

Health and Safety Awareness for Working Teens in Agriculture

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**NIEHS Center for Ecogenetics and Environmental Health,
Department of Environmental and Occupational Health Sciences,
University of Washington, Seattle, Washington**

**Washington State Department of Labor and Industries,
Olympia, Washington**

Updated June 2006

Developed by:

**Community Outreach and Education Program
NIEHS (National Institute for Environmental Health Sciences)
Center for Ecogenetics and Environmental Health,
Department of Environmental and Occupational Health Sciences,
University of Washington, Seattle, Washington**

Supported by:

Washington State Department of Labor & Industries

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June 12, 2006

Dear Educator,

Research has shown that agriculture is the most dangerous industry for young workers in the country. Between 1992 and 2000, agriculture accounted for 42% of all work related deaths among young workers. Half of these fatalities happened to teens who were younger than 15 years of age. The risk of a fatal injury happening to a young worker in agriculture is four times that of young workers employed in other industries.

Students who are working in agriculture, or participating in a Supervised Agriculture Experience (SAE), may be exposed to safety hazards such as machinery, confined spaces, work at elevations, work around livestock, agricultural chemicals, noise, respiratory irritants and toxic gasses.

Unlike employment in other industries that prohibit young workers from doing some jobs until they reach age 18, in agriculture young workers may legally perform any agricultural task after they reach age 16. Also child labor laws do not cover workers under age 16 who work on their parents' or guardians' farms. Between 1992 and 2000, 76% of the fatal injuries to agricultural workers under age 16 involved work in a family business.

The Health and Safety Awareness for Working Teens in Agriculture curriculum was designed as a guide to assist agriculture educators in Washington teach basic concepts about workplace health and safety and workers rights. This curriculum is designed for use with students in grades 9 through 12. The information covered in this curriculum is relevant to students whether or not they are currently working.

The Washington State Department of Labor & Industries has provided the funds necessary to develop and distribute this curriculum to you. In order to measure its effectiveness on student learning, we may ask for your cooperation in conducting a curriculum assessment.

Your feedback is important. If you find any corrections in the content that need to be made or if you have any questions please feel free to contact me. Thanks again for making this information available to your students.

Sincerely,

Darren Linker

Program Manager
University of Washington
dlinker@u.washington.edu.
(206) 616-7566



STATE OF WASHINGTON
DEPARTMENT OF LABOR AND INDUSTRIES

Employment Standards Program

P.O. Box 44510 Olympia Washington 98504-4510; Phone: 360.902.5316
www.LNI.wa.gov/scs/workstandards/teenworker.htm

June 12, 2006

Dear Teacher:

In the course of using this material, many issues about child labor and workplace health and safety laws may arise. Students may realize that some of the job duties assigned to them are prohibited by law due to their age, or possibly that the restrictions for allowable work hours are being violated by their employer. If this is the case, you have the right on their behalf, to contact the Industrial Relations Agent (IRA) assigned to your area to report these possible violations. The list of area Labor & Industries' (L&I) offices with agents who can help you can be found on our web page, www.lni.wa.gov/home/direct.htm, or in the blue government section of the white pages. Often, a complaint about possible child labor violations will lead to an investigation of the situation. If other health and safety issues or concerns are also thought to be present, a referral may be made to a regional health and safety inspector. Your identity can remain confidential if you chose. Also, you should inform students that they also have the right to call Labor and Industries (L&I) if they ever have questions or concerns about the child labor laws or other health and safety regulations and whether or not their employer is following them appropriately. Teens have the right to the appropriate wage, as well as rest and meal breaks, too. Agents are also frequently available to come to a classroom to talk to students.

If you have questions or concerns about how to handle a particular situation, you may also contact me for assistance.

Have Fun With This Curriculum!

Sincerely,

A handwritten signature in cursive script that reads "Mary Miller".

Mary Miller, RN, MN
Occupational Health Nurse
mmar235@lni.wa.gov
360.902.6041

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How to Contact L&I: State of Washington Dept. of Labor and Industries

Website: <http://www.lni.wa.gov/>

Toll-free Phone Numbers

Office of Information and Assistance

1-800-547-8367

Central contact for general questions about workers' compensation, workplace safety and health, and other L&I services.

Safety and Health Hot Line

1-800-423-7233

Provides a menu of options callers can use to request information on safety and health standards, order publications and posters, etc.

Safety and Health Video Library

1-800-574-9881

Use this number to reserve any of the more than 650 training videos in the video library

Crime Victims Compensation Program

1-800-762-3716

Provides financial assistance to victims of violent crime—such as assault, domestic violence or child abuse—who meet specific eligibility requirements.

Governor's Industrial Safety and Health Conference

1-888-451-2004

Registration information for the Governor's Industrial Safety and Health Conference.

Headquarters and Tumwater Field Office

Location: 7273 Linderson Way SW, Tumwater, WA 98501-5414

Mailing Address: PO Box 44850, Olympia, WA 98504-4850

Phone: 360-902-5799

FAX: 360-902-5792

TDD: 360-902-4637

How to Contact L&I: Field Offices



Location	Street Address	Phone, Fax, TTD
Aberdeen	415 W. Wishkah, Suite 1B Aberdeen, WA 98520-4315	360-533-8200 FAX: 360-533-8220 TDD: 360-533-9336
Bellevue	616 120th Avenue NE, Suite C201 Bellevue, WA 98005-3037	425-990-1400 FAX: 425-990-1445 TDD: 425-990-1450
Bellingham	1720 Ellis Street, Suite 200 Bellingham, WA 98225-4647	360-647-7300 FAX: 647-7310 TDD: 360-647-7299
Bremerton	500 Pacific Avenue, Suite 400 Bremerton, WA 98337-1943	360-415-4000 FAX: 360-415-4048 TDD: 360-415-4014
Colville	298 South Main Street, Suite 203 Colville, WA 99114-2416	509-684-7417 Toll-free 1-800-509-9174 FAX: 509-684-7416
East Wenatchee	519 Grant Road East Wenatchee, WA 98802-5459	509-886-6500 or 1-800-292-5920 FAX: 509-886-6510 TDD: 509-886-6512
Everett	729 100th Street SE Everett WA 98208-3727	425-290-1300 FAX: 425-290-1399 TDD: 425-290-1407
Kennewick	4310 West 24th Avenue Kennewick, WA 99338	509-735-0100 or 1-800-547-9411 FAX: 509-735-0120 TDD: 509-735-0146

How to Contact L&I: Field Offices

Location	Street Address	Phone, Fax, TTD
Longview	900 Ocean Beach Highway Longview, WA 98632-4013	360-575-6900 FAX: 360-575-6918 TDD: 360-575-6921
Moses Lake	3001 W. Broadway Ave. Moses Lake, WA 98837-2907	509-764-6900 1-800-574-2285 (E. Wash. only) FAX: 509-764-6923 TDD: 509-754-6030
Mount Vernon	525 E. College Way, Suite H Mount Vernon, WA 98273-5500	360-416-3000 FAX: 360-416-3030 TDD: 360-416-3072
Okanogan	1234 2nd Avenue S. Okanogan, WA 98840-9723	509-826-7345 1-800-942-4387 (Eastern Wash. only) FAX: 509-826-7349 TDD: 509-826-7370
Port Angeles	1605 East Front Street, Suite C Port Angeles, WA 98362-4628	360-417-2700 FAX: 360-417-2733 TDD: 360-417-2752
Pullman	1250 Bishop Blvd S.E., Suite G. Pullman, WA 99163-0847	509-334-5296 or 1-800-509-0025 FAX: 509-334-3417
Seattle	315 5th Ave. S., Suite 200 Seattle, WA 98104-2607	206-515-2800 FAX: 206-515-2779 TDD: 206-515-2803
Spokane	901 N. Monroe Street, Suite 100 Spokane, WA 99201-2149	509-324-2600 or 1-800-509-8847 FAX: 509-324-2601 TDD: 509-324-2653
Tacoma	950 Broadway, Suite 200 Tacoma, WA 98402-4453	253-596-3800 FAX: 253-596-3956 TDD: 253-596-3887
Tukwila	12806 Gateway Drive Seattle, WA 98168-1050	206-835-1000 FAX: 206-835-1099 TDD: 206-835-1102
Vancouver	312 SE Stonemill Dr., Suite 120 Vancouver, WA 98684-6982	360-896-2300 FAX: 360-896-2345 TDD: 360-896-2304
Walla Walla	1815 Portland Avenue, Suite 2 Walla Walla, WA 99362-2246	509-527-4437 FAX: 509-527-4486 TDD: 509-527-4172
Yakima	15 W. Yakima Avenue, Suite 100 Yakima, WA 98902-3401	509-454-3700 or 1-800-354-5423 FAX: 509-454-3710 TDD: 509-454-2741

Introduction

Why Teach Teens about Workplace Health and Safety?

Teaching teens about workplace health and safety helps prevent injuries to working youth and gives them life skills they can use throughout their working lives. Workers of all ages face hazards on the job. However a number of factors make young workers more likely to experience work-related injuries and illnesses.

Most Teens Work.

Government figures estimate that 35 % of 16 and 17 year olds work at any given time.¹ It is estimated that 80% of teens will have worked by the time they have finished high school.^{2,3} Teens typically work at part-time, temporary, low-paying jobs. Most teens go to work after putting in a full day at school.

Teens are injured and killed on the job each year.

In Washington State the rate of work injuries to teens is almost twice as high as that for adult workers. This is significant because child labor laws prohibit teens from working in many hazardous jobs, or from working as many hours per week as adults.⁴

Studies by the National Institute of Occupational Health and Safety (NIOSH) and other groups show that nation-wide about 70 teens die each year in work related incidents. Researchers also estimate that 200,000 teens are injured on the job each year, 64,000 of whom seek medical attention in hospital emergency rooms.⁵

Inexperienced workers are more likely to be injured.

As new workers, adolescents are likely to be inexperienced and unfamiliar with many of the tasks required of them, unable to recognize workplace hazards, and unaware of their rights as young workers. Some of the positive traits of teens—their energy and enthusiasm, their need for increasing challenges and responsibility—when combined with their reluctance to ask questions or speak up about workplace concerns, can result in many young workers attempting tasks that they are neither trained for nor capable of performing safely.

"The oven mitts we used to remove hot trays had huge holes in them. When I told my supervisor about them, he told us to put plastic bags inside the mitts."

— 17-year-old fast food employee

Physical characteristics of teens may increase their risk of injury.

Teens between the ages of 14 and 17 experience growth spurts and grow at very different rates. As a result, teens of the same age can vary dramatically in height, weight, and strength. Both larger and smaller teens may be susceptible to injury, though for different reasons. Small teens may not be able to reach high shelves or parts of equipment, or may lack the strength required for certain tasks. Larger teens may be given adult tasks because of their size, without taking into account their lack of experience or maturity or coordination! Job-related back injuries have been shown to be a problem among teens, especially smaller workers^{6,7}.

Many industries that employ large numbers of teens are hazardous.

Contrary to popular perceptions, national statistics show that many workplaces that hire teens—such as grocery stores, hospitals, nursing facilities and recreational services—are not necessarily safe; they have higher-than-average injury rates for workers of all ages.⁸

Teens frequently do not receive adequate health and safety training either in school or on the job.

In recent surveys of young workers, nearly 50 percent of working teens report never having received health and safety training at work. The training materials that do exist typically are not geared towards educating youth. The American Academy of Pediatrics, American Public Health Association, and the National Institute for Occupational Safety and Health have called for better health and safety training and education for teen workers.^{9,10,11}

References

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4. Miller, M. Occupational injuries among adolescents in Washington State, 1988- 1991:A review of workers compensation data. Technical Report Number 35-1-1995. Washington State Department of Labor and Industries, March 1995.
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10. American Public Health Association. (1994). Policy statement #9405: Protection of Child and Adolescent Workers. Adopted November, 1994. *AJPH*, 85: 440-41.
11. National Institute for Occupational Safety and Health. (1994). *Alert: Preventing Deaths and Injuries of Adolescent Workers*. Washington, D.C.: NIOSH.

Acknowledgements

Many of the activities in this curriculum have been adapted from curriculum developed by other organizations also concerned with educating teens about workplace safety and health issues. These curriculums and groups include:

- **Starting Safely: Teaching Youth about Workplace Safety and Health.** Maine Department of Labor, Bureau of Labor Standards.
- **US Department of Labor Occupational Safety & Health Administration (OSHA) Teen Workers web site**
- **Participatory Curriculum Development in Agricultural Education; A Training Guide.** Rogers, A. and Taylor, P. Food and Agriculture Organization of the United Nations. Rome. 1998 (ISBN: 92-5-104272-1)
- **You Make the Difference: A Health and Safety Education Resource for Teachers of Grades 10-12.** Interagency Regulatory Liaison Group (CPSC, EPA, FDA, DHHS, FSQS, DOA, OSHA, DOL). 1980
- **Your Work: Keepin' it Safe Video.** Labor and Occupational Safety and Health Program, University of California, Los Angeles
- **Safe Work, Safe Workers: A Guide for Teaching High School Students about Occupational Health and Safety.** Massachusetts Department of Public Health, Occupational Health Surveillance Program, the Children's Safety Network, Education Development Center, Inc.
- **Teens, Work, and Safety: A Curriculum for High School Students.** Labor and Occupational Health program, Center for Occupational and Environmental Health, University of California, Berkeley

We would also like to acknowledge the individuals who contributed to the development of this curriculum:

Developers:

- Darren Linker, School-to-Work Program Manager, University of Washington
- Rebekah Jackson, Curriculum Consultant
- Kristen Bergsman, Curriculum Developer, University of Washington
- Diane Tchakirides, Graphic Designer
- Kris Freeman, Public Information Specialist, University of Washington

Reviewers:

- Rod Duckworth, OSPI, State Director of Career and Technical Education
- Kurt Hadler, Agriculture Education Teacher, WF West High School, Chehalis, WA
- Kathy Holmes, Agriculture Education Teacher, North Clackamas Land Lab, North Clackamas, OR
- Gary McLaughlin, Agriculture Education Teacher, Lynnwood High School, Lynnwood, WA
- Mary Miller, Occupational Health Nurse Practitioner, Washington State Department of Labor and Industries
- Michael Peters, Center Coordinator, National Farm Medicine Center
- Heidi Shattuck, Agriculture Education Teacher, Connell High School, Connell, WA

- Dr. Mike Swan, Professor, Washington State University
- Faculty and Staff at the Community of Education and Outreach Program,
Center for Ecogenetics and Environmental Health, University of Washington

Lesson 1

Identifying Hazards



Updated June 2006

Lesson 1

Identifying Hazards

Activity		Time	Materials
Pre-Test	Individual	5 minutes	Student Handout Master 1.1 <i>Lesson 1 Pre-Test</i>
<p>Activity 1A Awareness of Workplace Hazards: Warm-Up Discussion and DVD</p> <p>Teacher leads warm-up discussion of workplace hazards. Students watch DVD <i>Teen Workers: Real Jobs, Real Risks</i> and discuss issues it raises.</p>	Class	25 minutes	<ul style="list-style-type: none"> • DVD (<i>Teen Workers: Real Jobs, Real Risks</i>) and DVD player • (Optional) Transparencies Master 1.2 <i>Workplace Injury Statistics</i> • Student Handout Master 1.3 <i>DVD Viewing Guide</i> • Master 1.4 <i>DVD Viewing Guide: Teacher Answer Key</i>
<p>Activity 1B Pre-Activity Discussion: Introduction to Job Hazards</p> <p>Students list and categorize workplace health and safety hazards.</p>	Class	10 minutes	<ul style="list-style-type: none"> • Overhead projector or board
<p>Activity 1B Hazard Mapping Practice: Warehouse Store</p> <p>Students identify and label hazards on an existing workplace map.</p>	Individual and class	10 minutes	<ul style="list-style-type: none"> • Colored pens or pencils • Student Handout Master 1.5 <i>Sample Hazard Map: Warehouse Store</i> • Master 1.6 <i>Sample Hazard Map: Teacher Answer Key</i>
<p>Activity 1B Mapping a Specific Workplace</p> <p>Students create maps of workplaces and locate, label, and categorize work and safety hazards on map.</p>	Individual or small groups	15 minutes	<ul style="list-style-type: none"> • Blank paper for making maps • Colored pens or pencils
<p>Homework</p> <p>Complete Hazard Map</p>	Individual or small groups	15-30 minutes	<ul style="list-style-type: none"> • Colored pens or pencils
Post-Test	Individual	10 minutes	<ul style="list-style-type: none"> • Student Handout Master 1.8 <i>Lesson 1 Post-Test</i> • Master 1.9 <i>Lesson 1 Post-Test Teacher Answer Key</i>
<p>Optional Homework</p> <p>Health and Safety Interviews</p>	Individual or small groups	5-15 minutes	<ul style="list-style-type: none"> • Student Handout Master 1.7 <i>Workplace Health and Safety Survey</i>

Lesson 1 Overview

The first step in addressing health and safety issues in the work place is being able to identify problems and concerns. This lesson introduces the concept of hazards to the students through a short DVD and discussion (Activity 1B) this is followed by an exercise in hazard identification and mapping to reinforce the concepts (Activity 1C).

Pre-Test

Students complete the Pre-Test to help them see what they do know/do not know about workplace hazards. The Pre-Test can also be used to evaluate student learning at the end of the lesson.

Activity 1A Awareness of Workplace Hazards: Warm-up Discussion and DVD

In the discussion, students talk about the types of places they have worked and injuries that have occurred in their workplaces or those of friends or family. The DVD introduces the concept of workplace hazards and gives suggestions for students on how to deal with hazards. In a follow-up discussion students discuss ways to reduce hazards.

Activity 1B Hazard Mapping

The hazard mapping activity highlights hazards found in a variety of workplaces or “classrooms” (school greenhouse, metal shop, barn, etc.). Students identify and classify workplace hazards in a class discussion and then practice mapping hazards using a drawing of a warehouse store. Students then create their own maps of workplaces or “classrooms” and label and categorize the safety hazards on the maps.

Post-Test

Students complete a Post-Test as a measure of what they have learned as a result of this lesson.

Materials

- Copies of Master 1.8 *Lesson 1 Post-Test*
- Master 1.9 *Lesson 1 Post-Test Teacher Answer Key*

Learning Objectives

Students will accomplish the following:

- Describe and analyze reasons why young workers get hurt on the job.
- Define the term “job hazard.”

- Provide examples of different types of job hazards.
- Identify and locate hazards in a workplace or classroom
- Identify four categories of health and safety hazards in the workplace.
- Provide examples of each of the following categories of hazards: physical, chemical, ergonomic and other hazards.

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following EALRs:

Health and Fitness

- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 4.1 Analyze health and safety information

Communication

- 2.5 Effectively use images to support presentations
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion

Social Studies (Geography)

- 1.1 Use and construct maps, charts and other resources

Lesson 1 Masters

Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

- 1.1 *Lesson 1 Pre-Test*
- 1.2 *Workplace Injury Statistics*
- 1.3 *DVD Viewing Guide*
- 1.4 *DVD Viewing Guide: Teacher Answer Key*
- 1.5 *Sample Hazard Map: Warehouse Store*
- 1.6 *Sample Hazard Map: Teacher Answer Key*
- 1.7 *Workplace Health and Safety Survey*
- 1.8 *Lesson 1 Post-Test*
- 1.9 *Lesson 1 Post-Test Teacher Answer Key*

Pre-Test

Students will be given this pre-test to test their knowledge of workplace hazards before this unit is taught. At the end of the unit, a post-unit survey will be given so that students and teachers can assess how much the students have learned as a result of this unit.

Activity time: 5 minutes

Materials

- Student handouts: Master 1.1 *Lesson 1 Pre-Test*

Procedure

1. Distribute student handouts of Master 1.1 *Lesson 1 Pre-Test* prior to introducing any of the curriculum material.
2. The pre-test is used to find out what students know about workplace health and safety before exposure to this curriculum. It is okay if they cannot answer all or most of the questions but they should try to answer the questions as best as possible.
3. Collect the pre-test right after its completion and keep it until the post-test is also completed. **DO NOT LET THE STUDENTS KEEP THE PRE-TEST.** (Answers to the test can be found in Lesson 1, Master 1.9 *Lesson 1 Post-Test Teacher Answer Key.*)

Note: Please do not use the specific examples from the pre-test in your instruction during this unit, as this diminishes its value as an assessment tool.

Activity 1A

Awareness of Workplace Hazards: Warm-up Discussion and DVD

The opening discussion personalizes the issue of workplace hazards by asking students to talk about injuries or illnesses they or their family members and friends have suffered at work. Teachers may also wish to introduce some statistics about injuries suffered by young workers in the U.S. and Washington state. Selected statistics can be found in Master 1.2 *Workplace Injury Statistics*.

The DVD shows job hazards common to jobs where many teens work. It also describes ways teens can protect themselves, and things they can do if they see a safety problem.

Activity time: 25 minutes

Materials

- TV/DVD player
- DVD *Teen Workers: Real Jobs, Real Risks*
- (Optional) Transparencies of Master 1.2 *Workplace Injury Statistics*
- Student handout: Master 1.3 *DVD Viewing Guide*
- Master 1.4 *DVD Viewing Guide: Teacher Answer Key*

Procedure

Warm-up Discussion (5 minutes)

1. Before showing the DVD, ask the students, “What kinds of jobs do you hold now or have you held in the past?”
2. Let the class spend a few minutes talking about their answers. As students respond, make a list on the board of their work places. Your list might include:
 - cattle ranch
 - restaurant, fast food restaurant
 - recreation facility

- plant nursery
- wheat farm
- office
- retail store

3. Then ask the students, “What kind of dangerous tasks or conditions do you think your job has/had?”
4. Ask if anyone has ever been injured on their job or become ill because of their job. Discuss the injuries and illnesses briefly.
5. Continue with follow-up questions regarding injuries and illnesses caused by the workplace. Possible questions include:
 - What do you think caused the injury or illness?
 - Could something have been done to prevent the illness or injury?
 - Was something done to prevent the illness/injury? If yes, what?
 - Do you know anyone else who has been injured at work?
 - What were the injuries? How did the person get hurt?

DVD and Follow-up Discussion (15 minutes)

1. Distribute Master 1.3 *DVD Viewing Guide*.
2. Tell students to write answers to the questions on the guide while watching the DVD. (The questions on the guide are a summary of the issues posed in the DVD.)
3. Show the DVD, *Teen Workers: Real Jobs, Real Risks* (13-minute DVD included with this curriculum).
4. Lead a brief class discussion based on the questions in the DVD viewing guide. Possible answers are listed in Master 1.4 *DVD Viewing Guide: Teacher Answer Key*.

Activity 1B

Hazard Mapping

In this activity students will identify and categorize a variety of job hazards and learn how to map workplace hazards. After practicing on an existing workplace map (Master 1.5 *Sample Hazard Map: Warehouse Store*) students will create their own

maps, locating health and safety hazards in a specific workplace or “classroom” (school greenhouse, metal shop, barn, etc.). Students can work on these maps individually or in small groups, and will present their maps to the class at the end of this lesson depending on the time available.

(Optional) The assignment to map a specific workplace may also be used during job shadowing. With permission, have the students map the workplaces they visit.

Activity time: 25-30 minutes

Materials

- Blank sheets of paper for making maps (standard 8.5” x 11” paper for individual maps, larger sheets for group maps)
- Colored pens/pencils
- Overhead projector
- Student handouts of Master 1.5 *Sample Hazard Map: Warehouse Store*
- Transparency of Master 1.5 *Sample Hazard Map: Warehouse Store*
- Transparency of Master 1.6 *Sample Hazard Map: Teacher Answer Key*

Procedure

Pre-Activity Discussion: Introduction to Job Hazards (10 minutes)

1. Ask students to try to define the term “job hazard.” Write their responses on the board or overhead as they are suggested. See if everyone can agree on a definition.
2. One example of a summarized definition is:
 - A job hazard is anything at work that causes injury or illness, either physically or mentally.
3. Using their definition, ask students to list as many workplace hazards as they can. Write the list on the board or overhead. Questions to generate discussion may include:
 - *What hazards have you noticed at your workplace?*

- *What hazards have you heard about or seen at the workplaces of friends and family?*
- *What hazards might you find in a _____?
(Name a workplace or school room, such as a shop, restaurant, office, etc.)*

- NOTE: Students may confuse the effects of hazards with the hazards themselves. For example, they may mention “cuts” rather than their cause, “sharp objects.” The potential cause is a hazard and should be listed on the board. If people mention effects rather than causes, explain the distinction.
4. Explain that the students will create a chart to categorize the hazards. On a board or overhead, draw a chart with columns for the four general categories of work hazards that will be used in this curriculum (physical, chemical, ergonomic, and other), as shown below:

Physical Hazards	Chemical Hazards	Ergonomic Hazards	Other Hazards
-------------------------	-------------------------	--------------------------	----------------------

5. Describe and discuss the four types of work hazards used in this curriculum:

- **Physical Hazards** include things like equipment, machinery, electricity, noise, slippery floors, heat and cold, etc.
- **Chemical Hazards** are hazardous substances (powders, dusts, gases, vapors, or liquids) that can harm your body or make you sick.
- **Ergonomic Hazards** are conditions that stress and strain the body caused by the design of machinery, the use of tools, and the way work is done (repetitive motion, prolonged positions, etc.).
- **Other Hazards** could include mental stress, biological hazards or infectious diseases, and other factors that don’t fall into the categories above.

3. Using the list created from earlier in this section ask the students to assign each of the hazards in the list to the appropriate category. Write each under the appropriate column of the chart. You may want to ask students to think of additional examples for the chart.

Job Hazard Definition:

A job hazard is anything at work that causes injury or illness, either physically or mentally.

Note: Students may confuse the effects of hazards with the hazards themselves. For example they may mention “cuts,” an effect, rather than “sharp objects,” the hazard, or cause of the cuts. If so, explain the distinction.

4. Your completed chart may be similar to the sample below:

Physical Hazards	Chemical Hazards	Ergonomic Hazards	Other Hazards
Sharp objects	Cleaning products	Bending, twisting	Job violence/ stress
Missing safety guards	Paints	Extended periods in single position	Zoonotic diseases (diseases spread from animals to people)
Hot work surfaces	Acids and solvents	Poor lighting	Blood-borne Pathogens (HIV, hepatitis)
Scaffolds and ladders	Welding fumes	Constant/ heavy lifting	Poisonous plants (e.g. poison ivy)
Wet floors	Carbon monoxide	Improper lifting	Insect bites/ stings
Constant loud noise	Pesticides	Repetitive movements	Emotional strain
Electricity	Wood dust	Having to use too much force	Animal and bird droppings
Bodies of water	Poor air quality	Awkward motions	Distractions

Hazard Mapping Practice: Warehouse Store (5 minutes)

In this exercise, students will work individually or in small groups. Students will create maps showing the location of hazards in a generic work place.

1. Distribute Master 1.5 *Sample Hazard Map: Warehouse Store*.
2. Using a transparency of Master 1.5 *Sample Hazard Map: Warehouse Store*, demonstrate how to label the hazards and hazard categories on their maps.
3. Ask students to identify and label as many hazards as they can on this map using a color key or symbols. You may wish to post a color/symbol key (sample below).

Sample color/symbol code:

- Red (triangle) = Physical Hazards
- Green (circle) = Chemical Hazards
- Blue (square) = Ergonomic Hazards
- Orange (star) = Other Hazards

4. Remind students to include hazards from each of the categories listed earlier (Physical Hazards, Chemical Hazards, Ergonomic Hazards, Other Hazards). Allow students to mark hazards on their Warehouse Store maps.

5. Using a transparency of Master 1.6 *Sample Hazard Map: Teacher Answer Key*, review answers with students.

Mapping a Specific Workplace (10 minutes)

1. Explain that the students will now create a map of a workplace or classroom and draw, label, and categorize health and safety hazards on the map.
2. Assign students a specific type of workplace, or allow them to choose a workplace they are familiar with such as a barn, office, store, restaurant, etc. It may also be appropriate to use a room or area of the school grounds such as a metal shop, barn or greenhouse.
3. Distribute paper and colored pens/pencils to students (blank sheets of standard 8.5" x 11" paper to students working individually, larger sheets of paper for students working as groups.)
4. Instruct students to create a rough floor plan of the workplace on the paper using pencil, then outline the final floor plan using a black pen or marker. The floor plan should show:
 - Rooms
 - Work areas
 - Major equipment and fixtures
 - Doors and windows
 - Outline of workplace grounds, if relevant
5. Ask the students to draw, identify and label as many hazards as possible on their workplace map using a color key or symbols. You may wish to post a color/symbol key (sample below).

Sample color/symbol code.

- Red (Triangle) = Physical Hazards
- Green (Circle) = Chemical Hazards

- Blue (Square) = Ergonomic Hazards
 - Orange (Star) = Other Hazards
6. Remind students to include hazards from each of the categories listed earlier (Physical Hazards, Chemical Hazards, Ergonomic Hazards, Other Hazards).
 7. (Optional) If you wish, also ask the students to indicate how dangerous each hazard is. They can highlight hazards they consider especially serious or severe by adding more color or symbols.
 8. If time allows, have several students share their maps with the class.

Homework: Completion of Hazard Maps

Most students will not have enough time to complete their maps in class. If you run out of time, assign the maps as homework to be turned in and presented to the class during their next class period.

Optional Homework: Health and Safety Interviews

In this assignment, students learn about health and safety issues through informational interviews. Students interview parents, other workers or business owners using the questions in Master 1.7 *Workplace Health and Safety Survey*.

Post-Test

A Post-Test will be given so that students and teachers can assess how much the students have learned as a result of this unit.

Activity time: 10 minutes

Materials

- Master 1.8 *Lesson 1 Post-Test*
- Master 1.9 *Lesson 1 Post-Test Teacher Answer Key*

Lesson 1 Masters:

Transparencies, Student Hand- outs, Teacher Answer Keys and Fact Sheets

- 1.1 *Lesson 1 Pre-Test*
- 1.2 *Workplace Injury Statistics*
- 1.3 *DVD Viewing Guide*
- 1.4 *DVD Viewing Guide: Teacher Answer Key*
- 1.5 *Sample Hazard Map: Warehouse Store*
- 1.6 *Sample Hazard Map: Teacher Answer Key*
- 1.7 *Workplace Health and Safety Survey*
- 1.8 *Lesson 1 Post-Test*
- 1.9 *Lesson 1 Post-Test Teacher Answer Key*

Master 1.1 Lesson 1 Pre-Test (page 1 of 2)

Student Name: _____ Period: _____

Date: _____

Lesson 1: Identifying Workplace Hazards

Directions: Read the story below and answer the questions at the end of the story in the spaces provided.

Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools at the nursery which includes such jobs as using a grinding wheel to sharpen clippers, and lifting the larger potted plants onto carts so they can be moved to other areas of the nursery. He also works in pest control and is in charge of monitoring for wasps and insect nests. Gwen works in the greenhouses weeding and watering plants. As needed, she uses pesticides and fertilizers in caring for the plants. Some of the plants sit on tables and some are in flats on the ground where she has to weed them from a kneeling or squatting position.

There are 8 hazards in the story above. Provide an example of each type of hazard from the story and list them below.

Hazard Type	Example from story
1. Chemical Hazard:	_____

2. Physical Hazard:	_____

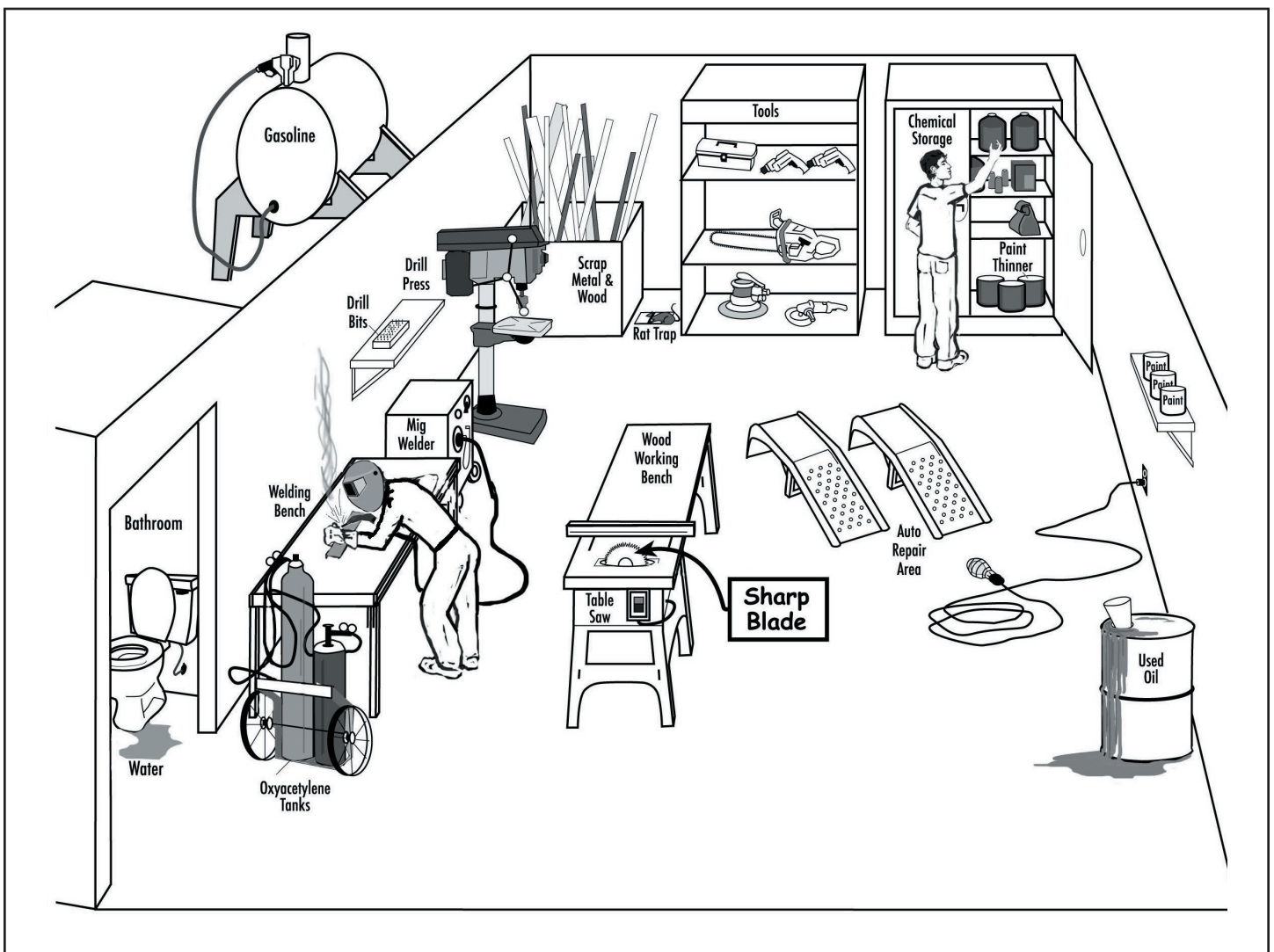
3. Ergonomic Hazard:	_____

4. Other Hazard:	_____

Master 1.1 Lesson 1 Pre-Test (page 2 of 2)

Student Name: _____ Period: _____

1. Identify 12 potential hazards in this picture of a workshop.
2. For each hazard you identify, write down on the picture what makes the hazard dangerous or how the hazard could cause an injury or accident.
3. Draw an arrow from your explanation to the hazard in the picture.
For example: Find the table saw in the picture below.
 1. The hazard on the table saw is the sharp blade. (Hazard identified)
 2. The words “sharp blade” are written next to the table saw. (See the picture)
 3. An arrow is pointing from the words “sharp blade” to the blade. (See the picture)



Master 1.2 Workplace Injury Statistics (page 1 of 6)

Work-Related Injuries of Young Workers (Under Age 18)



Nationwide

- About 200,000 injured each year
- At least 64,000 require medical treatment

Washington State

- About 2500 injured each year

Master 1.2 Workplace Injury Statistics (page 2 of 6)

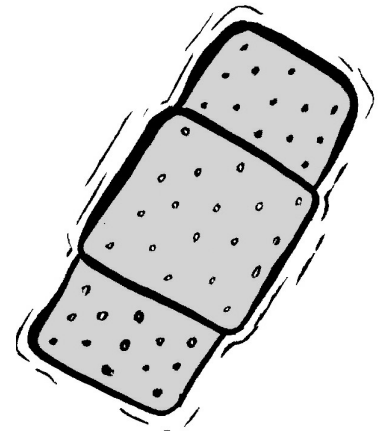
How Young Workers (Under Age 18) Are Injured in Washington State

27,688 Total Injuries

(1992-2002 combined)

Most Common Injuries

- **Cuts** **8,134** **(29% of total)**
- **Sprains** **4,644** **(17%)**
- **Bruises** **2,903** **(10.5%)**
- **Burns** **2,123** **(8%)**



Serious Injuries

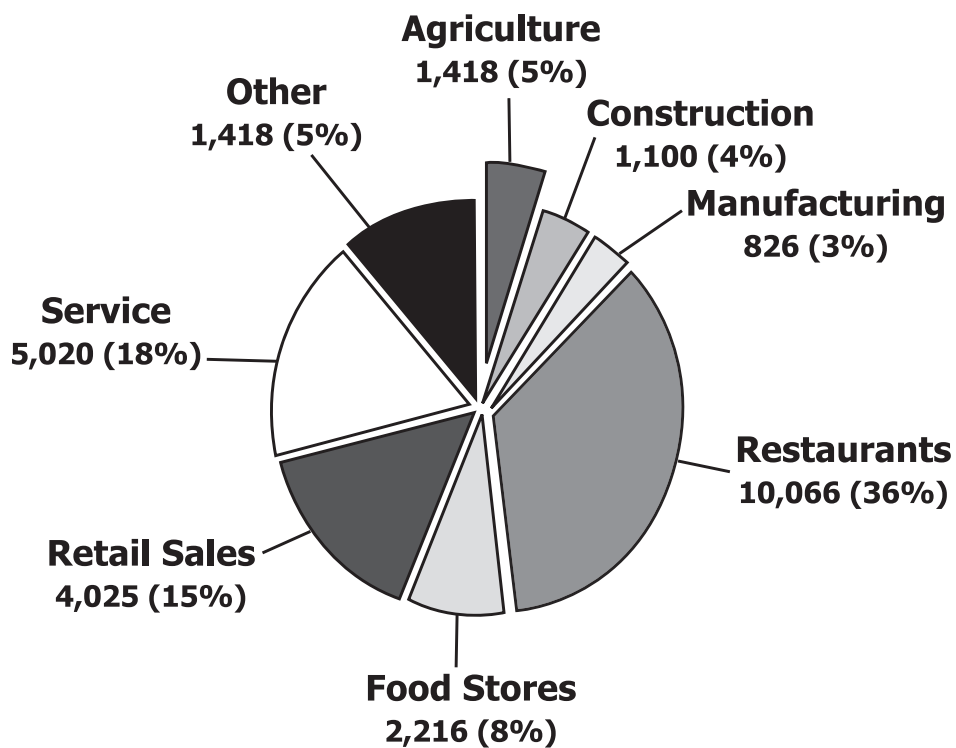
- **Broken Bones** **654**
- **Dislocations** **94**
- **Concussions** **92**
- **Amputations** **43**



Master 1.2 Workplace Injury Statistics (page 3 of 6)

Where Young Workers Under Age 18 Are Injured in Washington State

(by Industry, 1992-2002 Combined)



27,688 Total Injuries
(1992-2002 combined)

Master 1.2 Workplace Injury Statistics (page 4 of 6)

Total Work-Related Deaths of Young Workers (Under Age 18)



Nationwide

- 603 Young Workers died between 1992 and 2000
- An Average of 67 die each year
- More than 30% of the fatalities occurred in family owned businesses

Washington State

- 10 young workers died between 1992 – 2003
- Deaths by industry:
 - Agriculture (6 deaths)
 - Construction (2)
 - Building Maintenance (1)
 - Vehicle Service (1)

Master 1.2 Workplace Injury Statistics (page 5 of 6)

Agriculture Related Deaths of Young Workers* in Washington State

(Washington State Data 1992-2003)

- Statewide 10 young workers died from work related accidents
 - 60% of those deaths occurred doing agriculture work
 - 2 in fruit tree crop production
 - 1 in field crop production
 - 1 in wheat production
 - 2 in feed storage



*(Under age 18)

Master 1.2 Workplace Injury Statistics (page 6 of 6)

Agriculture Related Deaths of Young Workers* in the U.S.

(National Data 1992-2000)

- Nationwide 603 young workers died from a work related accident
 - 42% of those deaths occurred doing agriculture work
- Half of these victims were under age 15
- 76% of these fatal injuries involved work in the family business.

• It is four times more likely that a young worker will die in Agriculture than if employed in other kinds of jobs

*(Under age 18)



Master 1.3 DVD Viewing Guide

Directions: Answer the questions below as you watch the DVD, “Teen Workers, Real Jobs, Real Risks.”

1. How old was Mallory when she was injured and what was her job?

2. How will Mallory’s injuries have a long-term impact on her life?

3. What are some of the factors that lead to work-related injuries?

4. About how many teens in the U.S. die each year from work-related injuries?

5. Why are teens reluctant to speak up to their employers when they notice unsafe working conditions or are unsure of how to do a job?

6. What are some of the rights that specifically protect teen workers on the job?

Master 1.3, DVD Viewing Guide, Page 2

7. Why can working in a retail setting be particularly dangerous?

8. How old do you have to be before you are no longer covered by special job restrictions for teens?

9. What responsibilities do employers have to make sure employees have a safe work environment?

10. What does the Washington State Department of Labor & Industries (L&I) regulate?

11. If you are hurt on the job, what does Worker's Compensation cover?

12. Who should you contact if your employer will not fix a dangerous situation?

Master 1.4 DVD Viewing Guide: Teacher Answer Key

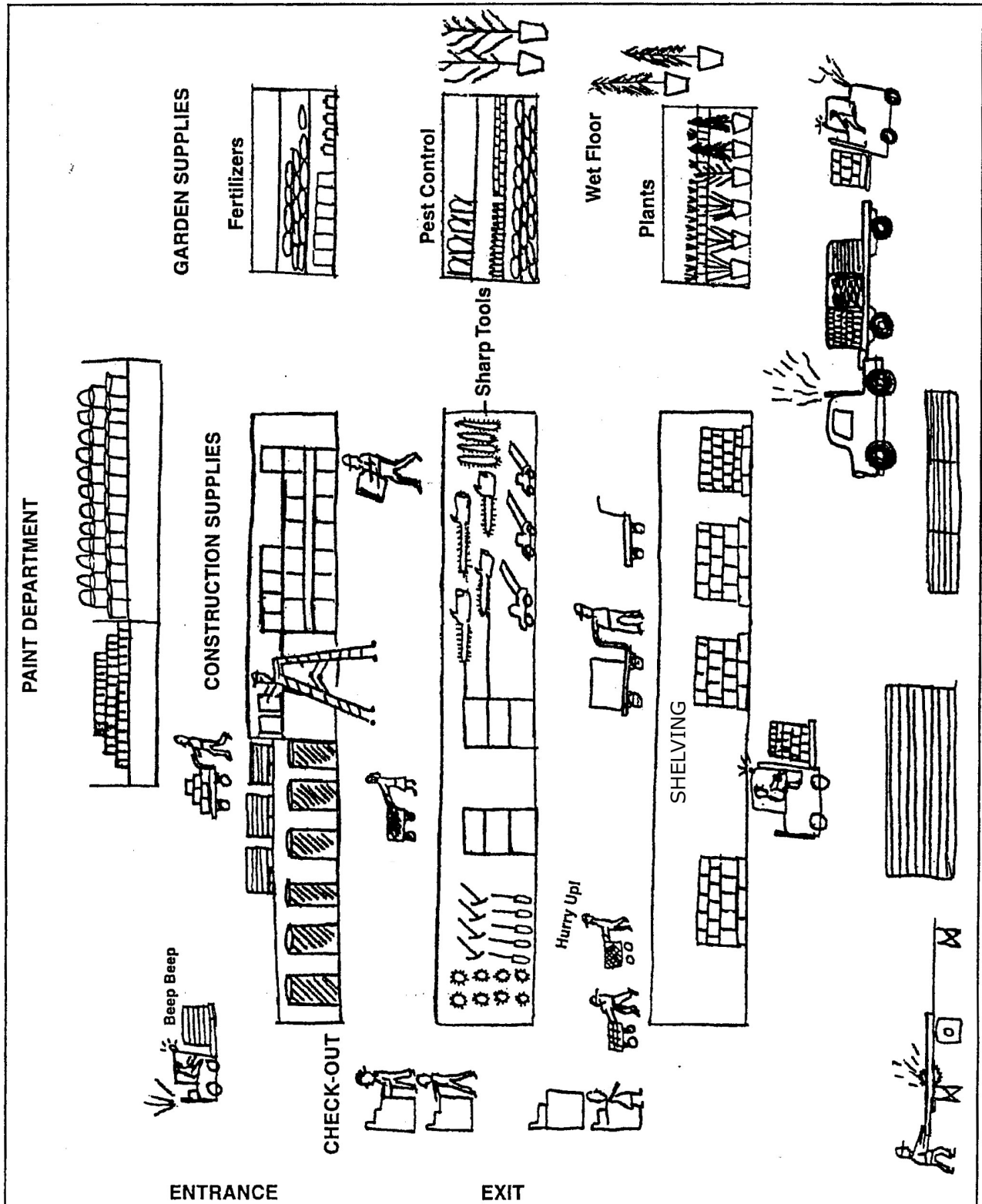
1. How old was Mallory when she was injured and what was her job?
 - *14 years old*
 - *Filling bags of ice in an ice plant*
2. How will Mallory's injuries have a long-term impact on her life?
 - *Her arms will always be weak and tire easily.*
 - *She can no longer do some of the physical and recreational activities that she used to do.*
 - *She may be limited in doing jobs that require strength or extensive use of her arms*
3. What are some of the factors that lead to work-related injuries?
 - *Unsafe equipment*
 - *Stressful working conditions*
 - *Inadequate safety training*
 - *Lack of experience.*
4. About how many teens in the U.S. die each year from work-related injuries?
 - *70*
5. Why are teens reluctant to speak up to their employers when they notice unsafe working conditions or are unsure of how to do a job?
 - *They don't want to appear incapable or as if they don't know how to do something.*
 - *They don't want to appear as if they weren't paying attention during training.*
 - *They are afraid they might get fired.*
 - *They trust that their supervisor would not have them do a job if it was dangerous.*
6. What are some of the rights that specifically protect teen workers on the job?
 - *Limits on how many hours or how long they can work.*
 - *Limits on how early or how late they can work.*
 - *Limits on certain kinds of equipment that can be used.*
7. Why can working in a retail setting be particularly dangerous?
 - *The possibility of an assault or robbery.*
8. How old do you have to be before you are no longer covered by the special job restrictions for teens?
 - *18*
9. What responsibilities do employers have to make sure employees have a safe work environment?
 - *To train their workers properly*
 - *To identify potential safety hazards*
 - *To provide protective clothing and safety equipment*
 - *Knowing any special regulations that apply to teen workers.*

Master 1.4, DVD Viewing Guide: Teacher Answer Key, Page 2

10. What does the Washington State Department of Labor & Industries (L&I) regulate?
- *Workers Compensation.*
 - *Health and Safety Regulations.*
 - *Child labor regulations.*
 - *Wage and hour regulations (minimum wage, overtime, rest and meal breaks).*
11. If you are hurt on the job, what does Worker's Compensation cover?
- *Lost wages*
 - *Medical expenses*
12. Who should you contact if your employer will not fix a dangerous situation?
- *The Department of Labor & Industries (L&I)*

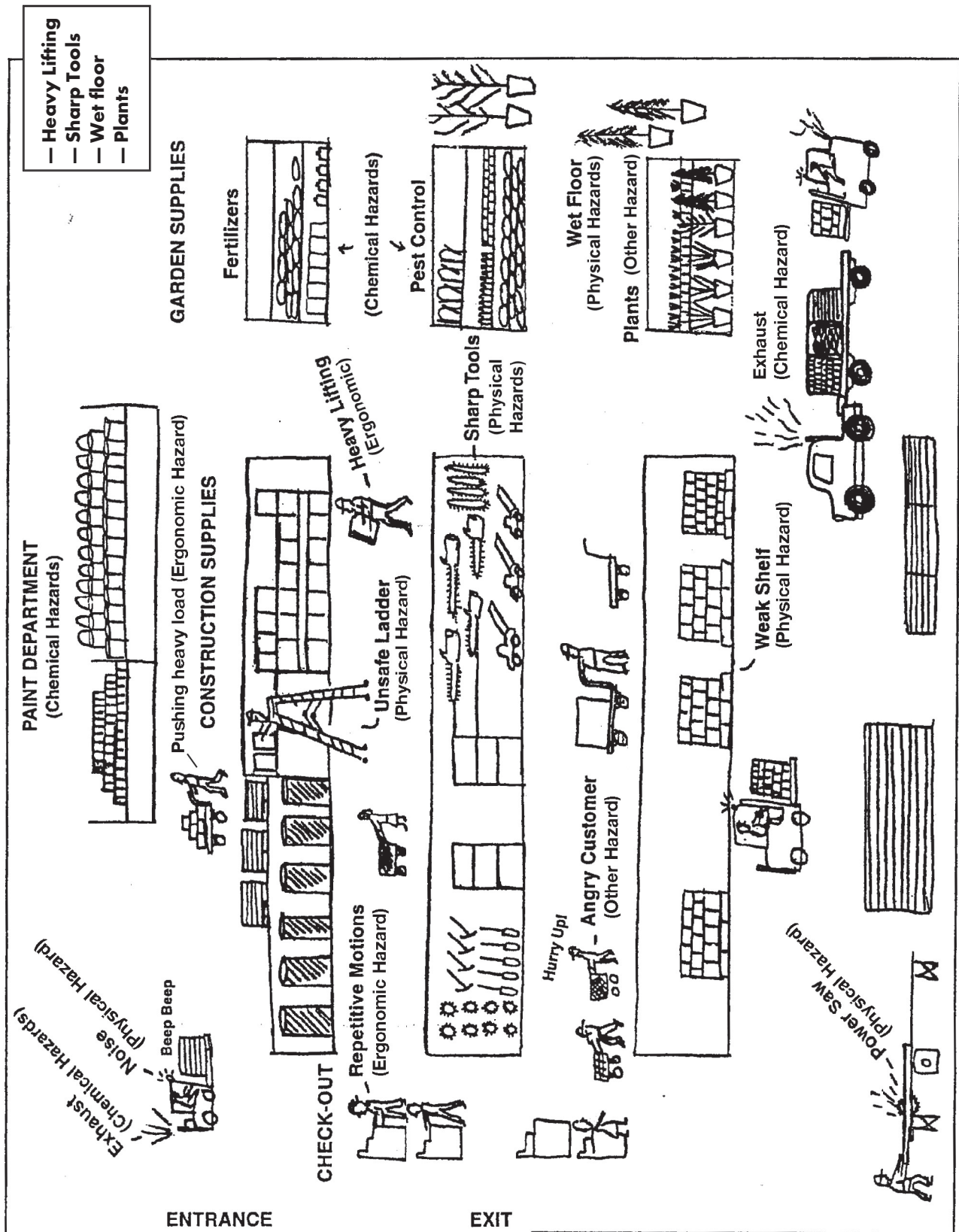
Master 1.5 Sample Hazard Map: Warehouse Store

Key: Safety-Red/triangle, Chemical-Green/circle, Ergonomic-Blue/square, Other-Orange/star



Master 1.6 Sample Hazard Map: Teacher Answer Key

Key: Safety-Red/triangle, Chemical-Green/circle, Ergonomic-Blue/square, Other-Orange/star



Master 1.7 Workplace Health and Safety Survey

Select a workplace (e.g. farm, ranch, plant nursery, restaurant, office, factory, etc.) and use the survey questions below to interview students or adults who work in that environment.

1. In what type of workplace do you work?
2. What are the main health and safety concerns or hazards in this workplace?

Examples may fit into these categories:

- **Physical hazards** include things like equipment, machinery, electricity, noise, slippery floors, heat and cold, etc.
- **Chemical hazards** are hazardous substances (powders, dusts, gases, vapors, or liquids) that can harm your body or make you sick.
- **Ergonomic hazards** are conditions that stress and strain the body caused by the design of machinery, the use of tools, and the way work is done (repetitive motion, prolonged positions, etc.).
- **Other hazards** could include mental stress, biological hazards or infectious diseases and other factors that don't fall into one of the above categories.

3. What type of injuries, harmful effects, or illnesses can result from these hazards in your workplace?
4. What protective measures has your employer taken to reduce hazards in the workplace?
5. Have you had any safety training in your workplace? Yes _____ No _____ What did it cover?
6. Have you ever been injured or become ill as a result of your job? Yes _____ No _____.
If yes, what was the injury or illness? Did it require medical treatment?
7. Are you aware of other employees who have been injured or become ill as a result of hazards in their job? Yes _____ No _____. If yes, what was the injury or illness? Did it require medical treatment?
8. How much had you thought about health and safety hazards associated with your job before this interview?

Master 1.8 Lesson 1 Post-Test (page 1 of 2)

Student Name: _____ Period: _____

Date: _____

Lesson 1: Identifying Workplace Hazards

Directions: Read the story below and answer the questions at the end of the story in the spaces provided.

Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools at the nursery which includes such jobs as using a grinding wheel to sharpen clippers, and lifting the larger potted plants onto carts so they can be moved to other areas of the nursery. He also works in pest control and is in charge of monitoring for wasps and insect nests. Gwen works in the greenhouses weeding and watering plants. As needed, she uses pesticides and fertilizers in caring for the plants. Some of the plants sit on tables and some are in flats on the ground where she has to weed them from a kneeling or squatting position.

There are 8 hazards in the story above. Provide an example of each type of hazard from the story and list them below.

Hazard Type

Example from story

1. Chemical Hazard: _____

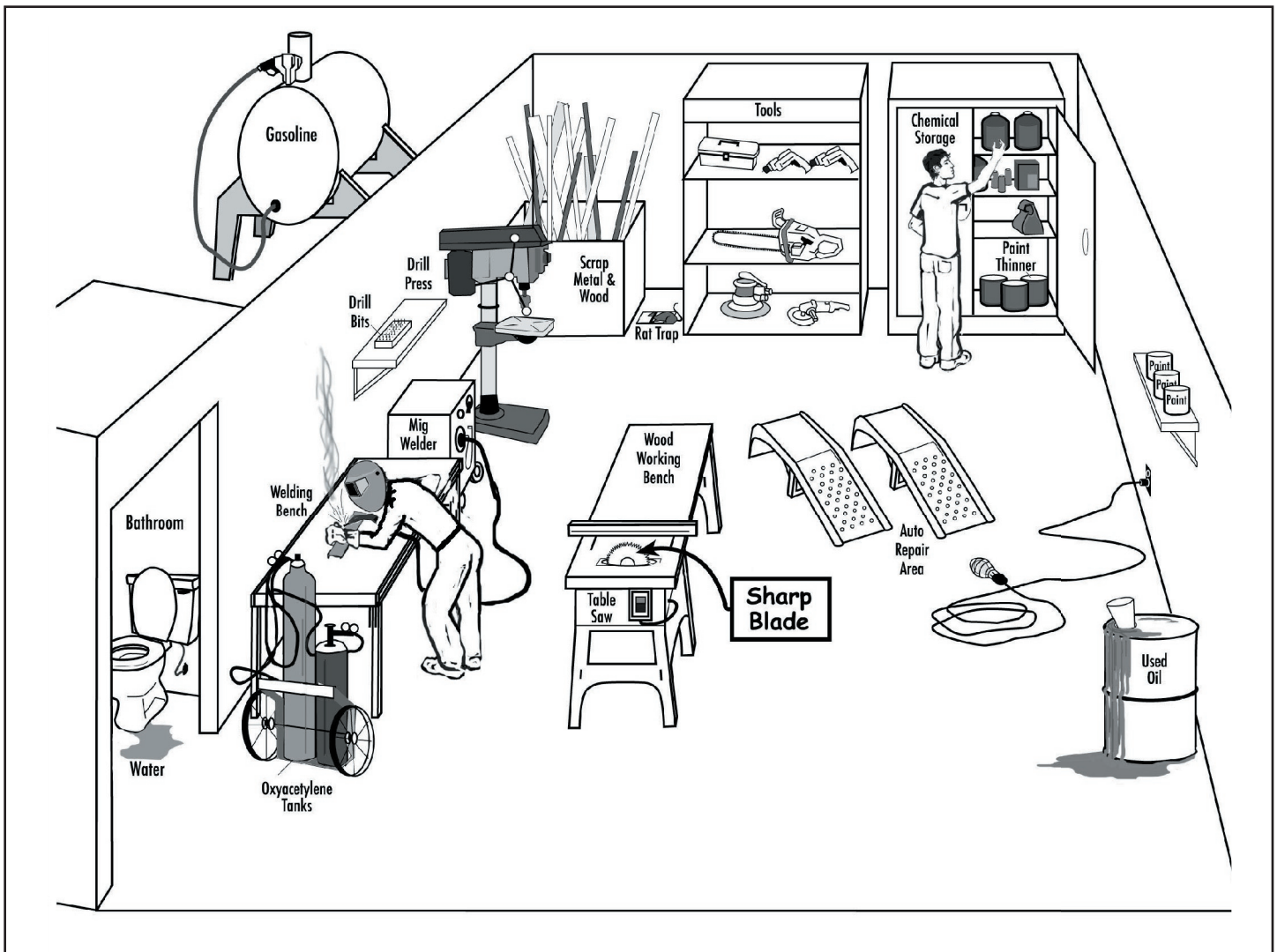
2. Physical Hazard: _____

3. Ergonomic Hazard: _____

4. Other Hazard: _____

Master 1.8 Lesson 1 Post-Test (page 2 of 2)

1. Identify 12 potential hazards in this picture of a workshop.
2. For each hazard you identify, write down on the picture what makes the hazard dangerous or how the hazard could cause an injury or accident.
3. Draw an arrow from your explanation to the hazard in the picture.
For example: Find the table saw in the picture below.
 1. The hazard on the table saw is the sharp blade. (Hazard identified)
 2. The words “sharp blade” are written next to the table saw. (See the picture)
 3. An arrow is pointing from the words “sharp blade” to the blade. (See the picture)



Master 1.9 Lesson 1 Post-Test Teacher Answer Key (page 1 of 2)

Lesson 1: Identifying Workplace Hazards

Directions: Read the story below and answer the questions at the end of the story in the spaces provided.

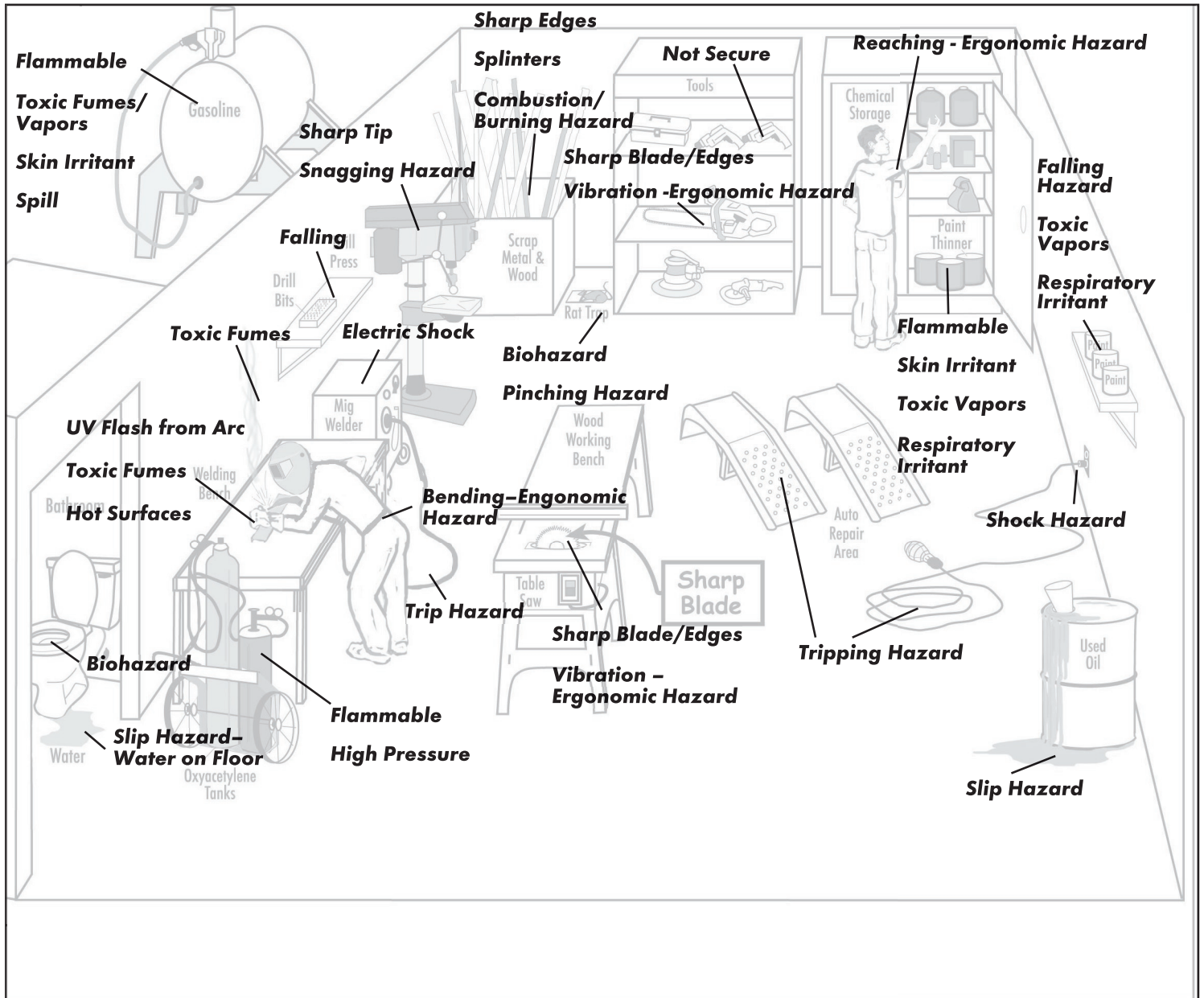
Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools at the nursery which includes such jobs as using a grinding wheel to sharpen clippers, and lifting the larger potted plants onto carts so they can be moved to other areas of the nursery. He also works in pest control and is in charge of monitoring for wasps and insect nests. Gwen works in the greenhouses weeding and watering plants. As needed, she uses pesticides and fertilizers in caring for the plants. Some of the plants sit on tables and some are in flats on the ground where she has to weed them from a kneeling or squatting position.

There are 8 hazards in the story above. Provide an example of each type of hazard from the story and list them below.

Hazard Type	Example from story
1. Chemical Hazard:	<ul style="list-style-type: none">• <i>Pesticides</i>• <i>Fertilizers</i>
2. Physical Hazard:	<ul style="list-style-type: none">• <i>Sharp blades</i>• <i>Grinding Wheel</i>
3. Ergonomic Hazard:	<ul style="list-style-type: none">• <i>Lifting heavy pots</i>• <i>Kneeling and squatting to weed</i>
4. Other Hazard:	<ul style="list-style-type: none">• <i>Insect stings (wasps, other insects)</i>

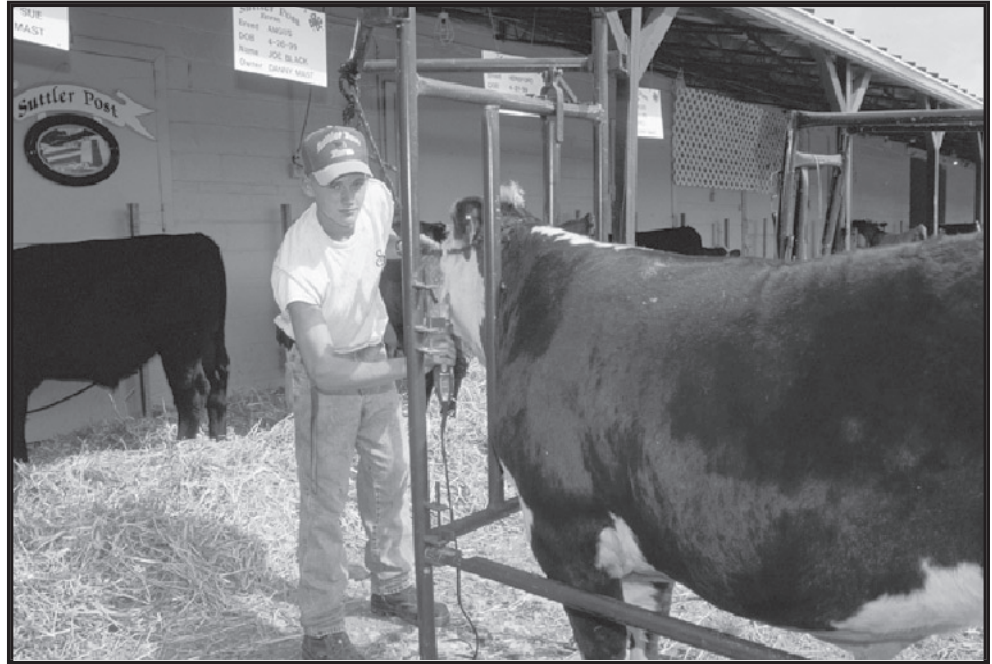
Master 1.9 Lesson 1 Post-Test Teacher Answer Key (page 2 of 2)

1. Identify 12 potential hazards in this picture of a workshop.



Lesson 3

Proposing Solutions



Updated June 2004

Lesson 3

Proposing Solutions

Activity	Group	Time	Materials
<p>Activity 3A Introduction to Prevention Strategies: Warm-Up Discussion</p> <p>Teacher introduces types of strategies that can reduce or eliminate health and safety hazards using the CLEVER* acronym.</p>	Class	5-10 minutes	<ul style="list-style-type: none"> • Transparency: Master 3.1 <i>CLEVER Definitions</i> • Student handout: Master 3.2 <i>Fact Sheet: Eliminating Workplace Hazards</i>
<p>Activity 3B (Option 1) CLEVER* Game</p> <p>In this interactive game students work in teams to brainstorm strategies to prevent injuries described in real-life scenarios. The winning team is the first to propose at least one solution in each of the required categories.</p>	Class	40-45 minutes	<ul style="list-style-type: none"> • Overhead projector • Transparencies: selected CLEVER scenarios (chosen from Masters 3.4A–3.19A) • Teacher Answer Keys for selected CLEVER scenarios (Masters 3.4C-3.19C) • Master 3.1 <i>CLEVER definitions</i> • Master 3.3 <i>CLEVER letter tiles</i> • CLEVER game board • Colored Post-it notes • (Optional) Prizes
<p>Activity 3C (Option 2) The CLEVER Safety Committee</p>	Individuals or small groups	40-45 minutes	<ul style="list-style-type: none"> • Master 3.1 <i>CLEVER definitions</i> • Copies of “<i>Student Handout: Safety Committee</i>” (Masters 3.4B–3.19B) • Teacher Answer Keys for selected CLEVER scenarios (Masters 3.4C–3.19C)
<p>*C=Change, L=Laws, E=Equipment, V=Voice, E=Education & Supervision, R=Remove</p>			

Lesson 3 Overview

Once students are able to identify hazards and are familiar with the laws pertaining to youth in the workplace it is time to transition into brainstorming hazard prevention strategies to reduce or eliminate health and safety hazards in the workplace. Although there are many ways to approach this brainstorming, these activities are based on a concept called CLEVER, which describes six types of prevention strategies: **Change, Laws, Equipment, Voice, Education and Supervision**, and **Remove**.

The lesson opens with a warm-up discussion (**Activity 3A**), followed by an activity in which students brainstorm ways to prevent workplace hazards and injuries. This brainstorming activity can take the form of a game (**Activity 3B**) or a quieter, small-group activity (**Activity 3C**). Both activities use the same scenarios and cover the same issues.

Activity 3A **Introduction to Prevention Strategies:** **Warm-up Discussion**

The discussion introduces the idea of preventing injuries by reducing or eliminating hazards. The discussion should cover the CLEVER definitions, which students need to be familiar with for both the CLEVER Game and the CLEVER Safety Committee.

Activity 3B (Option 1) **The CLEVER Game**

Students work in teams to brainstorm strategies to prevent the injuries described in real-life scenarios. The winning team is the first to propose solutions in each of the required CLEVER categories.

Activity 3C (Option 2) **The CLEVER Safety Committee**

This small-group activity uses the same scenarios as the CLEVER Game. Students work in small groups or individually to develop recommendations for preventing the injuries that are described in the scenarios.

Learning Objectives

Students will accomplish the following:

- Identify strategies for controlling hazards and preventing workplace injuries and illnesses.
- Provide examples of different strategies for controlling hazards in a work setting.

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following EALRs:

Health and Fitness

- 2.2 Understand the concept of control and prevention of disease
- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety
- 4.1 Analyze health and safety information

Reading

- 2.1 Comprehend important ideas and details

Communication

- 2.1 Communicate clearly to a range of audiences
- 3.1 Use language to interact effectively and responsibly with others
- 3.2 Work cooperatively as a member of a group
- 3.3 Seek agreement and solutions through discussion
- 4.1 Analyze how communication is used in career settings

Social Studies (Civics)

- 2.2 Examine representative government and citizen participation
- 4.1 Understand the function and effect of law

Science

- 2.2 Apply science knowledge and skills to solve problems or meet challenges
- 3.2 Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace

Lesson 3 Masters

Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

- 3.1 CLEVER Definitions
- 3.2 Fact Sheet: Eliminating Workplace Hazards
- 3.3 Template for CLEVER Tiles

CLEVER Scenarios

- 3.4A Transparency: Roger
- 3.4B Student Handout: Safety Committee Mtg., Roger
- 3.4C Teacher Answer Key: Roger

- 3.5A Transparency: Adam and Emily
- 3.5B Student Handout: Safety Committee Mtg., Adam and Emily
- 3.5C Teacher Answer Key: Adam and Emily

- 3.6A Transparency: Brett
- 3.6B Student Handout: Safety Committee Mtg., Brett
- 3.6C Teacher Answer Key: Brett

- 3.7A Transparency: Caroline
- 3.7B Student Handout: Safety Committee Mtg., Caroline
- 3.7C Teacher Answer Key: Caroline

- 3.8A Transparency: Ian
- 3.8B Student Handout: Safety Committee Mtg., Ian
- 3.8C Teacher Answer Key: Ian

- 3.9A Transparency: James and Kevin
- 3.9B Student Handout: Safety Committee Mtg., James and Kevin
- 3.9C Teacher Answer Key: James and Kevin

- 3.10A Transparency: Nathan
- 3.10B Student Handout: Safety Committee Mtg., Nathan
- 3.10C Teacher Answer Key: Nathan

- 3.11A Transparency: Mark
- 3.11B Student Handout: Safety Committee Mtg., Mark
- 3.11C Teacher Answer Key: Mark

- 3.12A Transparency: Jason
- 3.12B Student Handout: Safety Committee Mtg., Jason
- 3.12C Teacher Answer Key: Jason

- 3.13A Transparency: Jen
- 3.13B Student Handout: Safety Committee Mtg., Jen
- 3.13C Teacher Answer Key: Jen

- 3.14A Transparency: Jerry
- 3.14B Student Handout: Safety Committee Mtg., Jerry
- 3.14C Teacher Answer Key: Jerry

- 3.15A Transparency: Susan
- 3.15B Student Handout: Safety Committee Mtg., Susan
- 3.15C Teacher Answer Key: Susan

- 3.16A Transparency: Tina
- 3.16B Student Handout: Safety Committee Mtg., Tina
- 3.16C Teacher Answer Key: Tina

- 3.17A Transparency: Alison
- 3.17B Student Handout: Safety Committee Mtg., Alison
- 3.17C Teacher Answer Key: Alison

- 3.18A Transparency: Sam and Janelle
- 3.18B Student Handout: Safety Committee Mtg., Sam and Janelle
- 3.18C Teacher Answer Key: Sam and Janelle

- 3.19A Transparency: Jose and Peter
- 3.19B Student Handout: Safety Committee Mtg., Jose and Peter
- 3.19C Teacher Answer Key: Jose and Peter

CLEVER Definitions

C

Change

Change the way a job or task is done by changing the type of job or the job environment.

L

Laws

Enforce laws that control hazards or regulate working conditions for teens, such as hours or types of jobs worked.

E

Equipment

Use personal protective equipment (such as gloves, goggles, respirators, overalls, etc) or safety devices.

V

Voice

Speak to someone about workplace hazards. Tell supervisors when you are not comfortable or don't feel safe doing a job or task. Tell an adult (parent or teacher) if a problem exists at work.

Ed

Education and Supervision

Educate and train about job tasks and hazards and have adequate supervision for relevant tasks.

R

Remove

Remove or eliminate a hazard altogether by removing (engineering out) the object, task or practice.

Activity 3A

Introduction to Prevention Strategies: Warm-Up Discussion

The discussion introduces the idea that employers and employees both have a role in reducing or removing hazards in the workplace. The discussion also covers the CLEVER definitions, which are used in both the CLEVER Game and the CLEVER Safety Committee activity.

Activity time: 5-10 minutes

Materials

- (Optional) Overhead projector
- Master 3.1 *CLEVER definitions* (transparency or posted on board)
- (Optional) Student handouts of Master 3.2 *Fact Sheet: Eliminating Workplace Hazards*

Procedure

1. Explain that employers and employees both have a role in preventing injuries and illnesses and controlling hazards in the workplace. Employers are responsible for creating and maintaining a safe and healthy workplace. Employees are responsible for working in a safe and healthy way.

Employer responsibilities include:

- Following the law
- Reducing and eliminating hazards
- Assigning appropriate job tasks
- Training employees on how to do their job tasks safely
- Training employees on what to do in an emergency or if an accident occurs
- Maintaining and equipping machines so they operate safely
- Providing personal protective equipment if it is needed to do work safely

Employees responsibilities include:

- Following your employers safety and health rules and wearing or using all required gear and equipment
- Following safe work practices for your job, as directed by your employer and/or supervisor
- Asking questions!
- Telling your supervisor, boss, parent, or other adult if you feel threatened or endangered at work
- Being aware of your environment at all times
- Being involved in establishing or improving your worksite safety and health program
- Trusting your instincts and evaluating your decisions

2. Explain that there are many ways to eliminate or minimize workplace hazards and prevent work-related injuries and illnesses. Optional: Distribute copies of Master 3.2 *Fact Sheet: Eliminating Workplace Hazards*. Use the fact sheet to guide the class discussion on ways to eliminate or minimize hazards.

3. Introduce the students to the following categories of prevention strategies which will be used as guidelines for brainstorming solutions to control or reduce job hazards in today's activity. Explain that there may be several ways of categorizing hazards, but for this curriculum we will use the CLEVER categories as a guide.

4. Post or distribute the CLEVER definitions (Master 3.1 *CLEVER Definitions*)

Change (C): Change the way a job or task is done by changing the type of job or the job environment.

Laws (L): Enforce laws that control hazards or regulate working conditions for teens, such as hours or types of jobs worked.

Equipment (Eq): Use personal protective equipment (such as gloves, goggles, respirators, overalls, etc) or safety devices.

Voice (V): Speak to someone about workplace hazards. Tell supervisors when you are not comfortable or don't feel safe doing a job or task. Tell an adult (parent or teacher) if a problem exists at work.

Education and Supervision (Ed): Educate and train about job tasks and hazards and have adequate supervision for relevant tasks.

Remove (R): Remove or eliminate a hazard altogether by removing (engineering out) the object, task or practice.

Activity 3B (Option 1)

The CLEVER Game

In this game, students will hear and read real-life work scenarios and work as a team to develop CLEVER strategies that would reduce or eliminate the hazards described in the scenarios. The teams then post their strategies on the CLEVER game board. The first team to suggest at least one acceptable strategy for each of the six categories wins.

Activity time: 40-45 minutes

Materials

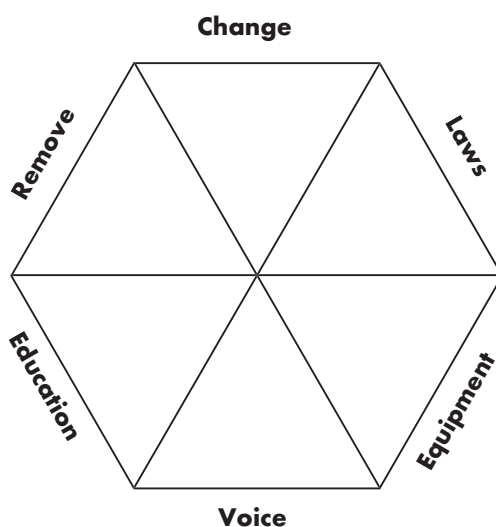
- Overhead projector
- CLEVER definitions (posted on board, Master 3.1 *CLEVER Definitions*)
- Transparencies of selected CLEVER scenarios (Masters 3.4A–3.19A)
- *Teacher Answer Keys* for selected scenarios (Masters 3.4C–3.19C)
- CLEVER Letter Tiles (C, L, Eq, V, Ed, R) made of paper, tag board, poker chips, etc. (If you wish, use the Master 3.2 *Template for CLEVER Tiles* as a pattern.)
- CLEVER Game Board (on large piece of paper or board)
- Timer (or watch)
- Colored Post-it notes (one color per team) Teams can be identified by number if Post-it notes are not available.
- (Optional) Student handouts of Master 2.1 *Teen Workers in Agriculture*
- (Optional) Prizes (candy, etc.)

Procedure

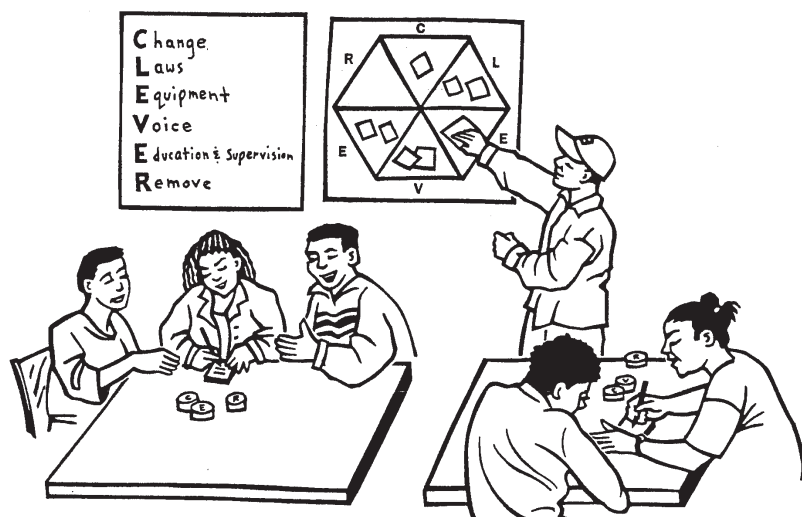
CLEVER Game Set-Up

1. Select the CLEVER scenarios you wish to use from the Masters available in this unit. Scenarios can be used in any order.
2. Post the CLEVER Game board on a large piece of paper or draw it on the chalk board (see examples below).

Change	Laws	Equipment	Voice	Education	Remove



3. Make sure the CLEVER definitions are visible so students can refer to them during the activity (Master 3.1 *CLEVER Definitions*). Tell students that a combination of strategies is often needed to reduce hazards and prevent injuries and illnesses.
4. Divide the class into teams (about 3 to 4 students per team). Have each team choose a Recorder and a Runner. Alternate positions after each round of the game to give everyone a turn.
5. Distribute pads of Post-it notes (one color per team).
6. Explain the game. (See CLEVER Game Rules, next sections.)



CLEVER Game Rules

Overview: The teacher will read the scenario, then the students will start writing CLEVER solutions that would reduce or eliminate the hazard in the scenario. At the end of the round, the teacher awards a tile for each acceptable solution. The first team to earn tiles in each of the six categories (CLEVER) wins.

1. Project a scenario on the overhead during the round for reference and read the scenario to the class. (Masters 3.4A–3.19A are formatted for photocopying onto transparencies.)
2. The students should not talk or write anything down until the scenario has been read out loud, and the teacher says “Go.”
3. Once the teacher gives the signal, the teams can begin working. The Recorder writes down the team’s solutions on Post-it notes, one suggestion per note. **Each solution should be written as a complete sentence.** The Runner places each Post-it on the correct section of the CLEVER game board posted at the front of the room. Teams should try to come up with solutions in as many CLEVER categories as possible.
4. After a few minutes, the teacher signals the end of the round.
5. The teacher scores the round by reading answers aloud and deciding whether they are acceptable (realistic, feasible, and effective—see criteria in this section). If an answer is acceptable, the teacher awards the appropriate CLEVER tile for each suggestion. If an answer is unacceptable, the teacher explains

why it is unacceptable.

Example answers are listed in the Teacher Answer Key for each scenario (Masters 3.4C-3.19C). Additional answers to those found on this key may be acceptable as these are only some suggested answers. Also, some solutions may fit into more than one category. If an answer fits in more than one category, award it only one tile in one category.

Acceptable answers should meet the following criteria.

- Answers should be complete. For example, “Enforce laws” for the Laws category or “Speak to the supervisor” for the Voice category will not be considered complete answers. The solution should explain what kind of law needs to be enforced or what the worker should say or speak to the supervisor about.
 - Answers should be realistic. For example, students can’t say “Remove the boss” for the Remove category.
 - Answers should be appropriate for the category. For example, a strategy related to adding safety equipment should not be placed in the Remove category. You may choose to move the response to the appropriate category and then accept or reject it. Again, some solutions may fit into more than one category
6. Award tiles for acceptable answers (for example, a letter C for an acceptable answer in the Change category)
 7. The first team that spells CLEVER with the letter tiles wins the game.
 8. Each round of the game uses a new scenario.

Playing The CLEVER Game

1. Before beginning the game, play a practice round.
2. Put the scenario transparency on the overhead projector and read aloud.
3. Ask the students to consider a preventative strategy for this scenario in each of the CLEVER categories.
4. Have students write their suggestions on Post-it notes and put them on the game board.
5. Determine if answers are acceptable or unacceptable. Although you may decide to read only one or two answers aloud per

round, you should review all answers for scoring. For more information on judging answers, see the Game Rules section.

6. Clarify any rules, definitions, or categories.
7. Put up another scenario and play the first scored round. If you have time, play rounds of the game until the first team gets the tiles to spell CLEVER. Note: Typically, teams come up with two to four strategies per round.
8. Optional: You may want to give some prizes for this game. One suggestion is to give an item or privilege to the winning team or some sort of prize to everyone with a larger prize going to the winning team.

Activity 3C (Option 2)

CLEVER Safety Committee Meeting

This is a quieter activity that uses the same real-life scenarios as the CLEVER game. Students work in groups or individually to brainstorm ideas to prevent the injuries and illnesses that are described in the scenarios.

Activity Time: 40-45 minutes

Materials

- Overhead projector
- Master 3.1 *CLEVER definitions* posted on board
- Copies of Masters 3.4B–3.19B *Student Handout: Safety Committee Meeting* for the scenarios you have selected
- Masters 3.4C–3.19C *Teacher Answer Keys* for selected scenarios
- (Optional) Student handouts of Master 2.1 *Teens Workers in Agriculture*

Procedure

Activity Set-Up

1. Post the CLEVER definitions so students can refer to them during the activity.

2. Tell students that they are members of a safety committee. The goal of the safety committee is to make recommendations to prevent future injuries or illnesses. The employer's insurance company wants the committee to make recommendations in the six CLEVER categories.

Practice Developing CLEVER Solutions

1. Show as an overhead or distribute one of the Safety Committee Mtg. CLEVER scenarios (Masters 3.4B–3.19B). Read the scenario aloud.
2. Remind students their job as a safety committee is to make recommendations to prevent this type of injury or illness from happening again. Ask them to come up with a prevention strategy for each category. Have students write down their strategies on the Safety Committee Meeting handout or a blank piece of paper if using the overhead.
3. After several minutes, review students' answers individually or ask students to share their answers with the class. Tell students if their answers are acceptable (e.g. feasible and effective). If answers are not acceptable, explain why. Example answers are listed in the Masters 3.4C–3.19C *Teacher Answer Key* for each scenario. Please note that additional answers to those found on this key may be acceptable. Also, some solutions may fit into more than one category.
4. As in the CLEVER Game, acceptable answers should meet the following criteria.
 - Answers should be complete. For example, “Enforce the laws” for the Laws category or “Speak to the supervisor” for the Voice category will not be considered complete answers. The solution should explain what kind of law needs to be enforced or what the worker should say or speak to the supervisor about.
 - Answers should be realistic. For example, students shouldn't say “Remove the boss” for the Remove category.
 - Answers should be appropriate for the category. For example, a strategy related to adding safety equipment should not be placed in the Remove category. You may choose to move the response to the appropriate category and then accept or reject it. Again, some solutions may fit into more than one category.

Small Group Safety Committee Meetings

1. Divide the class into safety committees (3-4 students per committee). Tell students that each committee will get one or two real-life scenarios to evaluate. This activity can also be done individually by students. It is best to give a variety of scenarios to the committees/groups.
2. Explain that:
 - One person should read the scenario aloud to the group.
 - Everyone in the group should discuss the scenario, and come up with possible strategies.
 - The group should select a recorder to write down their final recommendations.
 - The group also needs to select a spokesperson to present their recommendations.
 - The groups will have 10 minutes to discuss their scenario and write down their CLEVER recommendations.
3. After about ten minutes, reconvene the class and ask the committees to take turns reading their scenarios and explaining their recommendations. Students from other committees may make additional recommendations, as well.
4. The following questions can be used to guide the discussion:
 - *Why did the committee decide these were the best recommendations?*
 - *What strategies do you think would be the easiest to implement? The most difficult?*
 - *What recommendations do you think would be the most effective? Why?*

Lesson 3 Masters

Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

- 3.1 CLEVER Definitions
- 3.2 Fact Sheet: Eliminating Workplace Hazards
- 3.3 Template for CLEVER Tiles

CLEVER Scenarios

- 3.4A Transparency: Roger
- 3.4B Student Handout: Safety Committee Mtg., Roger
- 3.4C Teacher Answer Key: Roger

- 3.5A Transparency: Adam and Emily
- 3.5B Student Handout: Safety Committee Mtg., Adam and Emily
- 3.5C Teacher Answer Key: Adam and Emily

- 3.6A Student Handout or Transparency: Brett
- 3.6B Student Handout: Safety Committee Mtg., Brett
- 3.6C Teacher Answer Key: Brett

- 3.7A Transparency: Caroline
- 3.7B Student Handout: Safety Committee Mtg., Caroline
- 3.7C Teacher Answer Key: Caroline

- 3.8A Transparency: Ian
- 3.8B Student Handout: Safety Committee Mtg., Ian
- 3.8C Teacher Answer Key: Ian

- 3.9A Transparency: James and Kevin
- 3.9B Student Handout: Safety Committee Mtg., James and Kevin
- 3.9C Teacher Answer Key: James and Kevin

- 3.10A Transparency: Nathan
- 3.10B Student Handout: Safety Committee Meeting, Nathan
- 3.10C Teacher Answer Key: Nathan

- 3.11A Transparency: Mark
- 3.11B Student Handout: Safety Committee Mtg., Mark
- 3.11C Teacher Answer Key: Mark

- 3.12A Transparency: Jason
- 3.12B Student Handout: Safety Committee Mtg., Jason
- 3.12C Teacher Answer Key: Jason

- 3.13A Transparency: Jen
- 3.13B Student Handout: Safety Committee Mtg., Jen
- 3.13C Teacher Answer Key: Jen

- 3.14A Transparency: Jerry
- 3.14B Student Handout: Safety Committee Meeting, Jerry
- 3.14C Teacher Answer Key: Jerry

- 3.15A Transparency: Susan
- 3.15B Student Handout: Safety Committee Meeting, Susan
- 3.15C Teacher Answer Key: Susan

- 3.16A Transparency: Tina
- 3.16B Student Handout: Safety Committee Meeting, Tina
- 3.16C Teacher Answer Key: Tina

- 3.17A Transparency: Alison
- 3.17B Student Handout: Safety Committee Meeting,
Alison
- 3.17C Teacher Answer Key: Alison

- 3.18A Transparency: Sam and Janelle
- 3.18B Student Handout: Safety Committee Meeting, Sam
and Janelle
- 3.18C Teacher Answer Key: Sam and Janelle

- 3.19A Transparency: Jose and Peter
- 3.19B Student Handout: Safety Committee Meeting, Jose
and Peter
- 3.19C Teacher Answer Key: Jose and Peter

Master 3.1 CLEVER Definitions

CLEVER Definitions

C

Change

Change how a job or task is done by changing the type of job or the job environment.

L

Laws

Enforce laws that control hazards or regulate working conditions for teens, such as hours or types of jobs worked.

E

Equipment

Use personal protective equipment (such as gloves, goggles, respirators, overalls, etc) or safety devices.

V

Voice

Speak to someone about workplace hazards. Tell supervisors when you are not comfortable or don't feel safe doing a job or task. Tell an adult (parent or teacher) if a problem exists at work.

Ed

Education and Supervision

Educate and train about job tasks and hazards and have adequate supervision for relevant tasks.

R

Remove

Remove or eliminate a hazard altogether by removing (engineering out) the object, task or practice.

Master 3.2 Fact Sheet: Eliminating Workplace Hazards Page 1 of 2)

There are a variety of ways to control hazards in a job. Sometimes more than one method may be necessary. The methods that offer the most protection should always be used first.

C

Change: Change Equipment or Processes

The best way to correct hazardous situations is to engineer the problems out. That means using or changing equipment to make the job safer. Because engineering solutions are permanent, they are the first, best choice for increasing safety.

Examples

- Change the way work is done by using safer materials and processes, such as installing guards on power equipment to protect workers' hands or using less caustic cleaning fluids.
- Keep the hazard away from the workers by enclosing it, guarding it, or putting it at a distance.
- Improve air circulation and ventilation to minimize exposure to harmful fumes, such as those from solvents or acids.

L

Laws: Laws and Work Rules

Sometimes it is not possible to remove hazards by changing or re-engineering equipment. Instead, it may be necessary to change the way a job is done. Changing work procedures can help to control hazards, but only if workers follow the procedures. To make sure workers follow safe procedures, employers may write rules requiring employees to use these practices. The employers enforce these rules themselves. In other cases, the government has written laws to try to prevent workers from being exposed to hazards, such as dangerous equipment or chemicals. Employers or workers who do not follow these laws may face legal penalties, such as fines.

Examples

- Restricting employees who are inexperienced from doing certain types of tasks. For example, workers younger than age 18 are not allowed to operate forklifts or use power tools, such as saws.
- Requiring employees to change tasks from time to time during the work shift so they don't overexert themselves.
- Shorten work shifts to minimize exposure to hazards.

E

Equipment: Personal Protective Equipment (PPE)

PPE includes any equipment a worker wears to reduce exposure to hazards. Workers should only use PPE when a hazard can't be engineered out permanently or eliminated by changing the way a job is done. Remember, the best way to prevent injuries and illnesses is to remove the hazards permanently.

Master 3.2 Fact Sheet: Eliminating Workplace Hazards, (Page 2 of 2)

Examples

- ear plugs or muffs (protect ears from loud noises that can damage hearing)
- goggles or safety glasses (protect eyes and face from cuts, chemical burns, or other injuries)
- respirator (protect nose and lungs from dangerous fumes or particles)
- gloves (protection depends on the type of glove; some protect hands from chemical burns, others from cuts and scrapes)
- hard hats (protect head from injuries that may occur if a worker falls, or is hit by falling materials or equipment, or by flying debris)
- steel-toed boots (can protect feet from injuries caused by falling materials or equipment)

V

Voice: Speaking Up

Speaking up about workplace hazards can help prevent injuries. Speaking up means asking questions, reporting hazards and injuries, talking to your supervisor or parents when you have safety concerns, and asserting your rights under the law. Before you speak, it's important to think about the most effective way to express yourself.

Examples

- Telling your parent or guardian that you are worried about hurting yourself at work when your boss tells you to do a certain task (such as working alone at night, operating equipment you haven't been trained to use, lifting heavy boxes, using harsh chemicals, etc.)
- Letting your supervisor know that you can't operate some kinds of equipment (such as a meat slicer or power saw) because of your age.
- Letting your supervisor know that you have not been trained to do certain tasks, if asked to do them

Master 3.3 Template for CLEVER Letter Tiles

R	R	R	R	R
Ed	Ed	Ed	Ed	Ed
V	V	V	V	V
Eq	Eq	Eq	Eq	Eq
L	L	L	L	L
C	C	C	C	C

Master 3.4A CLEVER Scenario

Roger



Roger

Roger, 14, was checking on one of his family's carrot seed fields which was in bloom and being pollinated by rented bees. He disturbed some bees drinking from an irrigation ditch and was stung several times. The next day, Roger broke out in welts. Although he was not allergic to bees before, he had developed a severe allergic reaction to bees due to this incident. He now has to carry an epinepherin pen in case he is ever stung in the future.

Master 3.5A CLEVER Scenario
Adam and Emily

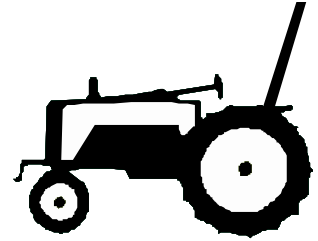


Adam and Emily

Adam, 14, and Emily, 15 were working for a cherry farm sorting and packing cherries. They often worked inside a fruit packing shed where ammonia was used as a coolant to lower the shed's temperature. One day someone mixed too much ammonia into the atmosphere coolant. Adam, Emily and their co-workers began experiencing dizziness and nausea with some of them even passing out or vomiting before the shed was evacuated.

Master 3.6A CLEVER Scenario

Brett



Brett

Brett, 16, was driving a tractor towing a small hay baler on a two-lane, public paved road with the right wheels partially on the gravel shoulder. The tractor hit a soft spot in the gravel and overturned down the steeply banked shoulder. Brett attempted to jump clear of the tractor but instead became pinned under it. Another motorist witnessed the event and phoned for help. Although emergency medical personnel responded Brett was pronounced dead at the scene.

Master 3.7A CLEVER Scenario

Caroline

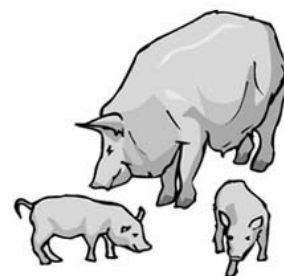


Caroline

Caroline, 15, works at a small Christmas tree farm during the year. In the winter she brings trees in for display to the main shop and helps customers haul trees to their cars. Recently her back has started to hurt when she carries the trees. Sometimes there is someone to help her carry a tree in but she often brings the trees in on her own. The cold weather also seems to aggravate the developing pain.

Master 3.8A CLEVER Scenario

Ian



Ian

Ian, 14, was in a pen with a sow and piglets, passing the piglets out one at a time to his father who would castrate them and hand them back. At first the sow didn't seem to mind but later became upset and lunged after Ian. He scrambled to climb out of the pen, caught his toe on the top rung of the fence and fell flat on his face and chest outside the pen. Although he had the wind knocked out of him, he suffered no serious injuries from the fall or the sow.

Master 3.9A CLEVER Scenario James and Kevin

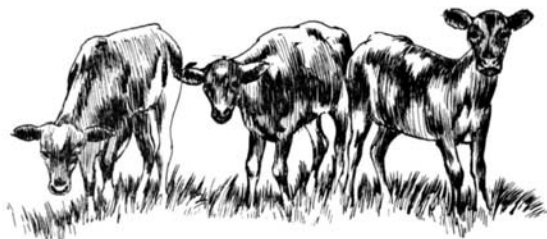


James and Kevin

James and Kevin, ages 16 and 17, were hired to work at a local dairy farm. One day they climbed up one of the 80 foot high silos that was being used to store alfalfa for cattle feed, to check on how much room was left in the silo. Because they were in a hurry, James forgot to turn on the blower ahead of time to make sure it was ventilated. After opening the hatch on top of the silo, James was overcome by toxic gasses that were released by the fermenting alfalfa, and fell 10 feet down into the silo. Kevin attempted to rescue him by going in after him, but was also overcome by the fumes and lack of oxygen. Although the fire department tried to rescue them, both died from exposure to toxic gasses and asphyxiation.

Master 3.10A CLEVER Scenario

Nathan



Nathan

Nathan, 16, was helping feed the heifers on his uncle's cattle farm where he was working for the summer. His aunt brought him lunch which he ate at the barn. Because he was really hungry he didn't wash up first. Beginning the next morning, Nathan experienced three days of fever, diarrhea and abdominal cramps before he went to a doctor who told him he had salmonella. A test on several of the farm's heifers confirmed the presence of salmonella in the herd at the barn.

Master 3.11A CLEVER Scenario

Mark



Mark

Mark, 14, spends approximately eight hours a day outdoors in the sun working for a lawn care company during the months of June through August. In October he noticed that a mole on his nose had gotten bigger. After telling his parents, he went to the doctor and was diagnosed with skin cancer.

Master 3.12A CLEVER Scenario

Jason



Jason

Jason, a 17 year old orchard worker, was working near an irrigation canal. The canal was made of concrete, was 3 feet wide with 2.5 foot vertical walls and had about a foot of fast moving water (25-30 mph) flowing through it. Jason slipped and fell into the canal and was swept down the chute into a pool with 16 inch high cement pillars whose purpose is to slow the water. An adult co-worker tried to rescue him but they both drowned.

Master 3.13A CLEVER Scenario

Jen



Jen

At age 14 Jen began working for a landscaping company that did general care for business and private properties. After a few weeks, Jen noticed that her forearms were often weak and sore after long periods of weeding and her knees felt stiff as well. After a particularly long day working in flower beds Jen went home and iced her arms. She could barely make a fist due to the soreness in her arms.

Master 3.14A CLEVER Scenario

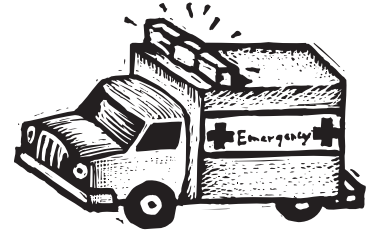
Jerry



Jerry

Jerry, 15, had learned how to graft plants in his ag class at school. His employer asked him to practice his skills on a few of the plants on his property. He was grafting two stems together using a basic cut but didn't have a guard to put around the stem to limit the knife penetration. When he went to make the incision in the stem, he slipped and cut his finger that was holding the stem.

Master 3.15A CLEVER Scenario Sean and Lisa



Sean and Lisa

Sean, 17, was showing some friends the fruit farm where he worked. He took them into a recently opened controlled atmosphere (CA) storage room with large bins in it. Sean and his friend, Lisa, began climbing a bin. Sean reached the top but then passed out. Lisa fell from half way up. The friends took Lisa out and called 911. EMT's using oxygen masks removed Sean and a police officer that had tried to rescue him. Lisa had minor injuries from her fall but Sean later died due to prolonged lack of oxygen.

Master 3.16A CLEVER Scenario

Tina



Tina

Tina, a 16-year-old stock handler, was employed at a local nursery. One afternoon she was restocking the garden shop shelves with bags of insecticide-containing fertilizer when she accidentally inhaled dust from a leaking bag. A short time later she began to choke, cough and feel light headed. The following morning when her symptoms had not disappeared, she was taken to the emergency room where she was treated for insecticide and fertilizer inhalation.

Master 3.17A CLEVER Scenario
Alison



Alison

Alison, 15, works the morning shift on her parents dairy farm. Although they usually kept the milking parlor fairly warm, it had been an extremely cold winter that year and her fingers were constantly cold despite her gloves. One morning she slipped and fell on ice on the parlor floor and bruised her tailbone. The ice had formed as a result of the spray down cleaning from the previous shift.

Master 3.18A CLEVER Scenario Sam and Janelle

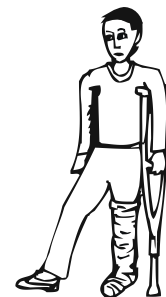


Sam and Janelle

After using an electric wire brush wheel, Sam, 16, turned the machine off and left the work space to complete his project. Janelle, a friend of his walked into the shop to visit. As she passed by the wire brush wheel her long hair became caught up in the still turning machine. The wheel jerked her hair so hard and fast that it not only pulled her hair out but actually removed a portion of her scalp as well.

Master 3.19A CLEVER Scenario

Jose and Peter



Jose and Peter

Two students Jose, 16 and Peter, 15, were cutting sheet metal in shop class with a shearing machine. Jose was fairly lightweight and was having a difficult time compressing the pedal that moves the machine. Peter was helping by stepping on the pedal for Jose. For one of the cuts, when Peter stepped down on the pedal he caught Jose's toes under the pedal, smashing two toes. Jose had to be taken to the hospital for treatment.

Master 3.4B CLEVER Scenario Safety Committee Meeting, Roger



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Roger, 14, was checking on one of his family's carrot seed fields which was in bloom and being pollinated by rented bees. He disturbed some bees drinking from an irrigation ditch and was stung several times. The next day, Roger broke out in welts. Although he was not allergic to bees before, he had developed a severe allergic reaction to bees due to this incident. He now has to carry an epinephrin pen in case he is ever stung in the future.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.5B CLEVER Scenario Safety Committee Meeting, Adam and Emily



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Adam, 14, and Emily, 15 were working for a cherry farm sorting and packing cherries. They often worked inside a fruit packing shed where ammonia was used as a coolant to lower the shed's temperature. One day someone mixed too much ammonia into the atmosphere coolant. Adam, Emily and their co-workers began experiencing dizziness and nausea with some of them even passing out or vomiting before the shed was evacuated.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

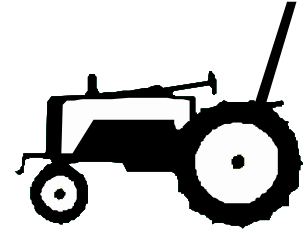
Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.6B CLEVER Scenario Safety Committee Meeting, Brett



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Brett, 16, was driving a tractor towing a small hay baler on a two-lane, public paved road with the right wheels partially on the gravel shoulder. The tractor hit a soft spot in the gravel and overturned down the steeply banked shoulder. Brett attempted to jump clear of the tractor but instead became pinned under it. Another motorist witnessed the event and phoned for help. Although emergency medical personnel responded Brett was pronounced dead at the scene.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.7B CLEVER Scenario Safety Committee Meeting, Caroline



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Caroline, 15, works at a small Christmas tree farm during the year. In the winter she brings trees in for display to the main shop and helps customers haul trees to their cars. Recently her back has started to hurt when she carries the trees. Sometimes there is someone to help her carry a tree in but she often brings the trees in on her own. The cold weather also seems to aggravate the developing pain.

Directions: *As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.*

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

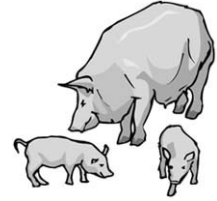
Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.8B CLEVER Scenario Safety Committee Meeting, Ian



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Ian, 14, was in a pen with a sow and piglets, passing the piglets out one at a time to his father who would castrate them and hand them back. At first the sow didn't seem to mind but later became upset and lunged after Ian. He scrambled to climb out of the pen, caught his toe on the top rung of the fence and fell flat on his face and chest outside the pen. Although he had the wind knocked out of him, he suffered no serious injuries from the fall or the sow.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

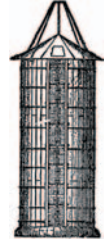
Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.9B CLEVER Scenario Safety Committee Meeting, James and Kevin



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

James and Kevin, ages 16 and 17, were hired to work at a local dairy farm. One day Kevin climbed feet up one of the 80 foot high silos that was being used to store alfalfa for cattle feed, to check on how much room was left in the silo. Because they were in a hurry, James forgot to turn on the blower ahead of time to make sure it was ventilated. After opening the hatch on top of the silo, James was overcome by toxic gasses that were released by the fermenting alfalfa, and fell 10 feet down into the silo. Kevin attempted to rescue him by going in after him, but was also overcome by the fumes and lack of oxygen. Although the fire department tried to rescue them, both died from exposure to toxic gasses and asphyxiation.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.10B CLEVER Scenario Safety Committee Meeting, Nathan



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Nathan, 16, was helping feed the heifers on his uncle's cattle farm where he was working for the summer. His aunt brought him lunch which he ate at the barn. Because he was really hungry he didn't wash up first. Beginning the next morning, Nathan experienced three days of fever, diarrhea and abdominal cramps before he went to a doctor who told him he had salmonella. A test on several of the farm's heifers confirmed the presence of salmonella in the herd at the barn.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.11B CLEVER Scenario Safety Committee Meeting, Mark



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Mark, 14, spends approximately eight hours a day in the sun working for a lawn care company during the months of June through August. In October he noticed that a mole on his nose had gotten bigger. After telling his parents, he went to the doctor and was diagnosed with skin cancer.

Directions: *As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.*

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.12B CLEVER Scenario Safety Committee Meeting, Jason



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Jason, a 17 year old orchard worker, was working near an irrigation canal. The canal was made of concrete, was 3 feet wide with 2.5 foot vertical walls and had about a foot of fast moving water (25-30 mph) through it. Jason slipped and fell into the canal and was swept down the chute into a pool with 16-inch high cement pillars whose purpose is to slow the water. An adult co-worker tried to rescue him but they both drowned.

Directions: *As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.*

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.13B CLEVER Scenario Safety Committee Meeting, Jen



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

At 14 Jen began working for a landscaping company that did general care for public, business and private properties. After a few weeks, Jen noticed that her forearms were often weak and sore after long periods of weeding and her knees felt stiff as well. After a particularly long day in the flower beds Jen went home and iced her arms. She could barely make a fist due to the soreness in her arms.

Directions: *As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.*

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.14B CLEVER Scenario Safety Committee Meeting, Jerry



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Jerry, 15, had learned how to graft plants in his ag class at school. His employer asked him to practice his skills on a few of the plants on his property. He was grafting two stems together using a basic cut but didn't have a guard to put around the stem to limit the knife penetration. When he went to make the incision in the stem, he slipped and cut his finger that was holding the stem.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.15B CLEVER Scenario Safety Committee Meeting, Sean and Lisa



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Sean, 17, the fruit farm where he worked. He took them in to a recently opened controlled atmosphere (CA) storage room with large bins in it. Sean and his friend, Lisa, began climbing a bin. Sean reached the top but then passed out. Lisa fell from half way up. The friends took Lisa out and called 911. EMT's using oxygen masks removed Sean and a police officer that had tired to rescue him. Lisa had minor injuries from her fall but Sean died due to prolonged lack of oxygen.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.16B CLEVER Scenario Safety Committee Meeting, Tina



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Tina, a 16-year-old stock handler, was employed at a local nursery. One afternoon she was restocking the garden shop shelves with bags of insecticide-containing fertilizer when she accidentally inhaled dust from a leaking bag. A short time later she began to choke, cough and feel light headed. The following morning when her symptoms had not disappeared, she was taken to the emergency room where she was treated for insecticide and fertilizer inhalation.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.17B CLEVER Scenario Safety Committee Meeting, Alison



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Alison, 15, works the morning shift on her parents dairy farm. Although they usually kept the milking parlor fairly warm, it had been an extremely cold winter that year and her fingers were constantly cold despite her gloves. One morning she even slipped and fell on the ice that had formed on the parlor floor as a result of the spray down cleaning from the previous shift.

Directions: *As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.*

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.18B CLEVER Scenario Safety Committee Meeting, Sam and Janelle



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

After using an electric wire brush wheel, Sam, 16, turned the machine off and left the work space to complete his project. Janelle, a friend of his, walked into the shop to visit. As she passed by the wire brush wheel her long hair became caught up in the still turning machine. The wheel jerked her hair so hard and fast that it not only pulled her hair out but actually removed a portion of her scalp.

Directions: *As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.*

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

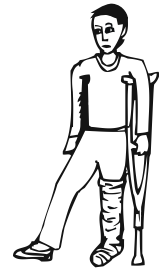
Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.19B CLEVER Scenario Safety Committee Meeting, Jose and Peter



CLEVER Corp. Safety Committee Recommendations

Safety Committee Members

Accident Summary

Two students Jose, 16 and Peter, 15, were cutting metal in shop class with a shearing machine. Jose was fairly lightweight and was having a difficult time compressing the pedal that moves the machine. Peter was helping by stepping on the pedal for Jose. For one of the cuts, when he stepped down on the pedal he caught Jose's toes under the pedal, smashing two toes. Jose had to be taken to the hospital for treatment.

Directions: As a safety committee, determine possible strategies that would prevent a future injury or illness such as this.

Change: Are there changes to the way a job or task is done that can be made?

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

Master 3.4C CLEVER Scenario

Teacher Answer Key: Roger



Roger

Accident Summary

Roger, 14, was checking on one of his family's carrot seed fields which was in bloom and being pollinated by rented bees. He disturbed some bees drinking from an irrigation ditch and was stung several times. The next day, Roger broke out in welts. Although he was not allergic to bees before, he had developed a severe allergic reaction to bees due to this incident. He now has to carry an epinephrine pen in case he is ever stung in the future.

Change: Are there changes to the way a job or task is done that can be made?

- *Check the crop at a different time of day when the bees are less active.*
- *Avoid working in areas such as an irrigation ditch where bees might congregate.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *There are laws preventing Roger from performing this task, especially since he is working on his family's farm.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Beekeeper protective equipment could be worn when working in the fields during pollination.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Roger could have talked to his parents about the large number of and/or aggressiveness of the bees he was working close to.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Roger's parents could have had someone older and more experienced perform this task.*
- *Roger could have had better training about how to avoid bee stings when checking the field.*
- *Roger could have had more training on how to work around the bees including what type of equipment to wear.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *If it is not necessary, avoid checking the field when the bees are pollinating.*

Master 3.5C CLEVER Scenario

Teacher Answer Key: Adam and Emily



Adam and Emily

Accident Summary

Adam, 14, and Emily, 15, were working for a cherry farm sorting and packing cherries. They often worked inside a fruit packing shed where ammonia was used as a coolant to lower the shed's temperature. One day someone mixed too much ammonia into the atmosphere coolant. Adam, Emily and their co-workers began experiencing dizziness and nausea with some of them even passing out or vomiting before the shed was evacuated.

Change: Are there changes to the way a job or task is done that can be made?

- *Something other than ammonia could be used to lower the temperature in the immediate packing area.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Minors under 16 are not allowed to work in fruit or grain storage areas designed to retain oxygen-deficient or toxic atmospheres. Although this shed did not appear to be a controlled atmosphere storage area, it did temporarily contain a toxic atmosphere.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *There could have been some sort of detection system installed with an alarm that could monitor the ammonia/air quality levels.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *The workers should have told their supervisor that they were not feeling well when symptoms first started to appear.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Employees working in a space where toxic fumes might be present should be trained to recognize early symptoms of exposure to air contamination.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *The work could be done away from or outside of the storage shed in a safer environment.*

Master 3.6C CLEVER Scenario

Teacher Answer Key: Brett



Brett

Accident Summary

Brett, 16, was driving a tractor towing a small hay baler on a two-lane, public paved road with the right wheels partially on the gravel shoulder. The tractor hit a soft spot in the gravel and overturned down the steeply banked shoulder. Brett attempted to jump clear of the tractor but instead became pinned under it. Another motorist witnessed the event and phoned for help. Although emergency medical personnel responded Brett died at the scene.

Change: Are there changes to the way a job or task is done that can be made?

- *Moving the tractor and baler between fields could be done by someone with more experience.*
- *When driving on paved roads the tractor should always remain fully on the road, not on the shoulder.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Labor laws only prohibit minors who are younger than age 16 from driving tractors.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *If not already installed ROPS should be added as well as seat belts which can protect the driver in case of a rollover.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Brett could have asked for clearer instructions about how to drive the tractor when on the road.*
- *Brett could have asked his boss to move the tractor for a better route between the fields. He could have asked about potential hazards along the route to be looking out for.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Brett could have taken a tractor safety course so he could get better training about driving on public roads.*
- *Another vehicle could have accompanied the tractor to warn traffic of its presence reducing the temptation to drive on the shoulder.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *See Change section above.*

Master 3.7C CLEVER Scenario Teacher Answer Key: Caroline



Caroline

Accident Summary

Caroline, 15, works at a small Christmas tree farm during the year. In the winter she brings trees in for display to the main shop and helps customers haul trees to their cars. Recently her back has started to hurt when she carries the trees. Sometimes there is someone to help her carry a tree in but she often brings the trees in on her own. The cold weather also seems to aggravate the developing pain.

Change: Are there changes to the way a job or task is done that can be made?

- *Instead of carrying the trees alone, have someone help, use handcarts or use an ATV* to pull a cart.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *A workplace policy could be established that employees cannot carry trees over a certain height by themselves.*
- *Otherwise there were not laws preventing these tasks.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Caroline could wear clothing that would better protect her from the cold while she is working.*
- *Using carts or other devices to carry the trees so there was less strain on her back.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Caroline could have mentioned something to her employer and either suggested or asked if there was a better way to do this task to avoid a back injury.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Caroline should have had proper training on carrying and lifting techniques to avoid a back injury and recognize her limitations.*

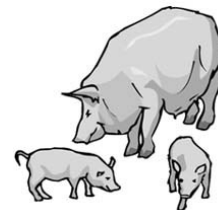
Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *The task of carrying in trees alone could be eliminated.*

* See NAGCAT guidelines for safe use of ATV's in agricultural work.

Master 3.8C CLEVER Scenario

Teacher Answer Key: Ian



Ian

Accident Summary

Ian, 14, was in a pen with a sow and piglets, passing the piglets out one at a time to his father who would castrate them and hand them back. At first the sow didn't seem to mind but later became upset and lunged after Ian. He scrambled to climb out of the pen, caught his toe on the top rung of the fence and fell flat on his face and chest outside the pen. Although he had the wind knocked out of him, he suffered no serious injuries from the fall or the sow.

Change: Are there changes to the way a job or task is done that can be made?

- *Separate the piglets from the sow before castrating them so that Ian is not threatened by the sow.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Although the presence of minors under 16 in confined spaces with male animals maintained for breeding is prohibited, being with mothers and their young is only strongly discouraged. In either case, Ian is working on his family's farm for his parents so no labor laws are being broken.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *A farrowing crate or some other device that separates the sow from the piglets could have been used.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Ian could have said something to his father about not wanting to be in the pen with the sow.*
- *Ian could have suggested a way to confine the sow.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Although this task was being supervised by an adult, both adult and minor should have been more aware of the unpredictability of mother animals and sows in particular.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *The sow could have been removed from the scene altogether.*
- *The piglets and actual castrating of them could have been done in a different location away from the sow.*

Master 3.9C CLEVER Scenario

Teacher Answer Key: James and Kevin



James and Kevin

Accident Summary

James and Kevin, ages 16 and 17, were hired to work at a local dairy farm. One day he and Kevin climbed up one of the 80 foot high silos that was being used to store alfalfa for cattle feed, to check on how much room was left in the silo. Because they were in a hurry, James forgot to turn on the blower ahead of time to make sure it was ventilated. After opening the hatch on top of the silo, James was overcome by toxic gasses that were released by the fermenting alfalfa, and fell 10 feet down into the silo. Kevin attempted to rescue him by going in after him, but was also overcome by the fumes and lack of oxygen. Although the fire department tried to rescue them, both died from exposure to toxic gasses and asphyxiation.

Change: Are there changes to the way a job or task is done that can be made?

- *Keep the silo off limits to unauthorized personnel.*
- *Make sure another trained employee is always present to monitor in case assistance is needed.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Minors under age 16 cannot work in silos or other confined space environments.*
- *Minors under age 16 cannot work more than 20 feet above ground level.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *A detection system could be installed with an alarm that could measure oxygen and toxic gas levels.*
- *Barricade access to the silo and install a lock to control access to the hatch.*
- *If entry into silo is necessary, wear an air-supplying respirator.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Notify a supervisor or co-worker of your whereabouts if you will be working on or in the silo.*
- *Tell the supervisor if you experience signs of exposure to toxic fumes and stop work immediately.*
- *They could have told their supervisor that they did not have time to run the blower to ventilate the silo completely, and ask if they could check it later in the day when it had more time to ventilate.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

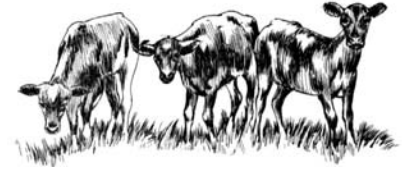
- *Train employees to always run the ventilation blower for a specific period of time before opening the hatch and keep it running when the hatch is open to provide as much air movement as possible.*
- *Warning signs should be visible on the hatch indicating that the silo contains a toxic atmosphere.*
- *Train employees in emergency response procedures.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Do not allow minors or inexperienced employees to do these tasks.*

Master 3.10C CLEVER Scenario

Teacher Answer Key: Nathan



Nathan

Accident Summary

Nathan, 16, was helping feed the heifers on his uncle's cattle farm where he was working for the summer. His aunt brought him lunch which he ate at the barn. Because he was really hungry he didn't wash up first. Beginning the next morning, Nathan experienced three days of fever, diarrhea and abdominal cramps before he went to a doctor who told him he had salmonella. A test on several of the farm's heifers confirmed the presence of salmonella in the herd at the barn.

Change: Are there changes to the way a job or task is done that can be made?

- *Nathan should have washed his hands after handling the animals and before eating.*
- *Take better care of the herd and monitor it for infections such as salmonella.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *No labor laws were broken.*
- *Nathan would not fall under the family exemption because he is working on his uncle's farm, not his parents.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Nathan could have been wearing gloves while working with the animals that could reduce or eliminate contamination.*
- *Have a hand sanitizer available to use in the barn.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Nathan could have asked for soap or hand cleaner to wash his hands before eating.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Nathan could have been better educated about sanitation procedures when working with farm animals.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Eliminate the practice of eating immediately after handling animals or eating in places where animals are present.*

Master 3.11C CLEVER Scenario

Teacher Answer Key: Mark



Mark

Accident Summary

Mark, 14, spends approximately eight hours a day outdoors in the sun working for a lawn care company during the months of June through August. In October he noticed that a mole on his nose had gotten bigger. After telling his parents, he went to the doctor and was diagnosed with skin cancer.

Change: Are there changes to the way a job or task is done that can be made?

- *Work in mornings and evenings when the sun is less intense.*
- *Do certain jobs under a canopy.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *No labor laws were broken by performing these tasks.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Always wear sunscreen with a high SPF while working.*
- *A portable canopy or umbrella could be set up.*
- *Wear light clothing that covers arms and legs, if possible.*
- *Wear a hat with a large brim to shade his head.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Ask his supervisor if he could work hours when the sun was less intense.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Supervisor could give guidelines to new employees on how to protect themselves from heat and sun.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *N/A*

Master 3.12C CLEVER Scenario

Teacher Answer Key: Jason



Jason

Accident Summary

Jason, a 17 year old orchard worker, was working near an irrigation canal. The canal was made of concrete, was 3 feet wide with 2.5 foot vertical walls and had about a foot of fast moving water (25-30 mph) flowing through it. Jason slipped and fell into the canal and was swept down the chute into a pool with 16 inch high cement pillars whose purpose is to slow the water. An adult co-worker tried to rescue him but they both drowned.

Change: Are there changes to the way a job or task is done that can be made?

- *Avoid working on uneven or unstable surfaces.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *N/A*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *A fence or railing could be installed along the cement canal.*
- *Have a cell phone/radio on site to call for help if needed.*
- *Wear flotation if working around water/canal.*
- *Install a grid before the pool to catch objects before they enter the pool.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *He could tell supervisor he was having trouble getting a good footing and was afraid he was going to fall.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Teach employees what to do if they fall into the canal and about emergency response practices.*
- *Train employees not to work on unstable ground,*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Avoid planting in terrain that is unstable or difficult to work in.*

*Fresh water moving at 4 M.P.H. exerts a force of about 66 lbs. on each square foot of anything it encounters.
At 8 M.P.H., water forces zoom to about 264 lbs per square foot.

Master 3.13C CLEVER Scenario

Teacher Answer Key: Jen



Jen

Accident Summary

At age 14 Jen began working for a landscaping company that did general care for business and private properties. After a few weeks, Jen noticed that her forearms were often weak and sore after long periods of weeding and her knees felt stiff as well. After a particularly long day working in flower beds Jen went home and iced her arms. She could barely make a fist due to the soreness in her arms.

Change: Are there changes to the way a job or task is done that can be made?

- *Switch back and forth between different tasks.*
- *Take frequent short breaks to rest overused muscles.*
- *Stand up/Stretch periodically.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *There are no labor laws being broken in this scenario.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *A pad could be used to rest her knees on when weeding.*
- *A hand tool designed for weeding could be used to help pull out the weeds.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *She could tell her supervisor about pain she was experiencing before it got too bad.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *The supervisor should train workers to take frequent stretch/breaks.*
- *The supervisor should modify the schedule so employees do different tasks throughout a shift.*
- *Supervisor should make sure employees are using the right equipment for the job.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Avoid bending whenever possible.*
- *Make sure the equipment being used fits the person using it correctly.*

Master 3.14C CLEVER Scenario

Teacher Answer Key: Jerry



Jerry

Accident Summary

Jerry, 15, had learned how to graft plants in his ag class at school. His employer asked him to practice his skills on a few of the plants on his property. He was grafting two stems together using a basic cut but didn't have a guard to put around the stem to limit the knife penetration. When he went to make the incision in the stem, he slipped and cut his finger that was holding the stem.

Change: Are there changes to the way a job or task is done that can be made?

- *Jerry and his boss could make it a practice to have the proper equipment for work tasks.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *N/A*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Jerry could wear a cut-resistant glove on the hand holding the stem when he is cutting.*
- *Jerry could use a guard on the stem similar to what he used in class.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *He could ask his supervisor for a guard before he did the work.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

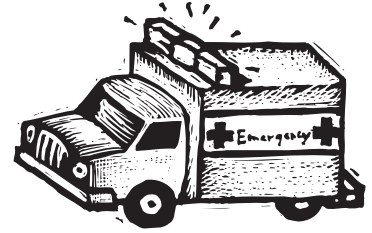
- *Get more experience by working with a person who has more grafting experience.*
- *Train employees on the proper way to graft.*
- *Make it a policy not to graft without a guard.*
- *A supervisor or employee with more experience doing grafts should have been helping him.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Jerry could have refused to do the work/made a practice of not doing tasks unless he had the proper equipment.*

Master 3.15C CLEVER Scenario

Teacher Answer Key: Sean and Lisa



Sean and Lisa

Accident Summary

Sean, 17, was showing some friends the fruit farm where he worked. He took them into a recently opened controlled atmosphere (CA) storage room with large bins in it. Sean and his friend, Lisa, began climbing a bin. Sean reached the top but then passed out. Lisa fell from half way up. The friends took Lisa out and called 911. EMT's using oxygen masks removed Sean and a police officer that had tried to rescue him. Lisa had minor injuries from her fall but Sean later died due to prolonged lack of oxygen.

Change: Are there changes to the way a job or task is done that can be made?

- *Only allow supervisors access to keys to unlock the door when the atmosphere is safe.*
- *Require a specific amount of time to elapse before allowing workers to enter the room.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Only minors under the age of 16 are prohibited from working in fruit or grain storage areas designed to retain an oxygen deficient or toxic atmosphere.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *A lock should be installed on the door when the room is under controlled atmosphere conditions.*
- *A low oxygen monitor and an alarm that sounds when the door opens should be installed.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Sam should have told his friend she could not enter the facility.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Employer should train employees that they should only enter the room when they are working.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Employer should only allow employees in the storage room (policy change).*

Master 3.16C CLEVER Scenario Teacher Answer Key, Tina



Tina

Accident Summary

Tina, a 16-year-old stock handler, was employed at a local nursery. One afternoon she was restocking the garden shop shelves with bags of insecticide-containing fertilizer when she accidentally inhaled dust from a leaking bag. A short time later she began to choke, cough and feel light headed. The following morning when her symptoms had not resolved, she was taken to the emergency room where she was treated for insecticide and fertilizer inhalation.

Change: Are there changes to the way a job or task is done that can be made?

- *She could have taped the holes in the bag so it was sealed before putting it into stock.*
- *Any open or broken bags could have been sealed in a plastic bag before handling them as stock.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *A store policy could be established on how to handle any open or broken bags or containers of material.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *She could wear gloves to prevent any potential skin exposure and a mask to reduce inhalation of dust and chemicals.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *She could have asked her supervisor how she should handle any open bags or containers of stock when she sees or comes across them.*
- *She should have told her supervisor that she had inhaled dust from the bag and that she was not feeling well.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Her supervisor should have trained her on what to do if she came across any broken bags or open containers.*
- *Her supervisor should have trained her on what to do if she had an accident at work (e.g. tell supervisor, fill out an accident report, etc.).*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *The employer could take any broken bags of materials out of the active store stock for special handling.*

Master 3.17C CLEVER Scenario Teacher Answer Key, Alison



Alison

Accident Summary

Alison, 15, works the morning shift on her parents dairy farm. Although they usually kept the milking parlor fairly warm, it had been an extremely cold winter that year and her fingers were constantly cold despite her gloves. One morning she slipped and fell on ice on the parlor floor and bruised her tailbone. The ice had formed as a result of the spray down cleaning from the previous shift.

Change: Are there changes to the way a job or task is done that can be made?

- *Use a squeegee or mop to push off any standing water after hosing down the floor.*
- *Increase temperature in milking parlor so water can't freeze and the employees are warmer when working.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *N/A*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Wear slip resistant shoes.*
- *Install slip-resistant mats on floor that can be replaced after hose down.*
- *Install a heater in the milking parlor.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *A wet/slippery floor sign could be put on the floor when water is on the floor.*
- *She could tell her parents about her concerns and that the milking parlor is too cold.*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Teach her to take frequent breaks in a warm room so fingers don't get too cold.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *N/A*

Master 3.18C CLEVER Scenario Teacher Answer Key, Sam and Janelle



Sam and Janelle

Accident Summary

After using an electric wire brush wheel, Sam, 16, turned the machine off and left the work space to complete his project. Janelle, a friend of his walked into the shop to visit. As she passed by the wire brush wheel her long hair became caught up in the still turning machine. The wheel jerked her hair so hard and fast that it not only pulled her hair out but actually removed a portion of her scalp as well.

Change: Are there changes to the way a job or task is done that can be made?

- *Restrict visitors from standing or walking around equipment and work areas in shop.*
- *Her hair could have been tied back.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Do not permit long or loose hair in work areas.*
- *Restrict visitors from entering work areas in shop.*
- *Sam could have stayed by the wheel until it stopped turning.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *Safety guard on machine should have been in place.*
- *Restricted area on floor could have been marked.*
- *Add warning signs to warn about equipment hazards.*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Sam should tell his supervisor the guard on the machine was missing/broken.*

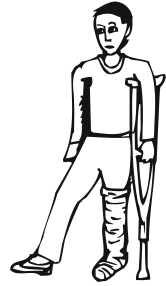
Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *Educate employees that visitors are not permitted to stand or walk near equipment.*
- *Educate employees about proper and safe use of the wheel.*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Sam could have met Janelle outside the shop.*

Master 3.19C CLEVER Scenario Teacher Answer Key, Jose and Peter



Jose and Peter

Accident Summary

Two students Jose, 16 and Peter, 15, were cutting sheet metal in shop class with a shearing machine. Jose was fairly lightweight and was having a difficult time compressing the pedal that moves the machine. Peter was helping by stepping on the pedal for Jose. For one of the cuts, when Peter stepped down on the pedal he caught Jose's toes under the pedal, smashing two toes. Jose had to be taken to the hospital for treatment.

Change: Are there changes to the way a job or task is done that can be made?

- *Only allow workers who can compress the pedal on their own to use the shear.*

Laws: Are there laws in place to prevent this from happening? If so, what do they say? Were laws enforced?

- *Although this is a prohibited task for minors, in a school classroom/shop students can use this equipment.*

Equipment: Is there any equipment that could have been worn or installed that would have prevented the injury or illness?

- *The pedal area could have been outlined on the floor (which is what the insurance company required them to do afterwards).*

Voice: Could the injured/ill person have said something ahead of time to prevent this from happening?

- *Jose could have told his teacher he was having trouble activating the pedal on his own*

Education and Supervision: What kind of training and supervision could be implemented to prevent the injury?

- *The teacher should have trained the students on procedures to safely work with that piece of equipment*

Remove: Are there materials, objects, tasks or practices that could be eliminated that could have prevented this problem?

- *Only one person at a time should be operating the shear, not two people*

Lesson 4

Implementing Change



Updated September 2004

Lesson 4

Implementing Change

Activity	Grouping	Time	Materials
<p>Activity 4A Introduction to Communication Warm-Up Discussion</p> <p>Discuss the importance and potential consequences of choosing whether or not to communicate concerns about workplace hazards and problems to a supervisor.</p>	Class	5-10 minutes	<ul style="list-style-type: none"> Overhead projector or chalkboard
<p>Activity 4B Conversation Preparation</p> <p>Students use a worksheet to plan a strategy for approaching a supervisor with a health and safety concern.</p>	Class or Groups	5-10 minutes	<ul style="list-style-type: none"> Transparency of Master 4.1 <i>Problem Solving Planning Sheet</i>
<p>Activity 4C (Option 1) Role Play Wheel</p> <p>Using the <i>Problem Solving Sheet</i> from Activity 4B, students practice interacting with a supervisor about a work concern in a round robin fashion.</p>	Class or Groups	25-35 minutes	<ul style="list-style-type: none"> Transparency of Master 4.1 <i>Problem Solving Planning Sheet</i> Student handouts of Master 4.2 <i>Nursery Scenario</i> or Master 4.3 <i>Orchard Scenario</i>
<p>Activity 4D (Option 2) Workplace Dialogue Exercise</p> <p>Presented with a workplace scenario students complete a dialogue that involves young workers approaching a supervisor about a problem at work.</p>	Small Groups	25-35 minutes	<ul style="list-style-type: none"> Student Handouts of Master 4.1 <i>Problem Solving Planning Sheet</i> Student Handouts of Master 4.2 <i>Nursery Scenario</i> or Master 4.3 <i>Orchard Scenario</i>
<p>Activity 4E Post-Test</p> <p>Students individually complete a written post-test to measure their learning as a result of this unit.</p>	Individual	10-15 minutes	<ul style="list-style-type: none"> Student Handouts of Master 4.4 <i>Post-Test</i> Master 4.5 <i>Post-Test Key</i>

Lesson 4 Overview

As students have hopefully discovered in Lesson 3, there are many ways to address hazards including using one's voice. While it may sound easy, talking to a supervisor can be quite difficult, especially for youth. This lesson will address the topic of communication in the workplace between employees and their supervisors.

This lesson opens up with a brief discussion (**Activity 4A**) of why it is important to speak up at work, and issues that employees need to consider before they talk to their employer. In the next section (**Activity 4B**) students practice a planning technique to organize what they should say before speaking to their employer to resolve a workplace problem. Finally, students practice communicating with their supervisor either through a one-on-one interactions (**Activity 4C**) or through a group dialogue exercise (**Activity 4D**).

The Role Play Wheel (**Activity 4C**) exercise gives students the opportunity to role play in one-on-one experiences and in several different situations with different people. The skit exercise (**Activity 4D**) encourages students to work as a team and find a solution to the situation proposed and then follow it through to implementation. Both activities encourage students to evaluate their suggestions, share problems and seek experiences and input from one another.

Activity 4A **Introduction to Communication** **Warm-Up Discussion**

This activity opens with a brief discussion of when and why it is important to communicate concerns and problems at work. Using a question strategy, students brainstorm what the implications could be when they do or do not speak to their supervisor about a workplace problem.

Activity 4B **Conversation Preparation**

Students practice planning for a conversation with their supervisor about a workplace problem. This technique will be applied in the role play or dialogue exercises so students will have a chance to verbally follow through on their planning.

Activity 4C (Option 1)

Role Play Wheel

In this activity, students role play an employee speaking with an employer one-on-one. After a short time, everyone switches role play partners and gets to practice the encounter again with a different supervisor.

Activity 4D (Option 2)

Workplace Dialogue Exercise

In this activity students work together in small groups to complete a dialogue for the characters in a scenario that involves young workers approaching a supervisor about an health and safety hazard in the workplace. Students are encouraged to clarify the problem, plan their goals and approach, and then raise concerns in an effective and appropriate manner.

Activity 4E

Post-Test

In this activity students complete a post-test as a measure of what they have learned as a result of this unit.

Learning Objectives

Students will accomplish the following:

- Brainstorm possible positive and negative consequences that can result when approaching or not approaching a supervisor about a problem in the workplace.
- Review a problem solving technique for resolving conflicts.
- Practice a strategy for approaching a supervisor about a workplace problem.
- Generate possible responses to a hypothetical meeting with a supervisor.
- Create a plan to resolve a workplace safety problem or conflict with a supervisor.

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following EALRs:

Health and Fitness

- 1.2 Safely participate in a variety of developmentally appropriate physical activities
- 2.2 Understand the concept of control and prevention of disease
- 2.3 Acquire skills to live safely and reduce health risks
- 3.1 Understand how environmental factors affect one's health
- 3.2 Gather and analyze health information
- 3.3 Use social skills to promote health and safety
- 3.4 Understand how emotions influence decision making
- 4.1 Analyze health and safety information

Reading

- 1.1 Use word recognition and word meaning skills to read and comprehend text
- 1.5 Use features of non-fiction text
- 2.1 Comprehend important ideas and details
- 2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- 3.1 Read to learn new information
- 3.2 Read to perform a task
- 3.4 Read for career applications

Communication

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

Social Studies (Civics)

- 2.2 Examine representative government and citizen participation
- 4.1 Understand the function and effect of law

Lesson 4 Masters

Transparencies, Student Hand- outs, Teacher Answer Keys and Fact Sheets

- 4.1 *Problem Solving Planning Sheet*
- 4.2 *Nursery Scenario*
- 4.3 *Orchard Scenario*
- 4.4 *Post-Test*
- 4.5 *Pre-Test Key and Post-Test Key*

Activity 4A

Introduction to Communication: Warm-up Discussion

This activity opens with a brief discussion of when and why it is important to communicate about concerns and hazards at work. Using a question and answer strategy, students brainstorm what the possible implications are for choosing whether or not to speak to their supervisor about a workplace problem.

Activity time: 5-10 minutes

Materials

- Overhead projector or board

Procedure

1. Explain to students that the goal of this lesson is to learn how to effectively communicate with a supervisor about a health and safety problem in the workplace.
2. To get your students thinking about the subject of communicating with their supervisor, ask the following questions.
 - *Who here currently is working or has had a job in the past?*
 - *Have you ever experienced a time when you were hesitant to approach your supervisor about a workplace problem (i.e. a piece of broken equipment, a different way to do a task, a labor law violation, etc.)?*
 - *If so, how did you deal with the situation? Did you say something to your employer, or did you not say anything and just let it slide?*
 - *What was the result of your action or inaction?*
3. If students can not come up with an incident, feel free to use one of the scenarios (Master 4.2 *Nursery Scenario* or Master 4.3 *Orchard Scenario*) as an example. You can also share with the class your own personal incident or experience.

4. Create a “Consequences Chart” on the board or overhead by drawing the table below and then asking the students the following questions. As they respond, place the suggested consequence in the appropriate section of the table.

	Negative Consequences	Positive Consequences
DO Communicate		
DO NOT Communicate		

5. Ask the class:

- *What are some of the **negative** things that might result from speaking up about a workplace problem?*
- *What are some of the **positive** things the might result from speaking up about a workplace problem?*
- *What **positive** things might happen if you don't say something about a workplace problem?*
- *What **negative** things might happen if you don't say something about a workplace problem?*

6. Your list may look something like this:

Consequences Chart

	Negative Consequences	Positive Consequences
DO Communicate	<ul style="list-style-type: none"> • Your boss could get mad at you • You could get fired* • Your hours could be cut 	<ul style="list-style-type: none"> • Could keep you from getting hurt • Could make the workplace safer for everyone
DO NOT Communicate	<ul style="list-style-type: none"> • Someone could get injured because nothing was ever done about the problem 	<ul style="list-style-type: none"> • You do not risk getting you hours cut or being fired • You will not look like a complainer

*It is important to note that it is against the law for an employer to fire someone because they reported hazards.

Activity 4B

Conversation Preparation

Students practice planning for a conversation with their supervisor about a workplace problem. This planning technique will be used in the role play (**Activity 4C**) or workplace dialogue (**Activity 4D**) so students will have a chance to verbally follow through on their planning.

Activity time: 5-10 minutes

Materials

- Student Handouts of Master 4.1 *Problem Solving Planning Sheet*
- Student Handouts of Master 4.2 *Nursery Scenario* or Master 4.3 *Orchard Scenario*

Procedure

Activity Set-Up

1. From the warm-up discussion, students should have a sense of why it is important to approach a supervisor about workplace health and safety problems. Now, students are challenged to plan a strategy for approaching a supervisor about a specific hazard.
2. Pass out copies of Master 4.2 *Nursery Scenario* or Master 4.3 *Orchard Scenario* to small groups of students. Ask the students to read through the scenario in their groups.
3. Tell students that before they can work on finishing the dialogue, they need to learn a planning strategy for approaching their supervisor. Pass out copies of Master 4.1 *Problem Solving Planning Sheet* to each student.
4. Summarize the following steps, which can also be found on Master 4.1 *Problem Solving Planning Sheet*.

Identify what the problem is and why you want your supervisor to make a change.

- *What is the specific problem you are having? Is it a work schedule, a task, a piece of equipment, or a co-worker?*
- *What is the impact the problem is having on you? Is your school work suffering? Are you getting injured?*

Know what your rights are and what the labor laws say.

- *Are there any laws being broken where you work? If so, which ones?*
- *What do the labor laws say about work hours? Job tasks?*

Think of ways the problem could be reduced or prevented.

- *Is there a safer way to do a task?*
- *Could your work schedule be revised?*

Consider who else you should talk with before approaching your supervisor.

- *Would you feel more comfortable approaching the supervisor alone or with a co-worker?*
- *Would you like your parent, guardian or teacher to come with you when you meet with your supervisor?*
- *Who could you talk with for advice about your work situation?*

Consider what is the best time and place to approach your supervisor.

- *Can you make an appointment to talk with your supervisor?*
- *Is there a quiet or slow time during your shift when your supervisor would be the least busy or distracted?*

Come up with a list of one or more suggestions that you think would improve the situation.

- *Can you get help from another co-worker on a task?*
- *Can your employer readjust your work schedule?*
- *Can your supervisor provide safety training or equipment?*

Consider when it is appropriate to contact an outside agency for help.

- *At what point should you contact the Washington State Department of Labor & Industries?*

5. Ask the students to use the *Problem Solving Planning Sheet* to consider how they would approach their supervisor about the health and safety problems brought up in the scenario. The students will later use the planning sheets to help them complete the scenario dialogues in Activity 4C.
6. Let the students know that they may need to use Master 2.3 *Young Workers in Agriculture Fact Sheet* as a reference on labor law requirements.

Activity 4C (Option 1)

Role Play Wheel

In this activity, students role play an employee speaking with an employer one-on-one. After a short time, everyone switches role play partners and gets to practice the encounter again with a different supervisor.

Activity time: 25-35 minutes

Materials

- Student Handouts of Master 4.1 *Problem Solving Planning Sheet*
- A watch or electronic timer to time each round
- Student handouts of Master 4.2 *Nursery Scenario* or 4.3 *Orchard Scenario*
- Optional - Selected scenarios from Lesson 3 - CLEVER might be used

Procedure

1. Split the students into two even groups. If the class is too large, smaller groups may be formed.
2. Using the selected scenarios (Master 4.2 and 4.3), assign half of the group one and half of the group the other scenario.
3. Allow students about 5 minutes to use the student handouts of *Master 4.1 Problem Solving Planning Sheet* to prepare for a conversation with their supervisor regarding their respective scenarios prior to the scenario incident.
4. Explain that students will now get an opportunity to practice their planned conversation with another student who will serve as their supervisor.

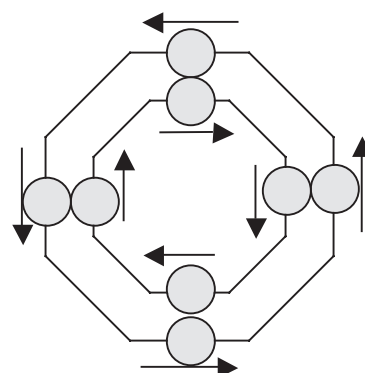
5. Set chairs up for each group following the format to the right, with pairs of chairs facing each other. It is okay to have students stand as well, as long as they understand where they should go next and can get there easily.
6. Ask students to sit in any seat in one of the circles.
7. Explain that those sitting on the outside will act as the employer and those sitting on the inside will act as the employee.
8. Encourage students to play their roles. For example, as an employer, students should make sure that solutions being proposed are feasible for the business as a whole.
9. Allow students 2-4 minutes to carry out their conversations attempting to come to an agreement on a solution to the hazard(s) proposed in the scenario.
10. Then ask the students on the outside circle to rotate one to the left.
11. Students then repeat their attempts at communicating with their new supervisor.
12. At the end of another 2-4 minutes students will move places again and the outside circle now becomes the employees while the inside circle becomes the supervisors.
13. After three to five rotations, have the students stop and as a whole group ask the following questions for discussion.

As an employee...

- How did you feel approaching the employer?
- How were your suggestions received?
- Do you believe that you were successful in reaching an agreement?
- If not, what would you have done differently to bring about a change?

As an employer...

- How did you feel being approached by the employee?
- Were their suggestions reasonable?
- Do you believe that you were successful in reaching an agreement?
- If not, what would you have done differently to bring about a change?



Activity 4D (Option 2)

Workplace Dialogue Exercise

In this activity students work together in small groups to complete a dialogue for the characters in a workplace scenario. The scenario involves young workers approaching a supervisor about a problem in the workplace. Students are encouraged to clarify the problem, plan their goals and approach, and then raise concerns in an effective and appropriate manner.

Activity time: 25-35 minutes

Materials

- Student Handouts of Master 4.1 *Problem Solving Planning Sheet*
- Student handout or overhead of Master 4.2 *Nursery Scenario* or 4.3 *Orchard Scenario*

Procedure

- 1 In Activity 4B, students learned how to plan to approach a supervisor about a workplace problem. Now, students are challenged to plan both what to say and how to say it to their supervisor.
2. Pass out copies of Master 4.2 *Nursery Scenario* or 4.3 *Orchard Scenario* to the same small groups of students as in Activity 4B, if they do not already have it. Ask for volunteers to read the parts in the dialogue to the class.
3. After students have read the dialogue, they should work together in their small groups to come up with a realistic dialogue for ending the scenario. Groups should be prepared to read their endings to the rest of the class.
4. Suggest that when students develop their dialogue, they consider each of the steps from the planning worksheet and, if possible, include these ideas in their dialogue. Remind students that they do not know how the supervisor will respond to their approach. Encourage students to consider the ways the supervisor may respond, and to be prepared to adapt their dialogue to the supervisor's reaction.

5. Students should begin by reviewing their completed copies of Master 4.1 *Problem Solving Planning Sheet*.
6. Allow the small groups about 10 minutes to plan what steps they will take and what they will say to the supervisor.
7. Assign a single person the role of supervisor, either you or another adult. Remind the “supervisor” to try to react to the groups as realistically as possible and to consider how he/she is being approached and respond accordingly.
8. Reconvene the class and, depending on how many groups there are, allow each group to read their dialogue in front of the rest of the class. Allow two to three minutes per group.
9. After the dialogues are complete, ask the class to compare, contrast, and evaluate the different approaches. The following questions may be used to guide this discussion.
 - *What did the workers hope to accomplish?*
 - *What did the workers do before approaching the supervisor? Did they find out what their rights were? Did they discuss ways to solve the problem? Who did they talk to before going to the employer?*
 - *When the workers met with the employer, what did they say and how did they say it?*
 - *Did the workers achieve the goal(s) they set at the beginning? If not, what else should they do?*
 - *To the supervisor: What did you think of the way that the group approached you?*

Note: Frequently students will say that they will just sue the employer to get what they want. It is important to point out that this is usually not a feasible option. There are very limited circumstances under which an employee can sue his or her employer, and it costs money to do so. Employers are allowed to fire an employee for almost any reason. An exception to this is that an employee may not legally be fired for exercising his or her right to a safe workplace.

Activity 4E

Post-Test

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

Activity time: 10 – 15 minutes

Materials

- Copies of Master 4.4 *Post-Test*
- Master 4.5 *Post-Test Key*

Procedure

1. To get an idea of what the students learned as a result of the Health and Safety for Working Teens in Agriculture unit, have the students complete the handout of Master 4.4 *Post-Test*.
2. Master 4.5 *Post-Test Key* is provided to help you evaluate your student's tests.
3. The Pre/Post-Test Key give examples of the kinds of correct answers students may provide. However, the list is not exhaustive and student's answers may vary.

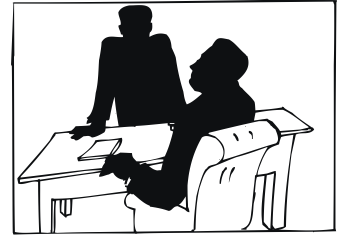
Lesson 4 Masters

Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

- 4.1 *Problem Solving Planning Sheet*
- 4.2 *Nursery Scenario*
- 4.3 *Orchard Scenario*
- 4.4 *Post-Unit Test*
- 4.5 *Pre-Test Key and Post-Test Key*

Master 4.1 Problem Solving Planning Sheet

Speaking Up to Your Supervisor



Directions: Use this sheet to help you plan how you would approach your supervisor about a problem at work. Consider each of these steps, and if possible, include them in your solution for resolving the problem.

1. Identify what the problem is and why you want your supervisor to make a change.

2. Know what your rights are and what the labor laws say.

3. Think of ways that the hazard or problem can be reduced or prevented.

4. Consider who else you should talk with before approaching your supervisor.

5. Consider what is the best time and place to approach your supervisor.

6. Come up with a list of one or more suggestions that you think would improve the situation.

7. Consider when it is appropriate to contact an outside agency for help.

Master 4.1 Problem Solving Planning Sheet (page 2 of 2)

Consider each of these steps, and if possible include them in your solution to resolving the problem at work. Each step has several examples of things you should consider.



1. Identify what the problem is and why you want the supervisor to make a change.

- What is the specific problem I am having? Is it a work schedule, a task, a piece of equipment, or a co-worker?
- What is the impact the problem is having on me? Is my school work suffering? Am I getting injured?

2. Know what your rights are and what the labor laws say.

- Are any laws being broken where I work? If so which ones?
- What do the labor laws say about work hours during the school year? When can I legally work?

3. Think of ways that the problem or hazard can be reduced or prevented.

- Is there a safer way to do a task?
- Could my work schedule be revised?

4. Who else should I talk with before approaching my supervisor?

- Would I feel more comfortable approaching my supervisor alone or with a co-worker?
- Would I like my parent, guardian or teacher to come with me when I meet with my supervisor?
- Can I get advice and support from co-workers, family members, teachers or my union representative (if I have one)?

5. Consider what is the best time and place to approach my supervisor.

- Can I make an appointment to talk with my supervisor about the problem I am having?
- When is a quiet or slow time during the shift when my supervisor would be the least busy or distracted?

6. Come up with a list of one or more suggestions that I think would improve the situation.

- Can I get help from another co-worker on a task?
- Can my supervisor adjust my work schedule?
- Can my supervisor provide safety training or equipment?

7. Be Assertive

- You can assert yourself without being aggressive.
- Avoid using threats or insults.
- Remain calm and level-headed.
- Be aware of your body language. What does it say about your attitude?

8. Consider when it is appropriate to contact an outside agency for help.

- If my employer will not listen or correct the problem, at what point should I contact the Washington State Department of Labor & Industries?

Master 4.2 Nursery Scenario

SCENE: It's evening outside a large plant nursery where several young people work. They were responsible for watering and weeding the plants. Jim (16 years old), Maria (15 years old) and Rose (16 years old) are on break when Mr./Ms. Jones, the head supervisor, comes out to speak to them.

MR./MS. JONES: After your break I want you three to finish up watering and weeding the three large greenhouses. They have to be finished before you leave because the plants are being shipped out first thing tomorrow morning.

JIM: O.K.

(Mr./Ms. Jones leaves)

ROSE: Looks like another long day.

JIM: Man, I get out of school at 2:30, start work by 3 and don't get home until 9:30 at night. I didn't think 6 hour shifts on a school day would be so bad but I usually don't get to bed before midnight because of dinner and homework and then I have to be up at 6 am for school the next morning. I'm falling asleep in class all the time.

MARIA: Me too. I'm not going back there after break.

JIM: If you don't come back after break, you might get fired.

ROSE: Yeah, I don't know about just leaving, but I think the law says we aren't supposed to be working so many hours a day during school.

MARIA: There's another thing – all this weeding is making my back and knees hurt. Bending over for hours at a time weeding those plants makes me really stiff. I figured because I was so young I wouldn't have the same problems that some of the older workers do, but my back has been bothering me for a couple weeks now.

JIM: Yeah, I've been having some of those aches too, especially in my legs and arms.

ROSE: So what should we do, quit?

JIM: Forget it. I need this job. And, if we say anything to Mr./Ms. Jones, we might get fired.

MARIA: I don't know, maybe we should talk to Mr./Ms. Jones. But what would we say?

In your small group, decide what you will say to Mr./Ms. Jones and be prepared to act it out for the rest of the class.

Master 4.3 Orchard Scenario

SCENE: It's summertime at the local orchard where several young people work. These young workers help care for the orchards as well as help in the harvest, packing and other operations on the farm. Ryan (15 years old), Emily (16 years old) and Miguel (17 years old) talk with Mr./Ms. Smith, their supervisor, to get directions on what they will do that day.

MR./MS. SMITH: Ryan, today I would like you to start by driving the harvesters out to the west orchard. If they pick fast enough, after lunch you can take them to the east orchard to pick for the afternoon. Emily, I would like you to help the guys clean up the AC* room that was opened up last week in preparation for this week's harvest. And Miguel, I'm putting you in charge of the sorting line for the day. I will try to give you a break sometime during the day, but I have several errands to run and I'm not sure if I will make it back in time. Let the workers take a short break but make sure you don't get too far behind what's coming in from the orchards. Okay, any questions? Then work hard today.

*(Atmosphere Controlled)

(Mr./Ms. Smith leaves)

EMILY: Those AC rooms make me nervous. I heard about someone who died in one a couple years ago because there were some areas in the room that were still without oxygen.

MIGUEL: I'm not even sure you're allowed to go in there at all.

EMILY: What else am I supposed to do?

RYAN: You could drive the van in my place. Talk about nerve wracking – have you ever tried carting a bunch of people around in the orchard van on these roads? The harvesting is okay but I wish there was another way to get to the orchards.

MIGUEL: Well, at least you two get a lunch break! I really like Mr./Ms. Smith and I like the work here, but the hours are so long that by the end of the week it is all I can do to even get out of bed in the morning. I would like to talk to Mr./Ms. Smith about it, but I don't want to give the impression that I can't do the work.

EMILY: I know what you mean. The work is hard but I like it, it's just some of the jobs I feel uncomfortable doing.

RYAN: Same here. Maybe we should talk to Mr./Ms. Smith?

MIGUEL: But what would we say?

EMILY: Good question. Well, I don't know about you guys, but I have some work I have to do.

In your small group, decide what you will say to Mr./Ms. Smith and be prepared to act it out for the rest of the class.

Master 4.4 Post-Test (page 1 of 2)

Student Name: _____ Subject: _____

Date: _____ Teacher: _____

- A. **Directions:** Read the story below about two people who work for a hay farmer. There are several Washington State laws protecting minors at work that have been violated in this story. After you read the story, answer the questions at the end of the story in the space provided.

Miguel, age 17, works for a haying company. During the summer haying season he works 10-12 hours per day, 7 days a week. He sometimes works until midnight by the tractor's headlights. He only takes a break when he really needs it and then only for 10 or 15 minutes. His boss comes to check on him a couple of times a day and brings him a lunch, which Miguel usually eats while driving.

Another co-worker, Andy, age 14, sometimes comes out to help Miguel. Andy will ride along on the tractor and is usually in charge of clearing the baler when it jams. One day while talking to Andy, Miguel discovered that Andy was only being paid half of what Miguel was being paid. Miguel thought Andy might be paid less because he only worked part-time and was new at the job. Miguel only earns minimum wage, but because the hours are so long, he usually makes good money during the summer. Miguel also wonders if he is paid more because his dad and boss are good friends. In fact, Miguel's dad set this job up with his boss, so Miguel didn't have to show any identification or have his parents sign any state forms like he did for past jobs. Both Miguel and Andy really like their boss and hope to work for him next summer too.

List examples of violations of the labor law for minors for each person listed below.

List 4 examples of violations for Miguel.

- 1.
- 2.
- 3.
- 4.

List 3 examples of violations for Andy.

- 1.
- 2.
- 3.

- B. **Directions:** Read the story below about working for a plant nursery. Answer the questions at the end of the story in the space provided.

Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools that are used at the nursery. He also works with and moves some of the heavier plants.

Master 4.4 Post-Test (page 2 of 2)

He sharpens the clippers on a weekly basis and is often in the shop repairing some piece of equipment. Lately, he has been helping build and stain some planter boxes. Dan joins the work crew to load up the trucks when there is a large shipment of plants to send out.

Gwen weeds and waters the potted plants in a different greenhouse each day. She is usually able to avoid greenhouses that have been recently sprayed with chemicals, but once in a while she has had to enter before the re-entry date on the door. Some of the plants sit on tables and some are on flats on the ground where she has to weed them from a kneeling or squatting position.

Identify three potential workplace hazards in this scenario.

1. _____
2. _____
3. _____

C. **Directions:** Read the story below and answer the questions at the end of the story in the space provided.

Natasha, age 15, works in a horse stable after school and all day on Saturday. She likes the money she is earning but she is not sure she will keep the job because of some problems at work. She has to clean all the horses stalls and several of the horses are very flighty while she is in the stall, especially the two breeding stallions. She also is responsible for cleaning the tack and uses a product that always makes her feel dizzy. She is afraid to talk to her manager because she doesn't want her to think she is a complainer.

What two actions could Natasha take to reduce her chance of injury/illness at work?

1. _____
2. _____

What two actions could the employer take to reduce Natasha's risk of injury/illness at work?

1. _____
2. _____

Master 4.5 Pre and Post-Test Answer Key

Student Name: _____

Subject: _____

Date: _____

Teacher: _____

- A. **Directions:** Read the story below about two people who work for a hay farmer. There are several Washington State laws protecting minors at work that have been violated in this story. After you read the story, answer the questions at the end of the story in the space provided.

Miguel, age 17, works for a haying company. During the summer haying season he works 10-12 hours per day, 7 days a week. He sometimes works until midnight by the tractor's headlights. He only takes a break when he really needs it and then only for 10 or 15 minutes. His boss comes to check on him a couple of times a day and brings him a lunch, which Miguel usually eats while driving.

Another co-worker, Andy, age 14, sometimes comes out to help Miguel. Andy will ride along on the tractor and is usually in charge of clearing the baler when it jams. One day while talking to Andy, Miguel discovered that Andy was only being paid half of what Miguel was being paid. Miguel thought Andy might be paid less because he only worked part-time and was new at the job. Miguel only earns minimum wage, but because the hours are so long, he usually makes good money during the summer. Miguel also wonders if he is paid more because his dad and boss are good friends. In fact, Miguel's dad set this job up with his boss, so Miguel didn't have to show any identification or have his parents sign any state forms like he did for past jobs. Both Miguel and Andy really like their boss and hope to work for him next summer too.

List examples of labor laws for minors that the employer violated for each person below.

List 4 examples of violations for Miguel.

(possible answers)

1. Can only work 6 days a week (Not 7 days)
2. Can only work 10 hours per day (Not more than 10 hours)
3. Can only work a maximum of 50 hours per week (Not more than 50)
4. Can not work later than 10:00pm (Not midnight)
5. Entitled to a 30 minute interrupted meal break if working more than 5 hours
6. Entitled to a 10 minute rest break after 4 hours worked
10. Employer did not have him fill out a parent/school authorization form
11. Employer did not obtain proof of age

List 3 examples of violations for Andy.

1. Can not operate or ride on a tractor if younger than age 16*
2. Can not help operate a hay baler
3. Can not be paid less than 85% of minimum wage

*14 and 15 year olds are allowed to operate tractors if they have completed a certified tractor driving course.

Master 4.5 Pre and Post-Test Answer Key (page 2 of 2)

- B. **Directions:** Read the story below about working for a plant nursery. Answer the questions at the end of the story in the space provided.

Dan, age 17, and Gwen, age 15, both work at a large plant nursery. Dan cares for all the tools that are used at the nursery. He also works with and moves some of the heavier plants. He sharpens the clippers on a weekly basis and is often in the shop repairing some piece of equipment. Lately, he has been helping build and stain some planter boxes. Dan joins the work crew to load up the trucks when there is a large shipment of plants to send out.

Gwen weeds and waters the potted plants in a different greenhouse each day. She is usually able to avoid greenhouses that have been recently sprayed with chemicals, but once in a while she has had to enter before the re-entry date on the door. Some of the plants sit on tables and some are on flats on the ground where she has to weed them from a kneeling or squatting position.

Identify three potential workplace hazards in this scenario.

(possible answers)

1. Lifting heavy items
 2. Exposure to sharp objects (blades)
 3. Exposure to chemicals
 4. Working in a awkward position (kneeling and squatting)
 5. Working around trucks
 6. Working around shop equipment
- C. **Directions:** Read the story below and answer the questions at the end of the story in the space provided.

Natasha, age 15, works in a horse stable after school and all day on Saturday. She likes the money she is earning but she is not sure she will keep the job because of some problems at work. She has to clean all the horses stalls and several of the horses are very flighty while she is in the stall, especially the two breeding stallions. She also is responsible for cleaning the tack and uses a product that always makes her feel dizzy. She is afraid to talk to her manager because she doesn't want her to think she is a complainer.

What two actions could Natasha take to reduce her chance of injury/illness at work?

1. Ask to use a less hazardous chemical cleaning product.
2. Move the horse out of the stall before she cleans the stall.
3. Tell her supervisor the concerns she has about the horses behavior while she is in the stalls.
4. Ask the supervisor for suggestions on how to clean the stall more safely.

What two actions could the employer take to reduce Natasha's risk of injury/illness at work?

1. Purchase less hazardous chemical cleaning products.
2. Change procedure on how stalls are cleaned (require horses be moved out of stall)
3. Train employees on how to clean the stalls (so they know the correct procedure)
4. Have an employee more experienced with horses clean the stalls.
5. Have someone assist Natasha while she cleans the stalls.

Lesson 5

Sexual Harassment



Updated October 2004

Acknowledgements:

Many of the activities in this unit have been adapted from curriculum developed by other authors or organizations. We would like to acknowledge the following:

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

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

Developers:

- Darren Linker, School to Work Program Manager, University of Washington
- Kristen Clapper Bergsman, Curriculum Developer, University of Washington
- Diane Tchakirides, Graphic Designer, University of Washington

Reviewers:

- Helen Remick, Assistant Provost for Equal Opportunity, University of Washington
- Naomi Obie, Program Supervisor, Civil Rights Career & Technical Education, WA State Office of the Superintendent of Public Instruction
- Terri Colbert, Program Management, WA State Workforce Training and Education Coordinating Board

Lesson 5

Sexual Harassment in the Workplace

Activity	Grouping	Time	Materials
Activity 5A Pre-Test	Individual	5-10 minutes	<ul style="list-style-type: none"> • Master 5.1 <i>Sexual Harassment in the Workplace Pre-Test</i> • Master 5.21 <i>Pre and Post-Test Teacher Answer Key</i>
Activity 5B Going Too Far: What is Sexual Harassment?	Groups	30-50 minutes	<ul style="list-style-type: none"> • Overhead transparencies or chart paper and pens • Overhead projector • Transparency or copies of Master 5.2 • Master 5.3 • Transparencies of Masters 5.4 <i>Quid Pro Quo</i>, 5.5 <i>Hostile Work Environment</i>, 5.6 <i>Work Environment Scenario A</i> and 5.7 <i>Work Environment Scenario B</i> • Master 5.8
Activity 5C Sexual Harassment Then & Now	Class or Small Groups	30-50 minutes	<ul style="list-style-type: none"> • Whiteboard or Overhead Projector • Copies of Master 5.9 <i>Help Wanted Ads</i> • Copies of Master 5.10 <i>The History of Sexual Harassment</i>
Activity 5D Evaluating Workplace Sexual Harassment	Class or Small Groups	20-30 minutes	<p>Option A</p> <ul style="list-style-type: none"> • Transparency of Master 5.12 <i>Workplace Scenarios</i> • Copies of Master 5.13 <i>Workplace Scenarios Discussion Questions</i> • Master 5.14 <i>Workplace Scenarios-Teacher Answer Key</i> <p>Option B</p> <ul style="list-style-type: none"> • Tape • Copies of Master 5.11 <i>Where Do You Stand Signs</i> • Transparencies of Master 5.12 <i>Workplace Scenarios</i> • Master 5.14 <i>Workplace Scenarios-Teacher Answer Key</i>

<p>Activity 5E Stopping Sexual Harassment</p>	<p>Pairs</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> • Copies of Master 5.15 <i>Stopping Sexual Harassment</i> • Copies of Master 5.16 <i>Sexual Harassment on the Job Cartoon</i> Options A and B • Copies of Master 5.17 <i>Please Help</i> • Master 5.18 <i>Please Help– Teacher Answer Key</i> Option C • Copies of Master 5.19 <i>Blank Cartoon Panels</i> • Colored Pens or Pencils
<p>Activity 5F Post-Test</p>	<p>Individual</p>	<p>5-10 minutes</p>	<ul style="list-style-type: none"> • Copies of Master 5.20 <i>Sexual Harassment in the Workplace Post-Test</i> • Master 5.21 <i>Pre and Post-Test – Teacher Answer Key</i>

Lesson Overview

Activity 5A

Sexual Harassment in the Workplace Pre-Test

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

Activity 5B

Going Too Far: What is Sexual Harassment?

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

Activity 5C

Sexual Harassment Then & Now

Students look at help wanted ads from a 1964 Washington newspaper and compare them to today's want ads. Students also examine a timeline of sex discrimination and sexual harassment laws and major court cases.

Activity 5D

Evaluating Workplace Sexual Harassment

Students evaluate different workplace scenarios, trying to determine if sexual harassment has occurred. In Option A, students work in small groups. In Option B, the whole class creates a continuum, which represents their interpretation of the scenarios.

Activity 5E

Stopping Sexual Harassment

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

Activity 5F

Sexual Harassment in the Workplace Post-Test

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

Learning Objectives

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

Washington State Essential Academic Learning Requirements (EALRs)

This lesson addresses the following EALRs:

Communication

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

Social Studies

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

Reading

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

Writing

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

Health and Fitness

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

Lesson 5 Masters Transparencies, Student Hand- outs, Teacher Answer Keys and Fact Sheets

Master 5.1 *Sexual Harassment in the Workplace Pre-Test*

Master 5.2 *Sexual Harassment Definitions*

Master 5.3 *What is Sexual Harassment?*

Master 5.4 *Quid Pro Quo*

Master 5.5 *Hostile Work Environment*

Master 5.6 *Work Environment Scenario A*

Master 5.7 *Work Environment Scenario B*

Master 5.8 *Work Environments—Teacher Answer Key*

Master 5.9 *Help Wanted Ads*

Master 5.10 *Sexual Harassment and the Law*
Master 5.11 *Where Do You Stand Signs*
Master 5.12 *Workplace Scenarios*
Master 5.13 *Workplace Scenarios Discussion Questions*
Master 5.14 *Workplace Scenario–Teacher Answer Key*
Master 5.15 *Stopping Sexual Harassment*
Master 5.16 *Sexual Harassment on the Job Cartoon*
Master 5.17 *Please Help*
Master 5.18 *Please Help– Teacher Answer Key*
Master 5.19 *Blank Cartoon Panels*
Master 5.20 *Sexual Harassment in the Workplace Post-Test*
Master 5.21 *Pre and Post-Test–Teacher Answer Key*
Master 5.22 *Supplemental Teacher Resources*
Sexual Harassment in the Workplace

Special Note to Teachers

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

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

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

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

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

This lesson introduces workplace sexual harassment in context of young workers' health and safety on the job. The activities focus on understanding workplace sexual harassment and the law,

evaluating workplace situations, and identifying how to respond to sexual harassment at work.

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

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

Activity 5A Pre-Test

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

Activity time: 5-10 minutes

Materials

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

Procedure

1. Distribute copies of Master 5.1 *Sexual Harassment in the Workplace Pre-Test* prior to introducing any of the material.
2. The pre-test is used to find out what students know about sexual harassment before exposure to Lesson 5. It is okay if they cannot answer all or most of the questions, but they should try to answer the questions as best they can.

3. Collect the pre-test right after its completion and keep it on file until the post-test is completed. DO NOT LET THE STUDENTS KEEP THE PRE-TEST.
4. Master 5.21 *Pre and Post-Test–Teacher Answer Key* is provided to help you evaluate students' work on the test. The Answer Key provides possible examples of correct answers students may provide. However, the list is not exhaustive and student answers may vary.

Activity 5B

Going Too Far: What is Sexual Harassment?

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

Activity time: 30-50 minutes

Materials

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



Procedure

Flirting vs. Harassing

1. Break the class into four groups. Assign one topic to each of the four groups. Each group will work together to brainstorm a list for one of the following topics:
 - a. Flirting behaviors
 - b. Sexually harassing behaviors
 - c. What flirting feels like
 - d. What sexual harassment feels like

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

Sample student answers:

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

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

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

Defining Sexual Harassment

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

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

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

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

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

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

From the EEOC “Facts About Sexual Harassment”

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

Summarized definition



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

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

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

Physical, Verbal and Visual Sexual Harassment

1. Refer back to the definition of sexual harassment. The definition specifies sexual advances, requests for sexual favors, and other conduct of a sexual nature. Each of these methods of harassment can be carried out through physical, verbal and visual behaviors.
2. As a class, ask students to come up with some examples of physical, verbal and visual harassment. Write the student responses on the board or overhead. **Alternative option:** You may want to ask students to write their responses on a slip of paper and turn them into you. This allows you to screen the responses and "translate" them before writing them on the board. Only you know the culture of your classroom and if students will be able to handle this activity appropriately.
3. Some of the examples may clearly seem like harassment to some students, while to others they may seem like flirting. Refer to the lists the students made in the earlier activity and the definition of sexual harassment. Sexual harassment is in the eye of the beholder, so if the target feels harassed, then the behavior may be classified as harassment.



Sample student answers:

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

Visual Harassment	Verbal Harassment	Physical Harassment
Graffiti of a sexual nature in bathrooms or locker rooms, especially when targeting a specific person.	Telling or emailing jokes of a sexual nature.	Exposing private body parts including mooning & flashing (exposing buttocks, breasts or genitals).
Prank telephone calls of a sexual nature.	Howling, catcalling or whistling.	Pulling off clothing. Flipping up skirts. Bra snapping.

Two Types of Sexual Harassment

1. Explain that while sexual harassment may be carried out through physical, verbal or visual behaviors, the outcomes of these behaviors fit within two categories. The Equal Employment Opportunity Commission recognizes two types of workplace sexual harassment: **quid pro quo** and **hostile work environment**. Physical, verbal and visual harassment can be a part of both quid pro quo and hostile work environment harassment.
2. Pass out copies of Master 5.3 *What is Sexual Harassment?* Ask students to read the handout. Then, show Master 5.4 *Quid Pro Quo* and Master 5.6 *Hostile Work Environment* on the overhead projector. These two documents provide definitions for the two types of sexual harassment.

“Quid Pro Quo” means “This for That”

This usually involves a supervisor or person in authority who uses threats or promises of rewards in exchange for sexual favors:

Examples of Threats

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

Examples of Rewards

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

Hostile Work Environment

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

Examples:

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

3. Read aloud the two scenarios on Master 5.6 *Work Environment Scenario A* and Master 5.7 *Work Environment Scenario B*. Ask the students which scenario is an example of quid pro quo and which scenario is an example of hostile work environment.
4. Have students identify what actions or behaviors from the scenarios qualify it as either hostile work environment or quid pro quo. See Master 5.8 *Work Environments—Teacher Answer Key* for a list of suggested answers.
5. In the next activity, students will learn about the history of sex discrimination and sexual harassment law.

Activity 5C

Sexual Harassment Then and Now

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

Activity time: 30-50 minutes

Materials

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

Procedure

Help Wanted Ads

1. Pass out copies of Master 5.9 *Help Wanted Ads*, one per student. These ads are all taken from the want ads section of the Seattle Daily Times from January 1964.
2. Either working individually or in small groups, ask students to examine the want ads. You may want to have copies of help wanted ads from current newspapers for students to look at for a comparison.
3. Tell students to answer the questions on Master 5.9. Allow several minutes for students to write down their answers to the questions on the second page of Master 5.9 *Help Wanted Ads*.

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

- Jobs are classified according to whether a woman or a man is wanted for the job.
- Jobs are restricted to certain age ranges.
- Some jobs may be specific to married, unmarried, widowed, unencumbered (without children, spouse or

elderly parents) or retired applicants.

- Many jobs require the applicant to provide information on their health status or to be in excellent health.
- Some jobs require specific physical traits, such as appearing neat, attractive, or fitting within a size range.

Sexual Harassment Law

1. Pass out Master 5.10 *The History of Sexual Harassment*. Focus on the front of the handout first. Point out to students that the laws that regulate sexual harassment in school are different than the laws that regulate it in the workplace. Next point out that there are federal, state and local laws that govern sexual harassment in the workplace.
2. Next turn to the timeline of sexual harassment laws. Ask students to plot their birth year and the birth years of their parents or guardians on the timeline. If their parents' birth years are earlier than what it listed on the timeline, tell students to extend the line by hand and write in the year.
3. Point out that the concept of both sex discrimination and sexual harassment is fairly recent. Since the Civil Rights Act of 1964, many changes have occurred in the workplace to help ensure the equal opportunities of workers. It is important to note that before sexual harassment was defined legally and laws concerning it were passed, sexual harassment in the workplace was not illegal. At the time these want ads were printed, it was not illegal to require gender or age as a hiring criteria.
4. Using the timeline, point out the five major laws and rulings that brought about and clearly defined sexual harassment as we know it today (*These are marked by an asterisk). In the Teacher Resources, internet addresses are provided where you can also access summaries or full texts of the major sexual harassment laws.
5. You may want to use the following questions to get students thinking about the impacts that these laws and rulings have had on today's workplace.
 - What were some of the challenges your parents or guardians may have faced when they were employed in their first job? What about your grandparents?
 - How does the workplace nowadays compare to what it was like back then?
 - Are there any ways in which these sexual harassment laws have had an impact on what you do in the workplace?

Activity 5D

Evaluating Workplace Scenarios

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

Option A

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

Activity time: 20-30 minutes

Materials

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

Procedure

1. Master 5.12 *Workplace Scenarios* contains a variety of scenarios from which to choose. You are strongly encouraged to review the scenarios ahead of time to determine their appropriateness for your students.
2. Choose three scenarios for the students to evaluate. Scenarios can be used in any order. Make photocopies of the scenarios you selected from Master 5.12 to give to each group of students.
3. Break students into small groups with no more than two or three students per group. Hand out a copy of Master 5.13 *Workplace Scenarios Discussion Questions* to each group of students. Students may also need to refer to Master 5.2 *Sexual Harassment Definitions*.
4. Students will evaluate the three workplace scenarios using the legal definition of sexual harassment from Master 5.2 *Sexual*

Harassment Definitions. In their small groups, have the students answer the questions on Master 5.13 *Workplace Scenarios Discussion Questions*. While the students discuss each scenario within their small groups, they should record their answers on Master 5.13.

5. After students are finished evaluating their scenarios, bring their attention back to the whole class. Beginning with the first scenario, ask one group to share their answers. Then, ask the class if the other groups agree or disagree with their analysis. If any groups disagree, ask them to justify their reasons. Using Master 5.14 *Workplace Scenarios–Teacher Answer Key*, provide additional arguments and reasons not covered by the students' discussion.

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

6. Continue this process with the next two scenarios.
7. Activity 5E will help students understand what to do when sexual harassment occurs in the workplace.

Option B: Where Do You Stand?

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

Activity time: 20-30 minutes

Materials

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

Procedure

1. Master 5.12 *Workplace Scenarios* is provided for this activity. You are encouraged to review the scenarios ahead of time and choose ones that are most appropriate for your students. Scenarios can be used in any order.
2. Make overhead transparencies of the scenarios you wish to use.
3. Create a continuum along one wall of the classroom using Master 5.11 *Where Do You Stand Signs*. Tape the “Strongly Agree” sign at one end of the wall, the “Uncertain” sign in the middle, and the “Strongly Disagree” sign at the opposite end of the wall.



4. Tell the students that you will read a series of scenarios, each depicting a workplace situation. Students try to decide whether or not they think the actions in the scenario are an example of sexual harassment. You may need to remind students of the legal definition of workplace sexual harassment using Master 5.2 *Sexual Harassment Definitions*.
5. Project a scenario on the overhead and read the scenario out loud to the class.
6. Ask students “Do you feel this is an example of sexual harassment in the workplace? If yes, move towards the STRONGLY AGREE sign. If no, move towards the STRONGLY DISAGREE sign. If you are not really sure, you can stand anywhere between the signs that matches how you feel.” For example, if a student believes that the scenario is not an example of sexual harassment, she should stand close to the “Strongly Disagree” sign.
7. Once the students have all found a place along the continuum, ask a few students to explain their reasoning for choosing their spot. For example, if students are scattered along the continuum, ask one student on each end and one in the middle to explain their thinking. If the students are all clumped along the same end of the continuum, then ask students to explain why they feel so strongly about their decision.
8. If there are students standing at the “Uncertain” sign, ask them to listen to the other students’ explanation of their reasoning,

and then choose one side of the continuum before you go on to the next scenario.

9. Using Master 5.14 *Workplace Scenarios–Teacher Answer Key*, review the justification for why each scenario is or is not considered an example of sexual harassment. Allow time for questions before moving onto the next scenario.
10. Activity 5E will help students understand what to do if sexual harassment occurs in the workplace.

Activity 5E

Stopping Sexual Harassment

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

Activity time: 15-20 minutes

Materials

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

Procedure

Sexual Harassment on the Job

1. Hand out copies of Master 5.16 *Sexual Harassment on the Job Cartoon* to students. Select three students to read aloud the script for the three characters in the story to the class.
 - Mr. Roberts – The lecherous boss
 - Denise – The employee
 - Sandra – Denise’s friend/co-worker
2. After reading the story, have the class discuss how Denise resolved the situation. Ask the following questions:
 - Why might some people not report or confront someone who is sexually harassing them?

- What behaviors or actions of the boss make this an example of sexual harassment?
 - What are examples of good things that Denise did in response to this harassment at work?
 - What would you have done differently?
3. Pass out copies of Master 5.15 *Stopping Sexual Harassment*.
 4. Go over the steps that can be taken if someone is being sexually harassed at work. Ask students if they can think of any other ways that they could deal with a case of sexual harassment at work?
 5. Emphasize the State and Federal agencies to contact, and the statute of limitations for each agency, as listed on Master 5.15.

Option A: Dear Maggie (writing)

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

Activity time: 10-15 minutes

Materials

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

Procedure

1. Students can work in pairs for this activity. Pass out one copy of Master 5.17 *Please Help* to each group. The handouts include different letters written to a fictional advice columnist about a sexual harassment scenario. The students should choose which letter they want to respond to. Then, they play the role of the advice columnist and write a letter back which provides information and suggests steps on what the writer should do in response to the harassment.

Option B: Phone Helpline (speaking)

In Option B, students work in pairs, playing the roles of a person staffing a telephone helpline and a helpline caller. The students give verbal advice to a person who is experiencing sexual harassment at work.

Activity Time: 10-15 minutes

Materials

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

Procedure

1. Students can work in pairs for this activity. Pass out one copy of Master 5.17 *Please Help* to each group. The handout includes examples of different people who are calling a phone helpline for advice about a sexual harassment situation at work.
2. Have one student in the group play the role of the helpline volunteer and the other student play the role of the caller. Using the handout, the caller reads aloud one of the advice questions. The helpline volunteer should then reply by offering information and suggesting steps on what the caller should do next in response to the harassment.
3. You may want to have the students who are playing the helpline volunteer write a brief outline to help them organize their thoughts before answering the caller's question.
4. After the students are finished with their helpline conversation, ask the students to switch roles and choose another advice question. Each student should have an opportunity to play the role of the caller and of the helpline volunteer.

Option C: Cartoon Format (drawing)

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

Activity Time: 10-15 minutes

Materials

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

Procedure

1. Students can work in pairs for this activity. Pass out one copy of Master 5.19 *Blank Cartoon Panels* to each pair. The handout has panels for students to create their own story with cartoon-format graphics and words. The top of the page provides information on a workplace sexual harassment situation to give students a starting point.
2. Each pair should use the blank panels to draw a workplace sexual harassment scenario, building upon the information provided about the two characters. Students need not be good artists; stick figures are fine. Use dialog bubbles to indicate who says what in the cartoon.
3. Students should show how the characters respond to the situation. At the bottom of the page, students should provide a list of steps that they recommend the character take in response to the harassment.
4. Let the students know that they do not have to fill all of the panels on the handout.

Activity 5F

Post-Test

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

Activity time: 5-10 minutes

Materials

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

Procedure

1. To get an idea of what the students have learned as a result of the *Health and Safety Awareness for Working Teens* lesson on Sexual Harassment, have the students complete Master 5.20 *Post-Test*.
2. Master 5.21 *Teacher Answer Key* is provided to help you evaluate the student's work on the test.
3. The *Teacher Answer Key* provides examples of the kinds of correct answers students may provide. However, the list is not exhaustive and student answers may vary.

Lesson 5 Masters

Transparencies, Student Handouts, Teacher Answer Keys and Fact Sheets

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

Master 5.1

Sexual Harassment in the Workplace Pre-Test (page 1 of 2)

Student Name: _____ Date: _____ Period: _____

Short Answer

1. Provide a definition for the two types of workplace sexual harassment, as recognized by the law?

A. Quid pro quo:

B. Hostile work environment:

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

A. _____ ,

B. _____ and

C. _____ .

3. Sexual harassment can be carried out through physical, visual or verbal behaviors. Give one example of each:

A. Physical Harassment: _____

B. Visual Harassment: _____

C. Verbal Harassment _____

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

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

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

7. If someone is being sexually harassed, list three things they should do:

A. _____

B. _____

C. _____

Master 5.1

Sexual Harassment in the Workplace Pre-Test (page 2 of 2)

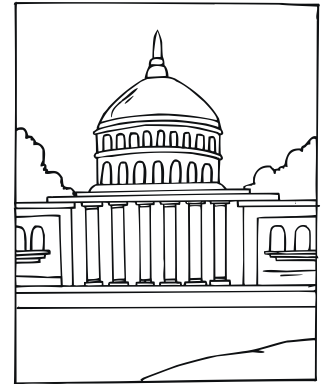
True or False? (Circle T for True and F for False)

- | | | |
|--|---|---|
| 8. Sexual harassment is a form of sex discrimination. | T | F |
| 9. Sexual harassment in the workplace is illegal in all 50 states. | T | F |
| 10. If you are being sexually harassed, you must confront the person who is harassing you. | T | F |
| 11. Your employer can legally fire you for complaining about sexual harassment at work. | T | F |
| 12. It is your employer's responsibility to protect you from sexual harassment at work. | T | F |
| 13. Often, people do not file a complaint about sexual harassment because they are afraid that no one will believe them. | T | F |
| 14. A single non-threatening act, like asking a co-worker for a date, is sexual harassment. | T | F |
| 15. An employee must be physically touched in order for an incident to count as sexual harassment. | T | F |
| 16. Sexual harassment laws only protect women. | T | F |
| 17. Sex discrimination is not always sexual harassment. | T | F |

Master 5.2

Sexual Harassment Definitions

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



Sexual Harassment Definition – Full Version

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

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

— From the EEOC Facts About Sexual Harassment

Sexual Harassment Definition – Summarized

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

Master 5.3

What is Sexual Harassment?

Student Name: _____ Date: _____ Period: _____

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

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

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

How do you know if you are being harassed?

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

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

• A sense of dread	• Stomach ache or headaches
• Anxiety	• Humiliation or embarrassment
• Fear or anger	• Depression or hopelessness
• Inability to concentrate	• Dread going to work
• Loss of interest in work or school	• Loss of interest in family or friends



Master 5.4

Quid Pro Quo

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

“Quid Pro Quo” means “This for That”

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

Examples of Threats

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

Examples of Rewards

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

Master 5.5

Hostile Work Environment

There are two types of sexual harassment as defined by the government and the courts. One type is called **Hostile Work Environment**.

Hostile Work Environment

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

Examples:

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

Master 5.6 Work Environment Scenario A



Jillian works in a garage as a mechanic apprentice. She has wanted to work on engines for as long as she can remember. In the shop, there are many nude centerfolds and calendars with pictures of scantily clad women. In the only restroom, the walls are covered with sexually explicit graffiti. Her male co-workers rarely use her first name, but refer to her by “sugar” or “honey.” No one touches her in anyway. She is embarrassed, but does not say anything to her co-workers because she really wants to fit in with the guys in the shop. Lately though, Jillian dreads going to work. She worries that if she continues with this career, will she always have to put up with this kind of work environment.

Master 5.7 Work Environment Scenario B (page 1 of 2)



Option 1

Ann Marie got a summer job waiting tables at a restaurant during the lunch shift. After a month on the job, as Ann Marie walks into the kitchen, her manager, Mike, says to the male cook, “What do you think, Dave? Wouldn’t Ann Marie look good in a shorter skirt so the customers could get a look at those fine legs?” Although his comment embarrasses her, she tries to ignore him, and picks up her order.

Later that week, while Ann Marie is on her break at a table in the back of the restaurant, Mike sits down with her. Mike asks her to go out with him that night. When she says she already has plans, Mike says, “You know, I could find a spot for you on the dinner shift. You could get much bigger tips. Come on, don’t you want to go out with me?” Ann Marie has been hoping for a spot on the dinner shift since she first got hired, but she does not want to get involved with her boss. She is upset and turns him down.

Master 5.7 Work Environment Scenario B (page 2 of 2)



Option 2

Luis got a summer job as a waiter at a local restaurant, working the lunch shift. After a month on the job, as Luis walks into the kitchen, his manager Sheila says to the female cook, “Don’t you think Luis would get bigger tips if he wore tighter pants to show off that cute butt?” Luis laughs and replies, “For bigger tips, I’d rather you schedule me for the dinner shift.” He is annoyed, but shrugs it off and gets back to his customers.

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

Master 5.8

Work Environments – Teacher Answer Key

Scenario A

What type of sexual harassment is this? Hostile Work Environment

What actions or behaviors qualify this as this type of harassment?

Pictures of nude women are on the walls.

Sexually offensive graffiti is on the walls.

Co-workers refer to her with pet names like “sugar” and “honey.”

Scenario B

Option 1

What type of sexual harassment is this? Quid Pro Quo

What actions or behaviors qualify this as this type of harassment?

Her manager suggested she would get better tips if she wore a shorter skirt.

Her manager suggests that she would get a better work schedule with higher tips if she accepts his proposition.

Option 2

What type of sexual harassment is this? Quid Pro Quo

What actions or behaviors qualify this as this type of harassment?

His manager suggested he would get better tips if he wore tighter pants.

His manager suggests that he would get a better work schedule with higher tips if he accepts her proposition.

Master 5.9

Help Wanted Ads *From Seattle Daily Times, January 1964*

250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	250R Help Wanted	
<p>RECEPTIONIST</p> <p>Position available and outgoing and its office helpful. His and references wpm read in Window mail mess fits. Excel Reply imm Julie Mitcl or help@ak</p> <p>RECEPTIONIST</p> <p>PEOPLE</p> <p>Motivated er seeks a tionist. We showroom ers, onw scheduling, for a fast p work we w you! Great & \$29K.</p> <p>Careers www.busi</p> <p>Rec</p> <p>Provide fro and admin Answer at greet visita HS diploma experience computer e vice skills fer resume ments to: Heart Asso 900, Seat mwjobs@he</p> <p>Receptionist</p> <p>Service Coordinator</p> <p>Service Co ture/establi Excellent d and Teleph Experience helpful, but tomer serv ividual and Full time 4 ulate may var need of the benefits for pet. Hurry e team. Conte Crown Hill tal, 9069 Hol tie WA 98111</p> <p>RECE</p> <p>SHPS, a fo vator of he svcs in DT Receptionist desk. Will process fax etc. Word, pref'd. Mus punctual & 2+ yrs in read. Gre Reply: shot fax: 425-576 Rec. EOE</p> <p>Receptionist sched, pho cust svc sk positions. A horse exp / b Both req So ar med of c tax resume in person to nary Hosp, Snomomish 1933. No</p> <p>RECEPTION MULTIPL</p> <p>Fast paced opens the d your profes work ethic nces to quality now. Emoy answering phones, filing, pulling charts, & meeting/greeting clientele. Start to 13/ r with benefits, vacation & more! Call Business Careers at 206-447-7411.</p>	<p>Men Wanted</p> <p>ASSIST. MANAGER. Young men, under 28.</p> <p>BETTER INCOME. National Concern offers opportunity for married man, 25-46 with car. Earn as you learn. Full or part time.</p> <p>OPPORTUNITY. Alert married man to service established customers. We train you to earn better than average income.</p> <p>MARRIED. 25 to 40. High school graduate. Guaranteed salary plus commission.</p> <p>SUPERINTENDENT. Fast growing aggressive machinery manufacturer requires a man for plant superintendent. Applicants should state age, health status, number of years experience and telephone number.</p>	<p>Restaurant -</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p>	<p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p>	<p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p> <p>Restaurant</p>	<p>Retail -</p> <p>Retail</p> <p>Retail</p> <p>Retail</p> <p>Retail</p> <p>Retail</p> <p>Retail</p>	<p>Photographer</p> <p>Children? Have for making Kiddie Kanest growing pit studio in pre hiring for kwita (inside L. No experi- We will train professional pho- provide daily earning, va- ciation from remote from /T positions. out at adids.com. n inside of Us at Parkway 79-0035</p> <p>IE</p> <p>ELL</p> <p>GS</p> <p>positions ssroads Store ocation</p> <p>Company essful retail hat has been Puget Sound We are seek- shier/clerks with strong customer service skills for our new. Hours are 7:00AM, or ctates. your local e or Email gs.com ugs.com</p> <p>ARE Z</p> <p>SPAS</p> <p>passion for standing service? der in beau- Dur Federal & currently ations for:</p> <p>VICE ATIVES</p> <p>for individ- working in a environment; ng attitude; nable im- interaction ups of pop- available at outhcenter, Northgate tions.</p> <p>TS: unication & skills. wledge of programs skills (must n. one-year e experi- & spa, high- restaurant, industry, ENLTY.</p>
<p>Women Wanted</p> <p>YOUNG LADIES, 21 to 30. If you are neat and have a pleasant personality, I may have a job for you. Work in outside order department of national organization.</p> <p>GIRL FOR SPOKANE STREET OFFICE. Must type and do bookkeeping. Requires young, highly intelligent person. Reply giving complete resume and grade point.</p> <p>OFFICE MANAGER. Prefer some college education plus office supervisory experience. Must be well groomed with good appearance. Minimum age 35.</p> <p>MATURE WOMAN to assist care of semi-invalid wife. Live-in. Non-smoker. Unencumbered, free to travel.</p> <p>DEPENDABLE GIRLS, 18-25 years for steady full-time window cashiers. Apply in person.</p>	<p>to a bachelor's degree in parks and recreation, physical education, public adminis- jeremy@chowfoods.com</p> <p>Start, Cockton Staff, and B- tending Staff. Come join the 30 years of success in a dynamic</p> <p>committed to a drug free workplace.</p> <p>with strong customer service skills for our new.</p>	<p>Staff, Cockton Staff, and B- tending Staff. Come join the 30 years of success in a dynamic</p> <p>committed to a drug free workplace.</p> <p>with strong customer service skills for our new.</p>	<p>Staff, Cockton Staff, and B- tending Staff. Come join the 30 years of success in a dynamic</p> <p>committed to a drug free workplace.</p> <p>with strong customer service skills for our new.</p>	<p>Staff, Cockton Staff, and B- tending Staff. Come join the 30 years of success in a dynamic</p> <p>committed to a drug free workplace.</p> <p>with strong customer service skills for our new.</p>	<p>Staff, Cockton Staff, and B- tending Staff. Come join the 30 years of success in a dynamic</p> <p>committed to a drug free workplace.</p> <p>with strong customer service skills for our new.</p>	<p>Staff, Cockton Staff, and B- tending Staff. Come join the 30 years of success in a dynamic</p> <p>committed to a drug free workplace.</p> <p>with strong customer service skills for our new.</p>
<p>SALES LADIES. We need 3 Specialty Sales Ladies for demonstration of entirely new kitchen appliance. Must be neat, 21 to 38 years, own automobile, be bondable and in excellent health. Call in person for interview.</p> <p>MOTEL MAID. Live-in furnished apartment. 30-45 years.</p> <p>HELP HUBBY, add to family income. Salaried position. Pleasant telephone voice helpful.</p> <p>TELEPHONE GIRL. Experienced appointment girl between 25-50 to work in our office. Must be bondable, have late model car.</p> <p>ATTRACTIVE BAR MAID to work evenings, size 10 to 14, age 21 to 28.</p> <p>REFINED WOMAN to work as fashion stylist, selling high style costume jewelry.</p>	<p>month.</p> <p>Permanent positions have outstanding benefits, including medical, dental and retirement, and work 9 months a</p> <p>four and (\$39K in sales). Able to lead/teach diverse crew. Willing to commit to company's quality standards, participate in product development. Must have cost control skills. Must love the kitchen 2 years full-</p> <p>We are looking for future STORE MANAGERS and DISTRICT STAFF to help us Open 250+ stores over the next three years.</p> <p>POLITE, COURTEOUS & HELPFUL!</p> <p>• Must pass background investigation & credit check.</p> <p>Perm. FULL-TIME positions available - we cannot</p>	<p>month.</p> <p>Permanent positions have outstanding benefits, including medical, dental and retirement, and work 9 months a</p> <p>four and (\$39K in sales). Able to lead/teach diverse crew. Willing to commit to company's quality standards, participate in product development. Must have cost control skills. Must love the kitchen 2 years full-</p> <p>We are looking for future STORE MANAGERS and DISTRICT STAFF to help us Open 250+ stores over the next three years.</p> <p>POLITE, COURTEOUS & HELPFUL!</p> <p>• Must pass background investigation & credit check.</p> <p>Perm. FULL-TIME positions available - we cannot</p>	<p>month.</p> <p>Permanent positions have outstanding benefits, including medical, dental and retirement, and work 9 months a</p> <p>four and (\$39K in sales). Able to lead/teach diverse crew. Willing to commit to company's quality standards, participate in product development. Must have cost control skills. Must love the kitchen 2 years full-</p> <p>We are looking for future STORE MANAGERS and DISTRICT STAFF to help us Open 250+ stores over the next three years.</p> <p>POLITE, COURTEOUS & HELPFUL!</p> <p>• Must pass background investigation & credit check.</p> <p>Perm. FULL-TIME positions available - we cannot</p>	<p>month.</p> <p>Permanent positions have outstanding benefits, including medical, dental and retirement, and work 9 months a</p> <p>four and (\$39K in sales). Able to lead/teach diverse crew. Willing to commit to company's quality standards, participate in product development. Must have cost control skills. Must love the kitchen 2 years full-</p> <p>We are looking for future STORE MANAGERS and DISTRICT STAFF to help us Open 250+ stores over the next three years.</p> <p>POLITE, COURTEOUS & HELPFUL!</p> <p>• Must pass background investigation & credit check.</p> <p>Perm. FULL-TIME positions available - we cannot</p>	<p>month.</p> <p>Permanent positions have outstanding benefits, including medical, dental and retirement, and work 9 months a</p> <p>four and (\$39K in sales). Able to lead/teach diverse crew. Willing to commit to company's quality standards, participate in product development. Must have cost control skills. Must love the kitchen 2 years full-</p> <p>We are looking for future STORE MANAGERS and DISTRICT STAFF to help us Open 250+ stores over the next three years.</p> <p>POLITE, COURTEOUS & HELPFUL!</p> <p>• Must pass background investigation & credit check.</p> <p>Perm. FULL-TIME positions available - we cannot</p>	<p>month.</p> <p>Permanent positions have outstanding benefits, including medical, dental and retirement, and work 9 months a</p> <p>four and (\$39K in sales). Able to lead/teach diverse crew. Willing to commit to company's quality standards, participate in product development. Must have cost control skills. Must love the kitchen 2 years full-</p> <p>We are looking for future STORE MANAGERS and DISTRICT STAFF to help us Open 250+ stores over the next three years.</p> <p>POLITE, COURTEOUS & HELPFUL!</p> <p>• Must pass background investigation & credit check.</p> <p>Perm. FULL-TIME positions available - we cannot</p>

Master 5.9 (page 2 of 2) Help Wanted Ads

Student Name: _____ Date _____ Period _____

Questions:

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

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

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

3. Why would this wording not be used today?

Master 5.10 (page 1 of 3)

The History of Sexual Harassment

- Sexual Harassment and the Law
- Timeline

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

Sexual Harassment at Work

Federal Law

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



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

State Law

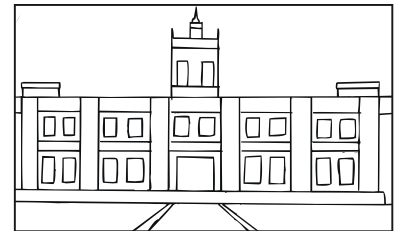
The Washington State Law Against Discrimination (RCW 49.60) considers sexual harassment to be an illegal form of sex discrimination in employment. The Washington State Human Rights Commission handles complaints under this law.

Local Ordinances

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

Sexual Harassment at School

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



Child Abuse Laws

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

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

Master 5.10 (page 2 of 3) Sexual Harassment and the Law Timeline

The History of Sexual Harassment

Important Laws, Court Cases and Rulings



Title VII of the Civil Rights Act of 1964. Prohibits discrimination based on sex, race, color, national origin and religion.

Title IX of the 1972 Education Amendments to the Civil Rights Act. Prohibits discrimination on the basis of sex among students and staff in schools and colleges receiving federal funding. It requires educational institutions to create anti-sexual harassment policies and procedures.

EEOC's Final Amendment to Guidelines on Discrimination Because of Sex. Sexual harassment is recognized as a form of sex discrimination. The federal definition of sexual harassment is created and the term "sexual harassment" is first used legally.

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

1963

Equal Pay Act of 1963.

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

1964*

Title VII of the Civil Rights Act of 1964. Prohibits discrimination based on sex, race, color, national origin and religion.

1965

Federal Executive Order 11246.

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

1972*

Title IX of the 1972 Education Amendments to the Civil Rights Act. Prohibits discrimination on the basis of sex among students and staff in schools and colleges receiving federal funding. It requires educational institutions to create anti-sexual harassment policies and procedures.

1973

Washington State Law Against Discrimination. Chapter 49.60.030 RCW.

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

1980*

EEOC's Final Amendment to Guidelines on Discrimination Because of Sex. Sexual harassment is recognized as a form of sex discrimination. The federal definition of sexual harassment is created and the term "sexual harassment" is first used legally.

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



* Refers to landmark cases

Master 5.10 (page 3 of 3) Sexual Harassment and the Law Timeline



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

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

Robinson v. Jacksonville Shipyard Inc. Ruled that posting pornographic material at work is a type of hostile environment sexual harassment.

Civil Rights Act of 1991. States that a victim of sexual harassment can attempt to recover damages from his or her employer.

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

Roberts v. Dudley, 2000. The Washington State Supreme Court ruled that a wrongful discharge claim on the grounds of sexual harassment can be valid even if the employer has fewer than eight employees.

1982

Huebschen v. Wisconsin Department of Health & Social Services. Ruled that employees cannot be made to submit to sexual advances as a condition of employment. Also, ruled that an organization is liable for the actions of its supervisors.

1986*

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

1989

1991

1998

Faragher v. City of Boca Raton. The U.S. Supreme Court rules that under Title VII employers may have to pay damages when a supervisor is responsible for hostile environment sexual harassment, even if the employer was not aware of the harassment.

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

Oncala v. Sundowner Offshore Services. The U.S. Supreme court ruled that federal law under Title VII protects employees from being sexually harassed in the workplace by people of the same sex.

2000/02

Master 5.11
Where Do You Stand Signs (page 1 of 3)

Strongly
Agree

Master 5.11
Where Do You Stand Signs (page 2 of 3)

Uncertain

Master 5.11

Where Do You Stand Signs (page 3 of 3)

**Strongly
Disagree**

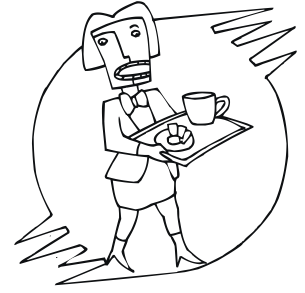
Master 5.12
Workplace Scenarios



Scenario 1

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

Master 5.12
Workplace Scenarios



Scenario 2

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

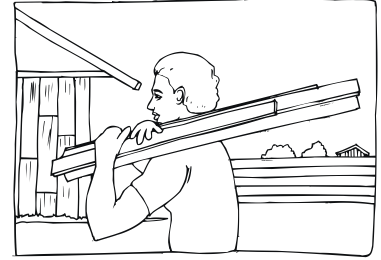
Master 5.12
Workplace Scenarios



Scenario 3

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

Master 5.12
Workplace Scenarios



Scenario 4

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

Master 5.12
Workplace Scenarios



Scenario 5

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

Master 5.12
Workplace Scenarios



Scenario 6

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

Master 5.12
Workplace Scenarios



Scenario 7

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

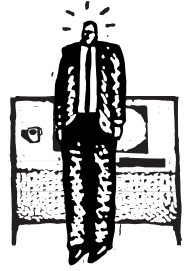
Master 5.12
Workplace Scenarios



Scenario 8

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

Master 5.12
Workplace Scenarios



Scenario 9

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

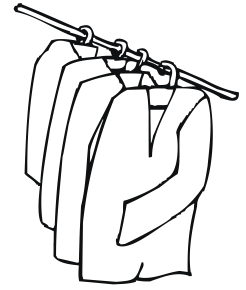
Master 5.12
Workplace Scenarios



Scenario 10

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

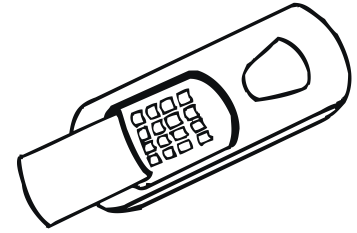
Master 5.12
Workplace Scenarios



Scenario 11

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

Master 5.12 Workplace Scenarios



Scenario 12

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

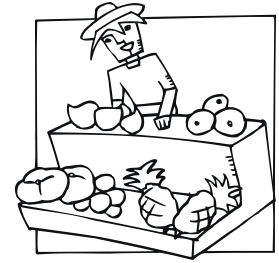
Master 5.12
Workplace Scenarios



Scenario 13

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

Master 5.12
Workplace Scenarios



Scenario 14

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

Master 5.13

Workplace Scenario Discussion Questions (page 1 of 2)

Student Name: _____ Date: _____ Period: _____

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

Workplace Scenario #__

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

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

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

Workplace Scenario #__

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

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

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

Master 5.14

Workplace Scenario Teacher Answer Key

Scenario 1:

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

1. Is this sexual harassment? *Yes*
 - a. If yes, is it an example of “quid pro quo” or “hostile work environment”? *Quid pro quo*
 - b. If no, why is it not a case of sexual harassment? *N/A*
2. What behaviors tell you that it is an example of this type of harassment?
Keiko’s boss, Dave, has implied that she will only receive a raise if she goes out with him. He is offering a reward in exchange for dating him.
3. Who is the harasser?
Dave
4. Who is the target?
Keiko
5. What can or should the target do in this situation?
Write down in a notebook what Dave said to her, when and where he said it and how it made her feel.
Let someone else know what Dave said to her.
Tell Dave that she cannot go out with him because she is uncomfortable dating a supervisor.
Make a formal complaint to Dave’s supervisor or the Human Resources department.
6. How would you feel if you were the target in this situation?
Uncomfortable
Frustrated
Intimidated
Angry
Wanting to put a stop to it

Scenario 2:

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

1. Is this sexual harassment? *Yes*
 - a. If yes, is it an example of “quid pro quo” or “hostile work environment”?
Hostile Work Environment
 - b. If no, why is it not a case of sexual harassment? *N/A*
2. What behaviors tell you that it is an example of this type of harassment?
Only the female workers are targeted.

Comments are made about their appearance.

The females are rated by the males when they pass by.

The behavior is repeated.

3. Who is the harasser?

Males in the hallway.

4. Who is the target?

Females passing through the hallway.

5. What can or should the target do?

Talk to the other women and try to work together to respond to the situation.

Write down what is being said by the men, when and where they are saying it, and who is saying it.

Report the issue to the company's human resources office and the manager of the company.

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

Angry

Embarrassed

Afraid of walking down the hallway

Wanting the men to stop their offensive behavior

Scenario 3:

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

1. Is this sexual harassment? *No*

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

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

Libby doesn't target a specific gender, so her behavior is not a form of sex discrimination. Her jokes are about both men and women, and she tells the jokes to everyone on staff. Her behavior may be annoying, but it isn't sexual harassment.

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

N/A

3. Who is the harasser?

N/A

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

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

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

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

Annoyed

Embarrassed

Wanting to get Libby to change her behavior

Scenario 4:

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

1. Is this sexual harassment? *Maybe*
 - a. If yes, is it an example of "quid pro quo" or "hostile work environment"?
While this may seem like sexual harassment, the laws relating to same-sex sexual harassment are still evolving. While there are some state laws and local ordinances that prohibit same-sex sexual harassment, this is not necessarily the case in all parts of the country.
 - b. If no, why is it not a case of sexual harassment?
2. What behaviors tell you that it is an example of this type of harassment? *N/A*
3. Who is the harasser? *Frank*
4. Who is the target? *Aaron*
5. What can or should the target do in this situation?
Whether or not Frank's behavior is harassment, whether or not it is considered sexual harassment and should be reported. Frank's behavior is inappropriate for the workplace and is affecting Aaron's ability to do his job. Aaron should report the problem to his direct supervisor or the store manager.
6. How would you feel if you were the target in this situation?
Angry
Wanting Frank to stop

Scenario 5:

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

1. Is this sexual harassment? *No*
 - a. If yes, is it an example of "quid pro quo" or "hostile work environment"?
 - b. If no, why is it not a case of sexual harassment?
2. What behaviors tell you that it is an example of this type of harassment?
N/A
3. Who is the harasser?
N/A
4. Who is the target? *N/A*
5. What can or should the target do in this situation?
Nisha could politely ask Lyle in person if he could select a different screen saver.

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

Embarrassed

Wanting the situation to change

Scenario 6:

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

1. Is this sexual harassment? *Yes*

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

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

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

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

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

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

3. Who is the harasser?

Helena

4. Who is the target?

Corey

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

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

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

Corey could report the situation to Helena’s boss.

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

Confused

Worried about my job

Wanting Helena to stop the behavior

Scenario 7:

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

1. Is this sexual harassment? *No*

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

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

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

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

N/A

3. Who is the harasser?

N/A

4. Who is the target?

N/A

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

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

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

Annoyed

Scenario 8:

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

1. Is this sexual harassment? *Probably not*

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

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

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

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

N/A

3. Who is the harasser?

N/A

4. Who is the target?

N/A

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

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

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

Irritated

Wanting the behavior to stop

Scenario 9:

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

1. Is this sexual harassment? **Yes**
 - a. If yes, is it an example of “quid pro quo” or “hostile work environment”?
Hostile Work Environment
 - b. If no, why is it not a case of sexual harassment?
2. What behaviors tell you that it is an example of this type of harassment?
Trisha and Thanh constantly question Keith even though he does not want them to. Trisha touches Keith’s behind.
His boss, Beth, said that if he was going to work in an office full of women, he just needed to get used to Trisha and Thanh’s behavior.
3. Who is the harasser?
Trisha and Thanh, maybe even Beth.
4. Who is the target?
Keith
5. What can or should the target do in this situation?
He let his supervisor know that he was uncomfortable with his co-workers’ behavior, but Beth wasn’t helpful. He could talk with Beth’s supervisor, or talk to the human resources department.
He should let Trisha and Thanh know that he would prefer they not ask personal questions of him during work hours—or at all.
He could confront Trisha, asking her not to touch him.
Since Beth didn’t help prevent this harassment from continuing, Keith should keep a written record of what has happened, including the important facts. If the harassment continues, he can use this record as proof of ongoing harassment.
6. How would you feel if you were the target in this situation?
Frustrated
Helpless
Wanting the behavior to stop
Mistrust of my supervisor

Scenario 10:

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

1. Is this sexual harassment? *No*
 - a. If yes, is it an example of “quid pro quo” or “hostile work environment”?
 - b. If no, why is it not a case of sexual harassment?
Because the harassment is not sexual in nature or a form of sex discrimination. Bob’s harassment is not targeted toward Candice because she is female. Perhaps he doesn’t like apprentices.
2. What behaviors tell you that it is an example of this type of harassment?
N/A
3. Who is the harasser?
N/A
4. Who is the target?
N/A
5. What can or should the target do in this situation?
Candice should let her supervisor know about her project being tampered with and her tools being hidden. That way her supervisor will understand why her project may be late. Also, then the supervisor can be aware of the problem in the shop.
6. How would you feel if you were the target in this situation?
Angry
Frustrated
Wanting the behavior to stop

Scenario 11:

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

1. Is this sexual harassment? *Yes*
 - a. If yes, is it an example of “quid pro quo” or “hostile work environment”? ***Quid pro quo***
 - b. If no, why is it not a case of sexual harassment? *N/A*
2. What behaviors tell you that it is an example of this type of harassment?
Mr. Lee keeps touching your shoulder and pats your knee, even when you try to move away from him.
Mr. Lee suggests that if he makes you assistant-manager, he will be able to get to know you better. His actions seem to be of a sexual nature. This is an example of offering a reward (promotion) in exchange for a sexual relationship.
He pulls his chair closer to you when you move away.
3. Who is the harasser?
Mr. Lee
4. Who is the target?
You

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

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

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

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

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

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

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

Confused

Frustrated

Intimidated

Wanting the behavior to stop

Scenario 12:

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

1. Is this sexual harassment? *No, but it is sex discrimination.*
 - a. If yes, is it an example of "quid pro quo" or "hostile work environment"?
 - b. If no, why is it not a case of sexual harassment? *The behavior is not sexual in nature.*
2. What behaviors tell you that it is an example of this type of harassment?

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

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

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

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

Jose has yelled at other women in the office, but not the men.
3. Who is the harasser?

Jose
4. Who is the target?

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

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

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

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

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

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

Scared

Angry

Helpless

Wanting the behavior to stop

Scenario 13:

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

1. Is this sexual harassment? *Yes*
 - a. If yes, is it an example of "quid pro quo" or "hostile work environment"? *Quid Pro Quo*
 - b. If no, why is it not a case of sexual harassment?
2. What behaviors tell you that it is an example of this type of harassment?
A behavior can be considered unwelcome and unwanted, even if you go along with it. Natasha is not legally obligated to confront Josh directly. It is Josh's responsibility as a supervisor to not engage in behaviors that could be considered as sexual harassment.
3. Who is the harasser?
Josh
4. Who is the target?
Natasha
5. What can or should the target do in this situation?
Natasha should let Josh know how she feels. She should also stop accepting rides home from him. She can report the situation to Human Resources.
6. How would you feel if you were the target in this situation?
Confused
Worried
Wanting the behavior to stop
Guilty

Scenario 14:

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

1. Is this sexual harassment? *Yes*
 - a. If yes, is it an example of "quid pro quo" or "hostile work environment"?
Hostile Work Environment
 - b. If no, why is it not a case of sexual harassment? *N/A*
2. What behaviors tell you that it is an example of this type of harassment?
Reggie makes comments about the female customers' bodies.
Reggie continues to make comments, even after being asked to stop.
3. Who is the harasser?
Reggie (Craig is participating, but isn't the actual harasser)
4. Who is the target?
Jin Soo and the female customers
5. What can or should the target do in this situation?
Jin Soo should talk to her supervisor about the problem.
Jin Soo could ask Reggie to stop one more time, letting him know that she is serious and will take action if he does not stop.
Jin Soo could keep a written record of Reggie's comments, including what he says, when he says it, and who hears it.
6. How would you feel if you were the target in this situation?
Helpless
Angry
Frustrated
Wanting the behavior to stop

Master 5.15

Stopping Sexual Harassment (page 1 of 2)

Dealing with Workplace Sexual Harassment:

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

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

Steps to Stop Sexual Harassment:

- Find out your employer’s policies and procedures for sexual harassment and follow them to file a complaint.
- Let your family, co-workers, teachers and friends know what is happening at work and ask for their support.
- Keep a written record of the incidents. Limit your notes to the facts and your physical and emotional response to the harassment. Be sure to keep any evidence of the harassment, such as notes, photos or email messages. Make your notes during breaks or at home; do not make notes during work time or on a work computer. Try to record your notes as soon after the incident as possible so that your memory of it is fresh. Record the following information for each incident:
 - What happened?
 - When did it happen?
 - Where did it occur?
 - Who witnessed it, if anyone?
 - How did it make you feel?
- Start a buddy-system. Ask a trusted co-worker to help you avoid situations where you would be alone with the harasser.
- Look for witnesses or other co-workers who are also targets of the harassment, if any.
- File a complaint with your union, if you have one.
- Talk with your employer about the harassment, such as speaking to your supervisor. If your supervisor is the harasser, you can speak to the company’s human resources department or other designated person. You may also need to file a complaint with one of the agencies listed in the next section. The agencies may ask if you followed your employer’s complaint procedure, and if not, why you did not.



Master 5.15 Stopping Sexual Harassment (page 2 of 2)



How to File a Complaint

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

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

Washington State Human Rights Commission
<http://www.hum.wa.gov/>

Phone: 1-800-233-3247 (SE HABLA ESPAÑOL)
TTY: 1-800-300-7525

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

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

3. Consult a lawyer.

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

- 4. To file a complaint with a federal agency, contact:**

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

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

Master 5.16

Sexual Harassment on the Job Cartoon (page 1 of 2)

SEXUAL HARASSMENT ON THE JOB

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

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



A FEW MINUTES LATER...



"Sexual Harassment on the Job." Safe Jobs for Youth. University of California—Los Angeles, Labor Occupational Safety and Health Program. 1997.

Master 5.16

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



Master 5.17

Please Help

Scenario 1:

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

– Sean

Scenario 2:

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

– Aiesha

Scenario 3:

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

– Eddie

Master 5.18

Please Help-Teacher Answer Key

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

Scenario #1

1. Is this sexual harassment? *Yes*

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

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

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

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

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

Scenario 2:

1. Is this sexual harassment? *Maybe*

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

Hostile work environment

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

Aiesha should tell her supervisor about the situation.

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

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

Scenario 3:

1. Is this sexual harassment? *Maybe*

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

Hostile work environment

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

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

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

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

Master 5.19 Blank Cartoon Panels (page 1 of 2)

Student Name: _____ Date: _____ Period _____

Scenario:

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

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

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

Master 5.19 Blank Cartoon Panels (page 2 of 2)

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

1. _____

2. _____

3. _____

4. _____

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

Student Name: _____ Date: _____ Period: _____

Short Answer

1. Provide a definition for the two types of workplace sexual harassment, as recognized by the law?

A. Quid pro quo:

B. Hostile work environment:

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

A. _____ ,

B. _____ and

C. _____ .

3. Sexual harassment can be carried out through physical, visual or verbal behaviors. Give one example of each:

A. Physical Harassment: _____

B. Visual Harassment: _____

C. Verbal Harassment _____

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

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

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

7. If someone is being sexually harassed, list three things they should do:

A. _____

B. _____

C. _____

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Sexual Harassment Post-Test (page 2 of 2)

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

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

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Pre and Post-Test–Teacher Answer Key (page 1 of 2)

Student Name: _____ Date: _____

Short Answer

1. Provide a definition for the two types of workplace sexual harassment, as recognized by the law?
 - A. Quid Pro Quo:
Means “this for that.” When a supervisor uses rewards or threats in exchange for sexual favors
 - B. Hostile Work Environment:
Caused by repeated actions, comments, pictures, or objects that create an intimidating, hostile or offensive work environment.
2. There are three things that cause a behavior or action to be considered as sexual harassment. They behavior or action must be:
 - A. *Unwanted,*
 - B. *Unwelcome,* and
 - C. *Repeated*
3. Sexual harassment can be carried out through physical, visual or verbal behaviors. Give one example of each:
 - A. Physical Harassment: *Lewd gestures; Unwanted touching; Exposing private body parts; etc.*
 - B. Visual Harassment: *Posting nude pictures; Passing notes with lewd drawings; Emailing pictures of a sexual nature; Sexual graffiti; etc.*
 - C. Verbal Harassment: *Calling sexually degrading names; Spreading sexual rumors; Telling sexual jokes; Catcalling or whistling; etc.*
4. Give one example of a **threat** that could be used in Quid Pro Quo harassment?
Getting fired; Getting a bad evaluation; Not getting hired; Not getting a raise; Not getting a promotion; etc.
5. Give one example of a **reward** that could be used in Quid Pro Quo harassment?
Getting a promotion; Getting a raise; Getting hired; Getting a preferred work schedule; etc.
6. What is an example of something that might occur in a Hostile Work Environment?
Offensive sexual language; Sexual jokes; Sexual gestures; Sexual graffiti; Graphic pictures or calendars; Lewd notes; etc
7. If someone is being sexually harassed, list three things he or she should do:
 - A. *Talk to his or her supervisor or human resources department; File a complaint with EEOC or Washington Human Rights Commission and/or your union.*

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Pre and Post-Test Teacher Answer Key (page 2 of 2)

B. *Keep a written record of the facts: what, when, where, who and how it felt.*

C. *Find support. Talk to friends, family, and co-workers. Start a buddy-system at work.*

True or False?

8. Sexual harassment is a form of sex discrimination. *True*
9. Sexual harassment is illegal in all 50 states. *True*
10. If you are being sexually harassed, you must confront the person who is harassing you. *False*
11. Your employer can fire you for complaining about sexual harassment at work. *False*
12. It is your employer's responsibility to protect you from sexual harassment at work. *True*
13. Often, people do not file a complaint about sexual harassment because they are afraid that no one will believe them. *True*
14. A single non-threatening act, like asking co-worker for a date, is sexual harassment. *False*
15. An employee must be physically touched in order for an incident to count as sexual harassment. *False*
16. Sexual harassment laws only protect women. *False*

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Supplemental Teacher Resources (page 1 of 3)

Sexual Harassment in the Workplace

Agencies:

Washington State Human Rights Commission

<http://www.hum.wa.gov/>

Phone: 1-800-233-3247 (SE HABLA ESPAÑOL)

TTY: 1-800-300-7525

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

U.S. Equal Employment Opportunity Commission

<http://www.eeoc.gov>

Seattle District Office

Federal Office Building, 909 First Avenue, Suite 400

Seattle, WA 98104-1061

Phone: 206-220-6883 or 1-800-669-4000

TTY: 206-220-6882 or 1-800-669-6820

Women's Bureau of the U.S. Department of Labor

<http://www.dol.gov/wb/>

Seattle Regional Office

1111 Third Avenue, Room 925, Seattle, WA 98101-3211

Phone: 206-553-1534 or 1-800-296-7011

Organizations:

Northwest Women's Law Center

<http://www.nwwlc.org/>

3161 Elliott Avenue, Suite 101, Seattle, WA 98121-1016

Phone: 206-621-7691

TTY: 206-521-4317

American Association of University Women (AAUW)

<http://www.aauw.org>

1111 Sixteen Street NW, Washington DC 20036

Phone: 800-326-AAUW

American Civil Liberties Union (ACLU) of Washington State

<http://www.aclu.org> or www.aclu-wa.org

705 Second Avenue, Suite 300, Seattle, WA 98104

Legal Complaint Line: (206) 624-2180

Phone: (206) 624-2184

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Sexual Harassment in the Workplace

Educational Materials:

- Barickman, R. and M. Palludi. *Academic and Sexual Harassment: A Resource Manual*. Suny Press, 1992. <http://www.sunypress.edu>
- Barickman, R. and M. Paludi. *Sexual Harassment, Work and Education: A Resource Manual for Prevention*. Cornell University Press., 1998.
- Bravo, Ellen and Ellen Cassidy. *The 9 to 5 Guide to Combating Sexual Harassment*. John Wiley and Sons, Inc., 1992.
- Fink, Marjorie. *Adolescent Sexual Assault and Harassment Prevention Curriculum*. Learning Publications, Inc., 1995. <http://www.learningpublications.com>
- Hodgson, Harriett. *Power Plays: How Teens Can Pull the Plug on Sexual Harassment*. Deaconess Press, 1993.
- *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*. American Association of University Women, 1993. <http://www.cornellpress.cornell.edu>
- Hubbard, Betty. *Sexual Harassment: Pick and Choose Activities for Grades 7-12*. ETR Associates, 1996. <http://www.etr.org>
- Nash, Carol Rust. *Issues in Focus—Sexual Harassment: What Teens Should Know*. Enslow Publishers, Inc., 1996.
- VIDEO: *No Laughing Matter: High School Students and Sexual Harassment*. 25-minutes. Massachusetts Department of Education, 617-770-7508.
- Sabella, Russell and Robert Mynick. *Confronting Sexual Harassment: Learning Activities for Teens*. Educational Media Corporation, 1995.
- VIDEO: *Sexual Harassment in the Workplace...Identify. Stop. Prevent*. American Media Incorporated. 1-800-262-2557.
- VIDEO: *Sexual Harassment on the Job*. Video excerpt from the Phil Donahue Show. Films for the Humanities. 609-452-1128.
- Sexual Harassment Learning Solitaire. Corporate Game Ware, 1998. <http://www.corporategameware.com/solitaire/solitaire.html>
- Stein, Nan and Lisa Sjostrom. *Flirting or Hurting? A Teacher's Guide to Student-on-Student Sexual Harassment in Schools*. National Education Association, 1994.
- Strauss, Susan. *Sexual Harassment and Teens: A Program for Positive Change*. ETR Associates, 1992. <http://www.etr.org>
- Strauss, Susan. *Sexual Harassment to Teenagers: It's Not Fun/It's Illegal*. Minnesota Department of Education, 1993.
- *Teens Sexual Harassment*. Northwest Women's Law Center Legal Rights Subcommittee, 1998.
- *Tune Into Your Rights: A Guide for Teenagers about Turning Off Sexual Harassment*. University of Michigan. 1991.

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Sexual Harassment in the Workplace

Information on Sexual Harassment Laws

Equal Pay Act of 1963. States that men and women in the same job for the same employer must be paid the same wage, except for merit, seniority and other factors not related to gender.

<http://www.eeoc.gov/policy/epa.html>

Title VI of the Civil Right Act of 1964. Prohibits discrimination on the basis of color and national origin in programs receiving federal funding.

<http://www.usdoj.gov/crt/cor/coord/titlevi.htm>

Title VII of the Civil Rights Act of 1964. Prohibits employment discrimination based on sex, race, color, national origin and religion.

<http://www.eeoc.gov/policy/vii.html>

Federal Executive Order 11246. Requires affirmative action for federal contractors for women, Asian/Pacific Islanders, Blacks, American Indians/Alaskan Natives and Hispanics.

<http://www.dol.gov/esa/regs/statutes/ofccp/eo11246.htm>

Title IX of the 1972 Education Amendments to the Civil Rights Act. Prohibits discrimination on the basis of sex among students and staff in schools and colleges receiving federal funding. It requires educational institutions to create anti-sexual harassment policies and procedures.

<http://www.ed.gov/policy/rights/guid/ocr/sex.html>

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

<http://www.governor.wa.gov/eo/eoarchive/eo89-01.htm>

Civil Rights Act of 1991. States that a victim of sexual harassment can attempt to recover damages from his or her employer.

<http://www.eeoc.gov/policy/cra91.html>

Washington State Law Against Discrimination. Chapter 49.60 RCW. Prohibits employment discrimination based on sex, race, color, national origin, creed, marital status, disability and persons between ages forty and seventy in Washington State.

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=chapterdigest&chapter=49.60>

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

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

