay que hacer y lo que no hay que hacer

Qué no hacer	Qué hacer
<p><b>No culpes a la víctima por lo sucedido.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “No deberías haberle engañado ...”</p> <p>§ “¿Por qué estabas solx con él?”</p> <p>§ “Si la hubieras evitado ...”</p>	<p><b>Dile a la víctima que no es su culpa.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “Lo que pasó no es culpa tuya”.</p> <p>§ “No eres responsable del comportamiento de la otra persona”.</p> <p>§ “Ese tipo de comportamiento nunca está justificado”.</p>

<p><b>No juzgues cómo se siente la víctima o cómo lo maneja.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “Estás exagerando, no es tan serio”.</p> <p>§ “Realmente ya deberías haberlo superado”.</p> <p>§ “¡Deberías estar realmente enojadx!”</p> <p>§ “Tú te ves bien para mí. Has estado actuando totalmente normal”.</p> <p>§ “Si fue tan malo, ¿por qué no recuerdas todos los detalles?”</p> <p>§ ¿Por qué no te fuiste o dijiste algo de inmediato?</p>	<p><b>Entiende que todxs reaccionan de manera diferente a los eventos traumáticos.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “Lo que sea que estés sintiendo está bien. No hay una forma correcta o incorrecta de reaccionar”.</p> <p>§ “Esta es una experiencia difícil. Es posible que necesites algo de tiempo para procesar todas tus emociones y reacciones”.</p> <p>§ “El trauma puede ser difícil de tratar, ¿considerarías recibir apoyo?”</p>
<p><b>No normalices el comportamiento.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “Siempre ha sido así por aquí”.</p> <p>§ “¿Bueno, que esperabas? Bienvenidx al club”.</p> <p>§ “Nada va a cambiar”.</p>	<p><b>Hazle saber a la víctima que lo que sucedió está mal.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “Lamento lo que pasó. Eso no está bien”.</p> <p>§ “Eso es ilegal”.</p> <p>§ “Ese tipo de comportamiento es inapropiado en el lugar de trabajo”.</p>

<p><b>No le digas a la víctima qué hacer.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “¡Tienes que informar esto de inmediato!”</p> <p>§ “Si no confrontas a la persona, nunca resolverás el problema”.</p> <p>§ “La única forma de abordar esto es ....”</p>	<p><b>Pregunta a la víctima qué necesita.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “¿Qué necesitas en este momento?”</p> <p>§ “¿Qué sería de ayuda?”</p> <p>§ “¿Con qué próximos pasos te sientes cómodx?”</p>
<p><b>No tomes medidas en contra de los deseos de la víctima.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “No me importa si no quieres decirlo a la empresa. ¡Voy a hacerlo por ti!”</p> <p>§ “Si no lo haces, se lo diré al resto del equipo mañana”.</p> <p>§ “Sé que piensas que esto está resuelto, pero no voy a parar hasta ...”</p>	<p><b>Respetar los deseos de la víctima y apoyar lo que decida.</b></p> <p><u>Por ejemplo:</u></p> <p>§ “Es tu decisión. Sé que cada paso puede tener riesgos y consecuencias”.</p> <p>§ “Respetaré lo que decidas. No diré ni haré nada con lo que no te sientas cómodx ni te presionaré a hacer algo para lo que no estás listx”.</p> <p>§ “¿Qué quieres que suceda? ¿Qué quieres evitar?”</p>

## Agenda de lxs participantes

### Parte 4: actuar colectivamente para parar el acoso y la violencia

La Parte 4 desarrolla nuestro conocimiento y nuestras herramientas para emprender acciones colectivas para poner fin al acoso sexual en el lugar de trabajo. Lxs participantes analizarán un estudio de casos de la vida real y trabajarán en grupos pequeños para crear su propia campaña para exigir un lugar de trabajo libre del acoso sexual.

#### Programa:

- a. Bienvenida/Presentaciones/Acuerdos comunitarios/Repaso de la agenda - 15 minutos
- b. Aprender sobre derechos y estrategias - 20 minutos
- c. Creación de una campaña - 60 minutos
- d. Resultados de la campaña - 15 minutos
- e. Preguntas finales y evaluación - 15 minutos

#### Objetivos:

Al final de la Parte 4, lxs participantes podrán:

- ❑ Describir cuatro enfoques diferentes que se puedan utilizar juntos para luchar contra el acoso en el lugar de trabajo.
- ❑ Practicar la creación de una campaña de acción colectiva para combatir el acoso en el trabajo
- ❑ Hacer una lluvia de ideas sobre cómo aplicar estas estrategias en sus propios lugares de trabajo.

## Parte 4 Historia C

Fran: Hola Mariella y Jamie. Estoy tan contentx de que hayan venido. COSH ha recibido llamadas de muchxs trabajadorxs de Discount Convenience compartiendo sus miedos ante la violencia y el COVID-19, y aprecio que se pongan en contacto con nosotrxs.

Mariella: Sí, he tenido muchas preocupaciones de seguridad. Luego nos enteramos de lx trabajadorx que fue atacadx en el Discount Convenience en Main Street; eso nos dio miedo, teníamos que hacer algo.

Jamie: También nos preocupa el señor Carlson, el jefe. Mariella describió la forma en que le habló sobre su apariencia, pero otrxs trabajadorxs me contaron que les dijo que se veían sexys y otros comentarios que lxs pusieron muy nerviosxs.

Fran: Sí, entiendo. Me alegra que hayan decidido reunirse con otrxs trabajadorxs de Discount Convenience para que puedan apoyarse mutuamente, conocer sus derechos y hacer un plan. ¿Están listxs?

## Parte 4 Actividad 1 para grupos pequeños

Instrucciones:

- a. Leer la hoja informativa.
- b. Hablar y anotar tres puntos de la hoja informativa que serían útiles para lxs trabajadorxs de Discount Convenience.
- c. Seleccionar una persona que se ofrezca como voluntarix para compartir los tres puntos de la hoja informativa con el grupo más grande.

Cada persona del grupo pequeño debe anotar los puntos importantes para poder llevarlos a la siguiente actividad.

## Parte 4 Actividad 2 para grupos pequeños

### Instrucciones

- a. Revisar la hoja informativa sobre cómo tomar acción colectiva
- b. Tomar turnos para que cada persona presente lo que aprendió de la actividad anterior del grupo pequeño sobre los derechos.  
¿Aprendieron algo que pudiera ser útil para María y sus compañerxs de trabajo?  
Hacer una lista de los 5 pasos más importantes que tú y tus compañerxs de trabajo van a dar —numerándolos en el orden en que los van a dar.
- c. Encontrar una manera creativa (por ejemplo tu grupo puede hacer un dibujo o representar una parodia explicando sus 5 pasos,
- d. etc.) para compartir los componentes de esta campaña con el grupo.



# TUS DERECHOS OSHA

OSHA (Occupational Safety and Health Agency) es una agencia federal que protege la salud y seguridad de los trabajadores.

## 1 DERECHO A UN LUGAR DE TRABAJO SEGURO Y SALUDABLE



## 2 DERECHO A INFORMACIÓN SOBRE QUÍMICOS Y OTRAS SUBSTANCIAS

## 3 DERECHO A REPORTAR UNA LESIÓN O ENFERMEDAD SIN SER SANCIONADO



## 4 DERECHO A RECIBIR ENTRENAMIENTO SOBRE SALUD Y SEGURIDAD

## 5 DERECHO A REPORTAR A OSHA



## 6 DERECHO A INSPECCIONES DE OSHA



# ACOSO SEXUAL

Comportamiento desagradable que le sucede debido a su género percibido, sexo asignado al nacer u orientación sexual.

Cualquier  
contacto  
sexual no  
deseado

Propuestas  
sexuales  
repetidas

Comentarios  
o bromas  
sexuales o  
sexistas

Tomar o  
compartir  
imágenes  
sexuales

Violaciones  
o intentos de  
violación

## Acoso sexual en el lugar de trabajo

Ambiente de trabajo hostil: cuando el acoso interfiere con el desempeño laboral de la víctima y crea una atmósfera incómoda o insegura.

Acoso Quid Pro Quo: cuando un empleador implica u ofrece beneficios, como una promoción, a cambio de actividad sexual.

El acosador puede ser un supervisor directo, un supervisor en otra área, un compañero de trabajo o alguien que no es un empleado

## Tiene derechos, incluyendo:

- Trabajar en un ambiente seguro y libre de discriminación.  
Recibir información sobre las políticas de acoso sexual, incluido cómo denunciar, de una manera que usted entienda.
- Hablar del acoso o hablar en contra del acoso sexual sin ser objeto de represalias (castigadx)
- Informar el acoso a recursos humanos o a su jefe.  
Es importante denunciar el acoso interno primero si puede que emprenda acciones legales más tarde. Cuando
- Protestar contra el acoso sexual u otros tipos de discriminación.  
se reúne con uno o más compañerxs de trabajo para plantear inquietudes sobre las condiciones de trabajo, está participando en una "actividad concertada", que está protegida por la Ley Nacional de Relaciones Laborales.
- Hacer que su queja sea tomada en serio e investigada.  
Tan pronto como su empleador tenga conocimiento del acoso sexual, la ley exige que (1) tome medidas rápidas para detenerlo y (2) se le proteja adecuadamente a usted o a la persona que está siendo acosada
- Pregúntele a su empleador qué sucederá y quién sabrá si presenta una queja.
- Presente los cargos ante una agencia gubernamental, como la Comisión de Igualdad de Oportunidades en el Empleo (EEOC, por sus siglas en inglés), o la agencia de prácticas justas de empleo de su estado
- Presente una demanda contra su empleador.  
Esta es una opción si presentó un cargo ante EEOC o su agencia estatal y recibe un Aviso de "Derecho a Demandar"

## Pasos que puedes tomar para abordar el acoso

- Si crees que puedes hacerlo de manera segura, dile a lx acosadorx que quieres que cese su comportamiento.
- Lee la política de tu empleadorx y ve dónde dice que debes denunciar el acoso. Hazlo, si crees que puedes hacerlo de forma segura. Si tu empleadorx no tiene una política, infórmale al supervisorx, si puedes.
- Habla con unx amigx de confianza o compañerx de trabajo
- Guarda copias de tus registros de trabajo, incluidas las evaluaciones de desempeño y otras cosas que muestren la calidad de tu trabajo
- Guarda copias de los mensajes de acoso y otra evidencia de acoso
- Habla con un sindicato, centro de trabajadorxs o grupo COSH.
- Contacta a la Comisión Federal para la Igualdad de Oportunidades en el Empleo (EEOC), la agencia federal contra el acoso o tu agencia estatal.
- Contacta al Fondo de Defensa Legal TIME'S UP para conectarse con un abogado

## Es responsabilidad de tu empleadorx proporcionar un lugar de trabajo libre de acoso, pero lxs trabajadorxs pueden

- Reúnete con compañerxs de trabajo para hablar sobre el acoso y las formas en que pueden apoyarse mutuamente para mantener el lugar de trabajo seguro. Si tú u otrxs observan que alguien está siendo acosadx, acuerda expresarte.
- Habla sobre la forma más segura de informar a la gerencia, si se puede hacer sin perjudicar más a lxs trabajadorxs afectadx. Asegúrate de que lx empleadorx tenga una política contra el acoso. Si no es así, con lxs compañerxs de trabajo, pídele a lx empleadorx que cree una con los aportes de lxs trabajadorxs, y que lxs empleadxs se capaciten en esta.
- Elige a unx representante (en un sindicato) o a unx delegadx (si no lx hay) que esté dispuestx a recibir capacitación para tratar los problemas de acoso sexual.

## PRINCIPIOS DE ORGANIZANDO INFORMADx SOBRE TRAUMA

HEALING  
TO ACTION

- 1.El comportamiento que le hace dudar la credibilidad de una sobreviviente a menudo es causado por la victimización que sufrieron.
- 2.La curación de la violencia de género es un proceso lento, iterativo, y no lineal que requiere tiempo, distancia del incidente y apoyo continuo. Incorpora este tiempo crítico cuando organizas con sobrevivientes.
- 3.Deje que lxs sobrevivientes lideren la definición de un resultado exitoso.
- 4.Confrontación y agitación no son los únicos medios para construir el poder de lxs sobrevivientes: use la imaginación radical para construir el poder de sobrevivientes.
- 5.Recuerda que lxs sobrevivientes son personas poderosas que tienen un pozo de estrategias de resistencia.

Un organizadrx informadx sobre el trauma enfatizará la seguridad, la confiabilidad, la colaboración y, lo más importante, la restauración del poder para decidir de la sobreviviente. Un organizadrx también estará atentx a las formas de hacer que el entorno de unx sobreviviente sea más curativo y menos traumatizante. Entienden que cuando uno ha sido traumatizadx, es la primera prioridad que la sobreviviente que recupera el control sobre su entorno. Esto apoya la resiliencia, el autocuidado y la autocuración.

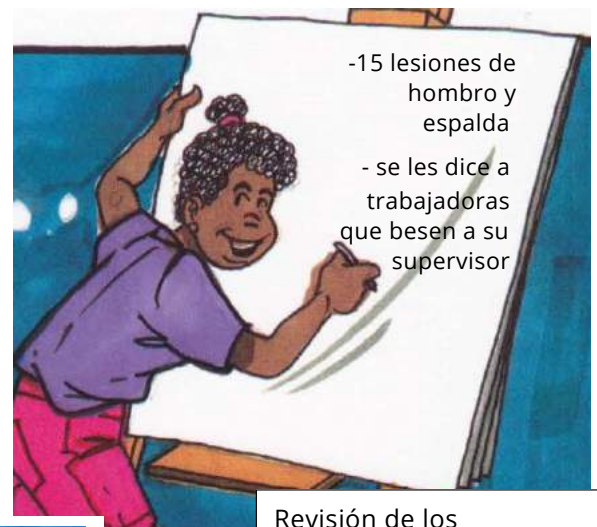
IMPACTO DE TRAUMA	PRINCIPIOS DE APOYO
•Invalida la realidad personal	•Sin juicio
•Crea desconfianza y alienación	•Empaticx
•Pérdida de poder y control	•Respetuosx
•Sentimientos de impotencia y desesperanza	•Honestamente y directamente
•Sentirse sin voz	•Responsabilidad mutuo
•Ser dominadx, controladx, o manipuladx	•El poder es compartido
•Viola los límites personales y el sentido de seguridad	•Las relaciones son recíprocas

No Hacer	Hacer	Explicación
¿Qué te sucede?	Dime lo que te paso.	<i>Un enfoque de trauma informado que cambia el centro. Las prácticas de TI se pueden implementar en cualquier entorno, buscando comprender lo que le sucedió a una persona y el significado que tiene de esas experiencias. *</i>
Minimizar o normalizar la violencia	Normalice la respuesta de la sobreviviente a lo que ha experimentado y valide el daño que siente.	<i>Lxs sobrevivientes a menudo internalizan la vergüenza o se culpan a sí mismxs por la violencia. Validar sus sentimientos de daño es importante para romper esa narrativa.</i>
Estás a salvo ahora.	Gracias por compartir esto conmigo. ¿Se siente segurx? ¿Qué necesita para sentirse segurx?	<i>Su definición de seguridad puede diferir y no puede prometer seguridad, especialmente para factores que no están bajo su control.</i>
Dejame decirte lo que debes hacer.	¿Como te puedo ayudar?	<i>Aunque su intención no es hacer daño, él / ella puede percibir cosas fuera de su control como dañinas y puede resultar en una promesa rota.</i>
Eres una víctima, no un criminal.	Fue maltratadx y sus derechos fueron violados. No mereces esto.	<i>El etiquetado no siempre es útil. Él / ella alamejor no se identifica como una víctima. Lo importante es explicar lo que sucedió desde una perspectiva basada en los derechos.</i>
Puedes confiar en mí.	<i>La confianza se establece por medio de acciones y honestidad.</i>	
Queremos asegurar que esto no le pase a nadie más.	Reafirme la fortaleza de la sobreviviente para presentarse, reconociendo la dificultad que la persona tuvo que superar.	<i>La responsabilidad nunca debe de recaer en la víctima para prevenir futuros crímenes o violencia en contra otros.</i>



# ORGANIZÁNDOSE PARA LA SEGURIDAD, LA SALUD Y EL RESPETO DEL TRABAJADOR

## Une a los trabajadores e identifica los problemas



Revisión de los  
Resultados/ Resumir las  
condiciones en un  
"informe de salud +  
seguridad"

## Decida las Demandas





## Revise las opciones para la presión del empleador

Carta de demanda al empleador



Queja a la agencia  
gubernamental



Acción legal

Informe de salud y seguridad a  
los medios / Demostraciones  
públicas



# Tomar Acción - ¡Celebrar!





# SAFETY OVER SLURPEES

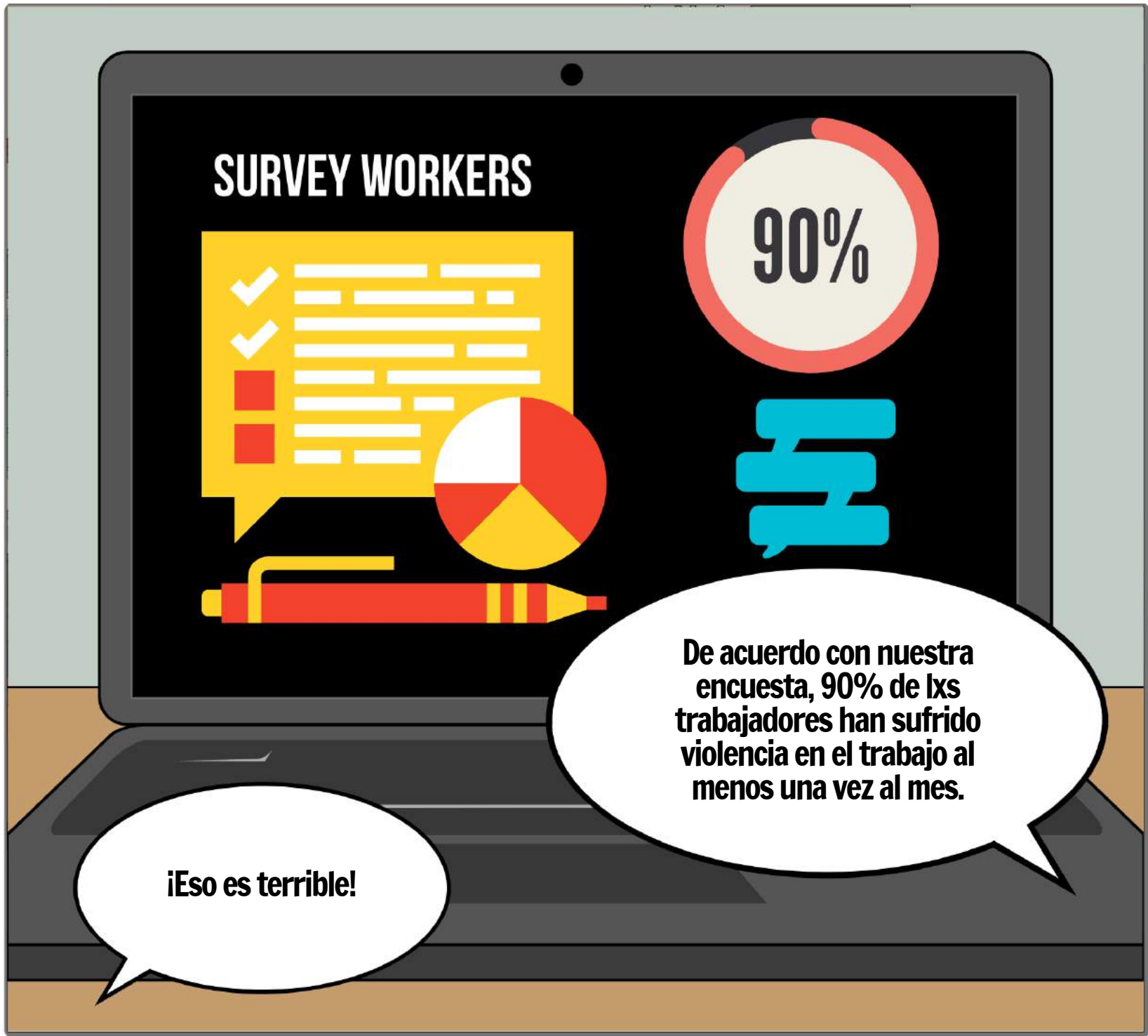
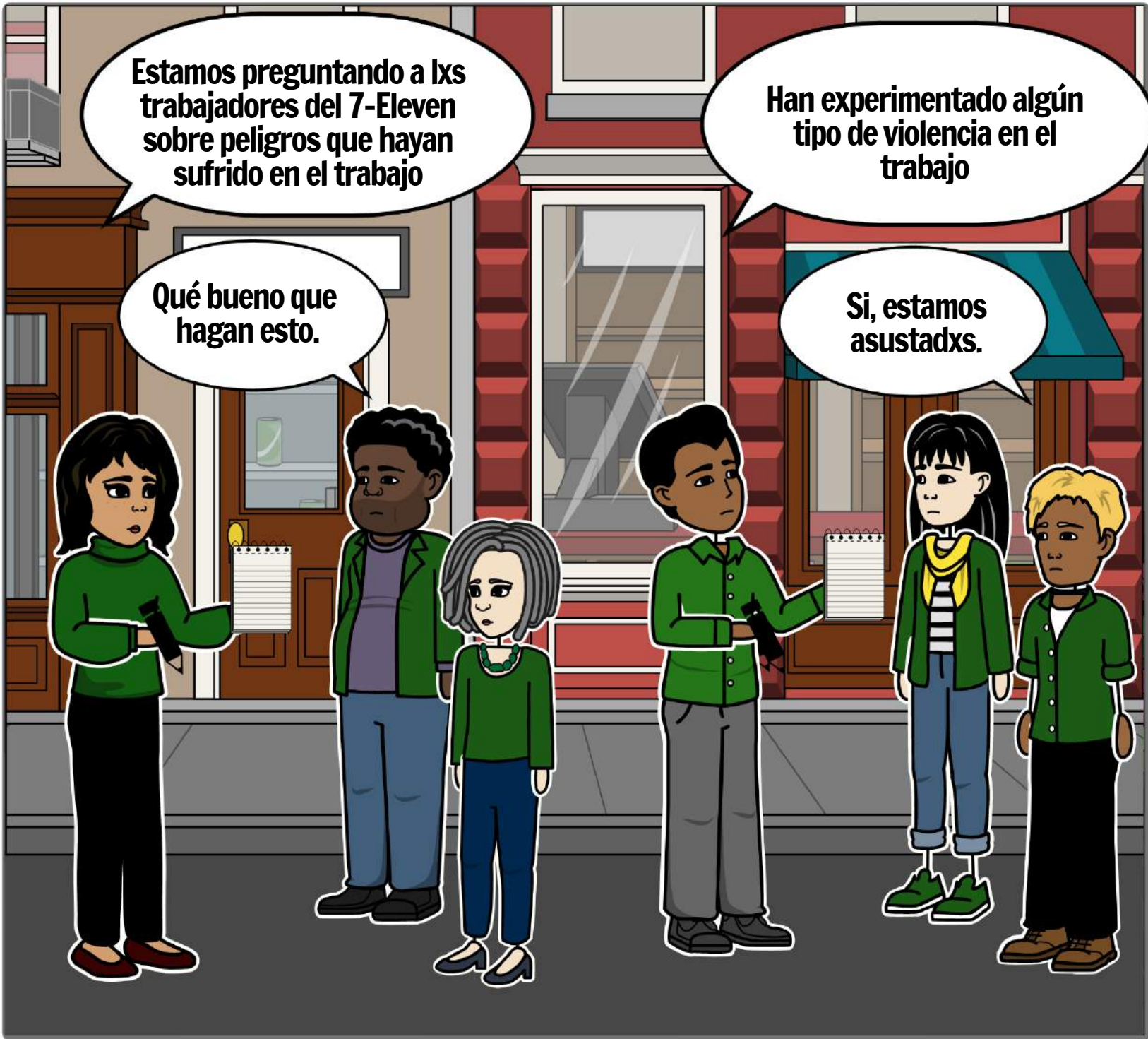
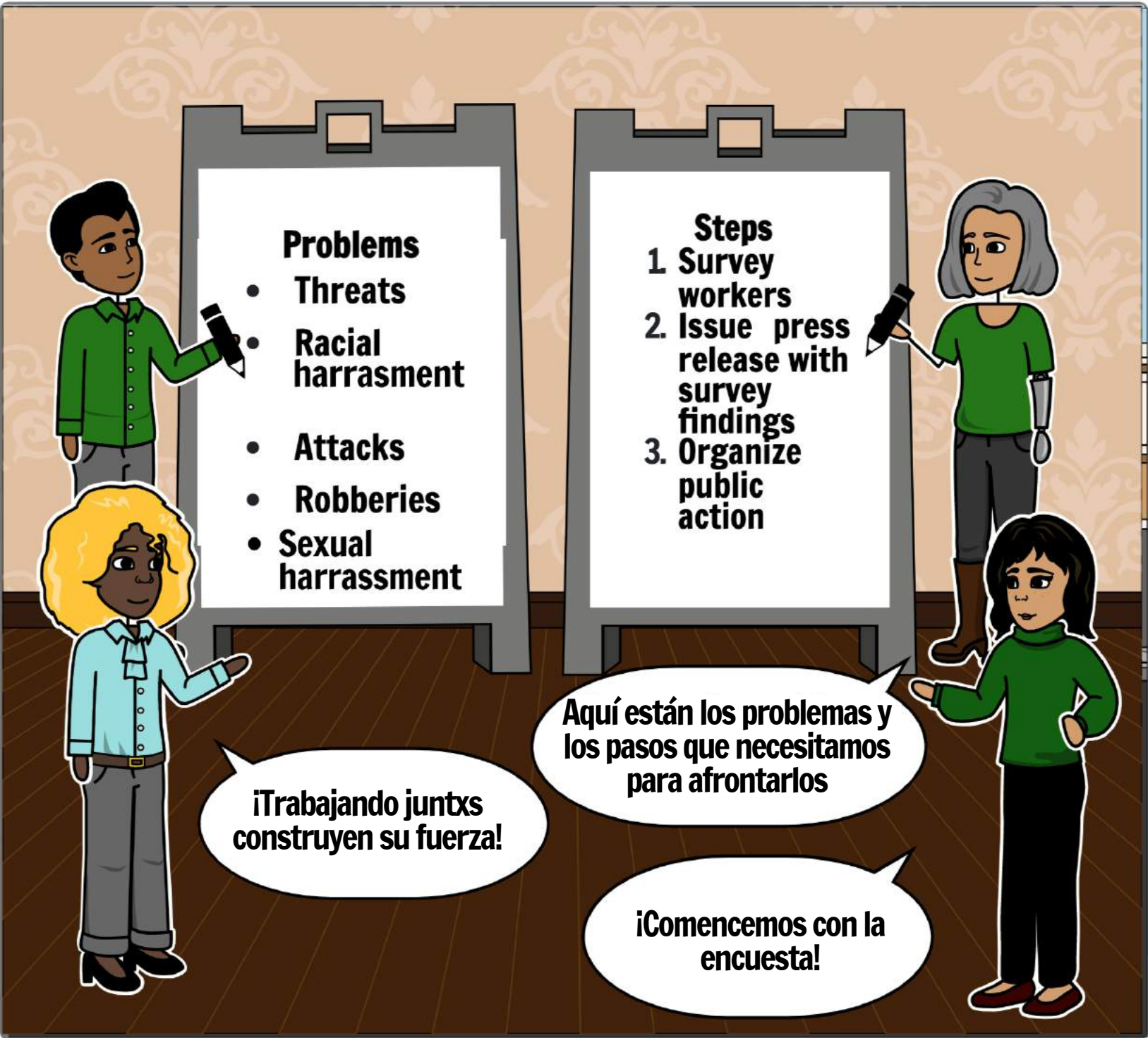
## 7-Eleven Workers' Fight For Workplace Safety





# SAFETY OVER SLURPEES

## 7-Eleven Workers' Fight For Workplace Safety





# SAFETY OVER SLURPEES

## 7-Eleven Workers' Fight For Workplace Safety

